

Section	Meeting Time	Meeting Location	Professor
001	T/Th 10:10 AM – 11:25 AM	Warren 151	Preuss and Wu
002	T/Th 11:40 AM – 12:55 PM	Warren 151	Preuss and Wu
003	T/Th 01:25 PM – 02:40 PM	Warren 151	Preuss and Wu

3 Credits, Graded; **Prerequisite:** ECON 1110, MATH 1106 or MATH 1110; or equivalents.

### Instructors:

Professor Marcel Preuss  
361 Sage Hall  
[preuss@cornell.edu](mailto:preuss@cornell.edu)

Professor Joy Wu  
201K Warren Hall  
[zw369@cornell.edu](mailto:zw369@cornell.edu)

#### Office hours (weeks 1-7):

In-person (scheduled):

Tu 3:45 – 5PM, Thu 3:45 – 5 PM

Book a slot:

<https://calendly.com/mp2222/strategy-office-hour-meeting>

#### Office hours (weeks 8-14):

In-person (scheduled):

Wed 3-4:30 PM

Book a slot:

<https://calendly.com/zw369>

**A list of all TAs, and their office hours, will be available on Canvas. For any email communication with us or the TAs, always include AEM2601 in the subject line.**

### **Weekly average expected time commitment/allocation**

- Independent reading/preparation/study: 2-4 hours per week
- Lectures: 2x75 minutes of live engagement per week
- Case writing/Group work/prelim studying: 2-4 hours per assignment

## Course Overview and Learning Outcomes

This course is about understanding why some firms are more successful than others. This course develops the knowledge and skills necessary to effectively analyze and formulate strategy, be it as a manager, a management consultant, or an investment banker. The ultimate objective of this analysis is to guide strategic decisions. Most case studies will involve firms facing important strategic decisions. **The course provides a language, theories, and frameworks that help in making those decisions.**

In this course, we will take a big picture view of the firm and the factors in both the internal and external environment that influence the firm's success. You will develop strategic insight into real-world business problems and will learn about strategic processes and practices for addressing them. You will also improve your comfort with ambiguity—situations in which there is no “right answer.” Finally, you will learn how to effectively communicate the logic behind your recommendation. During the case studies, you will often be assuming the position of a high-level manager, and the role of this decision-maker is to analyze the situation, as well as communicate this strategic plan to other relevant parties to implement the recommendation.

## Course Evaluation

### Assignment Points

1. 2 Prelims	200 points (100 points each)
2. 2 Strategic Issue Memos	150 points (75 points each)
3. Strategic Planning Project	200 points
4. Professional Skills Development	40 points
5. Class Participation	90 points
<b>Total</b>	<b>680 points</b>

### 1. 2 Prelims (200 points, 100 points each)

The **two** prelim exams will be on **March 5<sup>th</sup> and April 16<sup>th</sup>**.

- Topics will include all class materials and assigned readings up to the prelim date. The second prelim will focus on material *after* the first prelim.
- Prelims will be entirely **multiple choice**.
- For those with testing accommodations, **please review the SDS testing Appendix**. In compliance with university guidelines, **you must request your letter before Feb 8<sup>th</sup> and/or at least 7 days prior to the exam**.

**Link to learning outcomes:** multiple choice prelims teach students how to handle a time-constrained assessment where there is a single correct answer. The goal is to learn to reason through possible options and choose the best answer, even if more than one seem to be somewhat applicable (one of the most common types of tests after college!)

### 2. 2 Strategic Issue Memos (150 points, 75 points each)

This comprises **two** written firm strategic analyses to be completed individually by students. There are **four** possible cases to write-up, and students can write up to three, with the lowest grade dropped. Note that one Memo must come from write-up options A (the first two case studies on business strategy) and one must come from write-up options B (the last two options on corporate strategy). Strategic Issue Memos should adhere to the following points:

- a) Analyses should be **3 pages maximum**, 1" margins with 12 pt. type, single spaced. Additional information, charts and graphs can be attached as appendix materials in addition to the 3-page maximum, only for reference.
- b) Analyses should **avoid repetition of facts** and materials from the case.
- c) Analyses should be **submitted online via Gradescope** by 10 PM day before the case is discussed. **Please see late policy below. This will be strictly enforced.**
- d) You may write **one extra case** (3 total). Your highest two will be counted.

Analyses will be evaluated on the following criteria (see **Appendix A** for the grading rubric):

- a) Quality of analysis and conclusions (strategic thinking and analysis, reasonableness, systemic/integrated alternatives and practicality of recommendations).
- b) Use of appropriate analytical frameworks to analyze situations and make recommendations.
- c) Concise and clear writing, proper grammar, formatting, source citation, etc.

**Link to learning outcomes:** this assessment teaches students to employ critical thinking in responding to a particular piece. The goal is to mimic what you might face in a strategy-related job (past students have reported using this format to complete recruitment exercises).

***LATE POLICY FOR MEMOS (ONLY):*** To ensure fairness, the late policy will be **strictly enforced**. Memos are due before **10 PM** the day before the case is discussed, because discussion points and “answers” become available to all students in the class slides at that time. Students who submit their assignments beyond that time will have had access to these materials, and thus will incur late penalties to account for this potential advantage. While students will be allowed to upload their assignments after 10 PM, Gradescope time stamps these submissions and student will incur a 3 point per hour deduction.

We strongly recommend students submit their assignments well ahead of the deadline to avoid incurring late penalties. We understand things come up, and the course allows for flexibility in this assignment class through **choice** of cases: you only need to submit **two of four** cases, so if something came up you can submit one of the other cases instead. If you started work the case but could not finish, you can still make use of your work by participating in class and boosting your participation score.

***REGRADE REQUESTS:*** *Your Strategic Issue Memos are the only assessment subject to regrade requests. To submit a **regrade request**, follow the process to do so via Gradescope.*

***NOTE:*** *Your entire assignment will be regraded, and your grade MAY GO DOWN. **Your final grade will be the average of the original and regraded assignment.***

### 3. Strategic Planning Project (200 points)

In this group project, you will identify a new product or service to bring to market by a major publicly-listed or private company. This “diversification” plan must have risk associated with the project – it cannot be an obvious “no-brainer” expansion. The project should involve a lot of good research and integration of knowledge of different businesses. The full project is out of 200 points, and they are allocated as described below. Full rubric can be found in **Appendix C**. The project has the following components:

#### 1. Proposal stage (20%)

- Groups will submit a **two-page maximum summary** of their proposed diversification on **February 21<sup>st</sup> before 5pm (40 pts)**. See the first row of Appendix C for the rubric, and examples of prior good proposals on Canvas. The diversification proposal should clearly outline the firm, the idea, why the group believes it is a good idea that should be pursued by the company (i.e. how will it aggregate value) and reflections on what might go wrong with the idea.
- Groups will receive feedback from their classmates on this proposal and are expected to engage thoughtfully with this feedback.

## 2. Final Pitch stage (80%)

- Groups will do a **12-minute presentation during the final four class meetings**. Groups will be randomly assigned a day to present. Students must submit their **slide decks, by April 24<sup>th</sup> before 10 PM, via Gradescope**. The items evaluated are as follows:
  - o Analysis (**60 pts**)
  - o Solution (**50 pts**)
  - o Style/clarity (**50 pts**)

Broadly, your analysis should include the following elements (see **Appendix C**):

- a) Industry analysis of the **proposed** industry.
- b) Strong competitive analysis identifying proposed positioning vis-à-vis other players.
- c) Articulation of a coherent set of business model choices.
- d) Identification of key risks and mitigation actions.

Students should consider using the tools we develop throughout the course for this assessment, including five forces analysis, resources and capabilities tools and diversification tests.

### Remark on group work:

- Groups will do an **assessment of their peers** after the end of their presentation, by **May 11<sup>th</sup> 10 PM**, via a survey provided by the professors. Each team member's points are based on the group's total score, subject to adjustments of up to 10% based on their team's assessment of their contributions.

Note that this is a **team** project, and not a “divide and conquer” assignment – it means that the business plan must have strong alignment and integration across the various functions. Students will have the opportunity to provide the instructor with peer evaluations of overall team member performance, and this will factor into your grade. **Teams will have 5 members per team and need to be formed by February 10<sup>th</sup>**. A Canvas discussion thread for team formation is available for those who need to find additional members.

**Link to learning outcomes:** this assessment is an open-topic, creative critical thinking piece. It teaches students to synthesize the lessons from the entire course, taking a creative new idea and using the core content learning (tools, frameworks) to systematically and critically assess the quality of this idea and present an argument in a “pitch” presentation.

## **4. Professional Skills Development (40 points)**

The two key professional skills we will work to develop are:

- A. Providing constructive feedback on peers' work;
- B. Learning good team-work etiquette and inclusivity.

**(A) Providing constructive feedback on peers' work (20 points):**

To develop skills related to giving and receiving constructive feedback, the class will undergo a peer review process for the group projects. To facilitate this:

- Groups are required to submit two-page summaries of their proposed diversifications for the final project on **Feb 21<sup>st</sup>**. In class on **Feb 22<sup>nd</sup>**, each group will be given two other group's summaries. They will then fill out the rubric provided in **Appendix B** and turn this in. The points are awarded based on *thoughtful completion*.

**(B) Learning good team-work etiquette and inclusivity (20 points):**

- Each team should have a **Team Charter** that outlines how the team plans to work together. This should include: (i) broad expectations for the team, (ii) individual member "role titles" and brief role task-based descriptions/expectations, (iii) meeting regularity expectations and meeting dates, (iv) collaboration and coordination tools.
- The draft of this charter will be finalized **in class on Feb 22<sup>nd</sup>**. The charter will be graded based on *thoughtful completion* (that is, a good show of effort in outlining reasonable expectations, clear roles for each team member and setting up regular meetings).
- **Teams are expected to upload their meeting minutes to their Canvas Group folder.** This can be useful should disputes arise regarding the team assessment portion of the Final Project. Grades will be assigned based on *thoughtful completion* (that is, have teams uploaded minutes that are complete and show progress and teamwork during meetings).

**Link to learning outcomes:** This assessment teaches how to give constructive feedback and how to adopt and enact feedback.

**5. Class Participation (90 points)**

Business decisions in organizations are usually made via discussion, collaboration, negotiation, and consultation. To participate in them, you need to **communicate** your views **effectively**, and **defend** them with appropriate **data**. The case discussions are designed to help you develop these skills. Consequently, class participation is a significant portion of your grade.

**Class engagement is encouraged to excel in class participation.** However, we recognize that students have varying comfort levels with different forms of participation. Thus, we will provide a **variety of ways** for students to earn further participation credit, including:

- Participating **verbally in class**. We will grade the quality (not simply quantity) of your verbal participation. Examples of good class participation include: asking clarifying questions, offering real-life examples of the concepts discussed in class, constructive debate, and substantive participation in case discussions;
- Contributing to the Canvas Discussion board (e.g., asking intriguing questions, answering questions or pointing at current business news which relate to our class discussions)
- Regularly and thoughtfully completing the **reading surveys**.

**PARTICIPATION GRADE EXPECTATIONS:** Please note that although participation grades are only allocated after the last class is completed, we outline below broad parameters based on different levels of participation. Please note participation is calculated *within-section*.

- **For 80pts+:** you would have to be among the top percentiles of engagement and have demonstrated excellent attendance and reading survey engagement.
- **For 70-79pts:** If you are also around the median of your section class in engagement, your score falls into this range.
- **For 60-69pts:** If you attend all classes and do all reading surveys, but contribute little to nothing live in class, on Canvas or during office hours, your score falls into this range.
- **Below 60pts:** if you miss many classes, fail to submit multiple reading surveys and rarely engage in class, on Canvas, or in office hours, your score would be below 60 points.

**Link to learning outcomes:** This assessment focuses on building skills and comfort in clearly communicating ideas, which is crucial in any job, as well as future classes.

## Course Readings

- Many readings are available on Canvas (course reserves) or Mann Library Access
- Course Packet **included in CAMP program**, or **purchased separately** if not opted into CAMP: [click on “Course Materials” on Canvas to purchase it]
- We are not using a textbook, and thus these readings are **essential** for the course. **Let us know immediately if cost is a challenge and we can discuss options.**
- Canvas will be used to post syllabus readings or the path to the readings.

Note that **all readings are required**. You should expect to allocate approximately 1 to 2 hours per class (2-4 hours per week) to complete the readings and engage with the material.

If you find yourself not being able to cope with the volume of work and reading in this course, please **make sure to visit your professor’s office hours to discuss it**. The readings are a key component of learning, and we can help with strategies on how to study and use your time most effectively.

## Teaching Methodology

This course relies on the case method and discussion of real-world events, which gives you the opportunity to learn by doing. In class, we will act as moderator, facilitator, and lecturer to help you gain a better understanding of strategic analysis. Our role is not merely to give answers implicit in the case, but to weave together the threads of individual contributions into an intelligible pattern and to underscore the lessons of each case. Therefore, it is vital that each of you wrestle with the case and do your own thinking. By actively participating in class discussions, you will sharpen your own insights, and those of your classmates. Most of you will not only become familiar with the content of the course, but perhaps more importantly, you will also learn to master the process of analysis that is a central aspect of strategy, as well as communication of that analysis.

Please bear in mind as you prepare for class that strategic management relies on no straightforward formula. There are no easy and obvious answers to the strategic problems and concerns facing firms. In fact, there often is not even a single right answer or exclusive perspective to the cases we will study in the course. There are, however, a series of time-proven theories, frameworks, and techniques that can be applied so that superior strategic decisions can be reached. Most of these analytical approaches in the “strategy tool kit” will be covered in your assigned readings. Hence, one of the most important requirements for success in this course is thorough, advanced preparation and analysis of cases. Your weekly reading surveys will help in focusing on the important points of the readings.

To help us maintain a vibrant and respectful community in this class, we will be observing the following class norms that are based on common workplace policies:

1. **Be courteous and professional.** Attend class regularly and come on time.
2. **Form opinions, express them, and respect others’ differing opinions.** Soliciting different opinions will allow us to gain a deeper understanding of the course materials and will help us to come up with better ideas.
3. **Allow everyone a chance to talk.** If you have a lot to say, try to hold back a bit and listen attentively to others. If you are hesitant to speak, schedule an appointment to check in with me but also look for opportunities to contribute to the discussion.



## University Policies

1. **Academic Integrity:** Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and to discuss information and concepts covered in this course and the sections with other students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an electronic or hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment/exam. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action. Please see the essential guide<sup>1</sup> to Academic Integrity at Cornell for additional information.
2. **Accommodations for students with disabilities:** Your access in this course is important. Please give us your Student Disability Services (SDS) accommodation letter early in the semester so that we have adequate time to arrange your approved academic accommodations. If you need an immediate accommodation for equal access, please speak with me after class or send an email message to me and/or SDS at [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu). If the need arises for additional accommodations during the semester, please contact SDS.<sup>2</sup>
3. **Inclusivity:** We understand that our members represent a rich variety of backgrounds and perspectives. Dyson is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask everyone to:
  - a. share their unique experiences, values and beliefs;
  - b. be open to the views of others;
  - c. honor the uniqueness of their colleagues;
  - d. appreciate the opportunity that we have to learn from each other;
  - e. value each other's opinions and communicate in a respectful manner;
  - f. keep confidential discussions that the community has of a personal nature; and
  - g. use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.

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<sup>1</sup> <https://provost.cornell.edu/files/faculty-resources/essential-guide-academic-integrity.pdf>

<sup>2</sup> SDS is located on level 5 of Cornell Health, 110 Ho Plaza, 607-254-4545, [sds.cornell.edu](mailto:sds.cornell.edu).



## Detailed Class Meetings

**PLEASE NOTE:** Specific dates may change throughout the semester. Unshaded rows are core content or skills development classes.

- Orange shaded rows are case discussion classes.
- Green shaded rows are days with no class and an evening prelim exam.
- All assignments (readings, cases, etc.) are due at **10 PM** before class date

Class No.	Class Date	Topic	Assignments Due at 10 PM the day before	Readings	Reading Source
P.1	Tu, Jan 23 <sup>th</sup>	Introduction: Class Syllabus		Class Syllabus	Canvas
P.2	Th, Jan 25 <sup>th</sup>	<b>Core content:</b> Industry Analysis	Reading Survey	Porter (2008), "The Five Competitive Forces That Shape Strategy," <i>Harvard Business Review</i> .	Mann Library Access
P.3	Tu, Jan 30 <sup>st</sup>	<b>Core Content:</b> Industry Analysis II	Reading Survey	"A lack of competition explains the flaws in American aviation," <i>The Economist</i> (2017)	CAMP or HBSP Course Packet
P.4	Th, Feb 1 <sup>st</sup>	<b>Skills development:</b> Practice case discussion	Reading Survey	"Cola Wars Continue: Coke and Pepsi in 2010," (2010) <i>HBS Case Study #9-711-462</i>	Mann Library Access
P.5	Tu, Feb 6 <sup>th</sup>	<b>Core content:</b> Competitive Advantage	Reading survey	Porter (1996), "What is Strategy," <i>Harvard Business Review</i> .	Mann Library Access
P.6	Th, Feb 8 <sup>th</sup>	<b>Core content:</b> Resource Based View	Reading survey	Collis & Montgomery (2008), "Competing on Resources," <i>Harvard Business Review</i> .	Mann Library Access
P.7	Tu, Feb 13 <sup>th</sup>	<b>Case Discussion:</b> Entry and Retaliation	Case Write-up: Option #A.1	"Dogfight over Europe: Ryanair (A)," (2000) <i>HBS Case Study #9-700-115</i>	CAMP or HBSP Course Packet
P.8	Th, Feb 15 <sup>th</sup>	<b>Skills development:</b> Making consistent choices		Purchase Simulation "Strategy Simulation: Value Champion" ahead of class time	CAMP or HBSP Course Packet

P.9	Tu, Feb 20 <sup>th</sup>	<b>Case discussion:</b> Value Chain	Case Write-up: Option #A.2	“SHEIN vs. Zara: Digital transformation in the fast-fashion industry,” (2021) <i>HBP# HK1327</i>	CAMP or HBSP Course Packet
P.10	Th, Feb 22 <sup>nd</sup>	<b>Skills development:</b> Peer Feedback on project write-up	2-page project write-up due on Feb 21 <sup>st</sup> at 5PM	<i>none</i>	CAMP or HBSP Course Packet
FEBRUARY BREAK: Feb 24 – Feb 27					
P.11	Th, Feb 29 <sup>th</sup>	<b>Review lecture</b>	none		
P.12	Tu, Mar 5 <sup>th</sup>	PRELIM #1			
END OF BUSINESS STRATEGY: Prof Preuss					
START OF CORPORATE STRATEGY: Prof Wu					
W.1	Th, Mar 7 <sup>th</sup>	Introduction	none	Class Syllabus	Canvas
W.2	Tu, Mar 12 <sup>th</sup>	<b>Core content:</b> Diversification	Reading survey	Porter (1987). "From competitive advantage to corporate strategy." <i>Harvard Business Review</i> .	Mann Library Access
W.3	Th, Mar 14 <sup>th</sup>	<b>Skills development:</b> Applying Diversification Tests	none	“A Driverless Car? Mazda says why take all the fun out of it?” <i>Forbes Magazine</i> , January 18, 2016.	Canvas – Course reserves
W.4	Tu, Mar 19 <sup>th</sup>	<b>Core content:</b> Vertical Integration	Reading survey	Collis (1995). "The Scope of the Corporation," <i>HBS Industry and Background Note # 9-795-139</i> .	CAMP or HBSP Course Packet
W.5	Th, Mar 21 <sup>rd</sup>	<b>Case discussion:</b> Vertical Integration	Case Write-up Option #B.1	“Toyota Motor Manufacturing, U.S.A., Inc.” (1991), <i>HBS Case Study #9-693-019</i> .	CAMP or HBSP Course Packet
W.6	Tu, Mar 26 <sup>th</sup>	<b>Core content:</b> Non-market Strategy	Reading survey	Porter & Kramer (2006), “Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility,” <i>Harvard Business Review</i> .	Mann Library Access

W.7	Th, Mar 28 <sup>th</sup>	<b>Case discussion:</b> Non-market strategy	Case Write-up Option #B.2	Bartlett, Dessain, and Sjöman (2006), "IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A)," <i>HBS Case Study</i> .	CAMP or HBSP Course Packet
<b>SPRING BREAK: Mar 30 – Apr 7</b>					
W.8	Tu, Apr 9 <sup>th</sup>	<b>Review</b>	none	Rukstad & Collis (2009), "The Walt Disney Company: The Entertainment King," <i>HBS Case Study #9-701-035</i> .	CAMP or HBSP Course Packet
W.9	Th, Apr 11 <sup>th</sup>	Strategy/ Consulting Student Panel	Questions for the panel		
W.10	Tu, Apr 16 <sup>th</sup>	<b>PRELIM #2</b>			
W.11	Th, Apr 18 <sup>th</sup>	<b>Final project review</b>	none		
W.12	Tu, Apr 23 <sup>rd</sup>	<b>Supervised group work</b>	none		
<b>Presentation slides due by 10 pm on April 24<sup>th</sup></b>					
C.1	Th, Apr 25 <sup>th</sup>	<b>Presentations Day 1</b>			
C.2	Tu, April 30 <sup>th</sup>	<b>Presentations Day 2</b>			
C.3	Th, May 2 <sup>nd</sup>	<b>Presentations Day 3</b>			
C.4	Tu, May 7 <sup>th</sup>	<b>Presentations Day 4</b>			

## Appendix A: Strategic Issue Memo Write-Up Rubric

Area	Points	Comments
Identify a <b>strategic issue</b> (opportunity or problem). Why does the issue exist?	5	
Analyze the firm's <b>external</b> environment (e.g. industry analysis)	15	
Analyze the firm's <b>internal</b> environment (e.g. position, competitive advantage, business model, value chain fit)	15	
Identify and briefly describe two <b>alternatives</b> that address the issue	5	
Integrate external and internal analysis to <b>evaluate</b> each of the two alternatives. You can consider criteria such as: <ul style="list-style-type: none"> <li>Does it exploit factors that make the <u>industry</u> profitable, and consider the factors that make the industry a difficult one?</li> <li>Does it leverage an existing <u>competitive advantage</u>, or does it create a new one? How? Is the CA sustainable?</li> <li>How does it affect the profitability?</li> <li>[once you also cover corporate strategy:] Does it align with the firm's corporate strategy? If it is it a horizontal/vertical integration move, why does that make sense?</li> <li><u>Other</u> relevant criteria depending on the case (ethical issues, risks, competitor responses, etc.)</li> </ul>	20	
Describe and justify your final <b>recommendation</b> based on the analysis	5	
<b>Clear &amp; concise:</b> grammar, spelling, etc.	10	
<b>Total = 75</b>	75	

## Appendix B: Peer Group Evaluation Rubric

Criteria	Excellent	Fair	Poor	Comments
<b>Assertion</b>				
Clarity, importance				
<b>Evidence</b>				
Relevance, strength, credibility				
<b>Organization</b>				
Arrangement of ideas, guiding the reading				
<b>Mechanics</b>				
Spelling, grammar, punctuation				
<b>Overall Effectiveness</b>				

If you could recommend three specific changes in the writing and proposal, what would they be?

- 1.
- 2.
- 3.

**Questions to guide the rubric:**

**Assertion:** Clearly stated purpose and objective(s)? Accomplished its purpose?

**Evidence:** Ideas/topics received enough attention and explanation? Supporting material persuasive? Adequate references and resource material?

**Organization:** Good overall structure? Ideas ordered effectively? Introduction & conclusion focus clearly on the main point?

**Mechanics:** Unnecessary repetition avoided? Topic and level of formality appropriate for audience? Grammar? Spelling?

## Appendix C: Strategic Planning Project Rubric

	<b>Exemplary (A+/A/A- range)</b>	<b>Proficient (B+/B/B- range)</b>	<b>Marginal (C range)</b>	<b>Score</b>
<b>(2- page) Proposed Diversification</b>	<ul style="list-style-type: none"> <li>* Identifies main company and new product clearly.</li> <li>* Clearly identifies the impact of launching the new product on key company metrics and objectives.</li> <li>* Team adds insightful and useful outside research.</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies basics of main company and new product.</li> <li>* Provides reasonable perspective regarding the impact of launching the new product on key company metrics and objectives.</li> <li>* Team uses some outside research.</li> </ul>	<ul style="list-style-type: none"> <li>* Does not identify and summarize the basics of main company and new product.</li> <li>* Identifies an unclear or inappropriate product.</li> <li>* Deals only with superficial or unreliable facts and information.</li> </ul>	/40
<b>Analysis</b>	<ul style="list-style-type: none"> <li>* Identifies the key underlying opportunities.</li> <li>* Insightfully identifies customers, competitive position &amp; industry conditions.</li> <li>* Team draws insightful conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies most key causes or opportunities.</li> <li>* Identifies customers, competitive position and key industry conditions.</li> <li>* Team summarizes findings.</li> </ul>	<ul style="list-style-type: none"> <li>* Focuses analysis on symptoms and/or minor issues.</li> <li>* Analysis is competent, although some conclusions lacked critical thinking.</li> </ul>	/60
<b>Solution</b>	<ul style="list-style-type: none"> <li>* Team recommendation is creative to position for longer term success.</li> <li>* Complete analysis is provided with clear and reasonable assumptions.</li> <li>* Team identifies the resources and capabilities needed for success in the industry and recommendation builds competitive advantages.</li> </ul>	<ul style="list-style-type: none"> <li>* Team recommendation(s) is reasonable and actionable.</li> <li>* Some analysis is provided.</li> <li>* Teams address the resources and capabilities needed to implement their recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>* Team recommendation(s) is inappropriate or unrealistic.</li> <li>* Little analysis is provided.</li> <li>* Team provides limited identification of resources and capabilities needed.</li> </ul>	/50
<b>Style/Clarity</b>	<ul style="list-style-type: none"> <li>* Explanations/progression of ideas are smooth, interesting &amp; powerful.</li> <li>* Presentation is engaging.</li> <li>* Slides strongly contribute to the story.</li> </ul>	<ul style="list-style-type: none"> <li>* Explanations/progression of ideas are straightforward &amp; complete.</li> <li>* Presentation is clear, easy to follow.</li> <li>* Slides are interesting.</li> </ul>	<ul style="list-style-type: none"> <li>* Explanations/progression of ideas are adequate, but difficult to follow.</li> <li>* Presentation is hard to follow.</li> <li>* Slides are straightforward.</li> </ul>	/50
<b>Team Assessment</b>	<ul style="list-style-type: none"> <li>* Routinely provides useful ideas when participating in the group.</li> <li>* Actively looks for and suggests solutions to problems.</li> <li>* Always has a positive attitude.</li> <li>* Consistently stays focused.</li> <li>* Always listens to and supports the efforts of others.</li> </ul>	<ul style="list-style-type: none"> <li>* Usually provides useful ideas when participating in the group.</li> <li>* Refines solutions suggested by others.</li> <li>* Often has a positive attitude.</li> <li>* Focuses on the task most of the time.</li> <li>* Usually listens to group.</li> </ul>	<ul style="list-style-type: none"> <li>* Did not solve problems or help others solve problems.</li> <li>* Did not regularly attend team meetings.</li> <li>* Rarely listened to team members</li> <li>* Lets others do the work.</li> </ul>	+/-
<b>Total</b>	<b>Note:</b> The team assessment portion is based on a final team assessment survey filled out by all team members. These assessment can impact the overall grade of the group (or individual members)			/200

## Alternative Testing Program Syllabus Statement

**Students with Disabilities:** Your access in this course is very important to us. In order to have adequate time to arrange your approved accommodation, you must request your accommodation letter **no later than February 8**. If you become registered with SDS after February 8, you must request your accommodation letter at least 7 days prior to the date of your exam.

Once SDS approves your accommodation letter, it will be emailed to both you and your professors.

**For students with testing accommodations**, this course is participating in the SDS Alternative Testing Program for the Spring 2024 semester. If you have an approved testing accommodation, you must request it for this course *and* complete an Exam Request Form for each exam in this course via the [SDS student portal](#) by **February 8th**. Failure to do so may result in the inability to use your accommodation.

Additionally, be aware of the following:

- Scheduling for accommodated exams:
  - Evening prelim exams will begin at **6:30 p.m.**
- All exam logistics will be communicated to you from SDS (look out for emails from [sds@accessiblelearning.mail.cornell.edu](mailto:sds@accessiblelearning.mail.cornell.edu)). Please note that confirmation about the exact time and room location for your accommodated exam will be communicated to you closer to the exam date (no later than 48 hours prior). **Please do not contact your professor with questions about exam logistics, as we will not be able to answer them.** All details are being managed by SDS; therefore, questions should be sent to [sds-testing@cornell.edu](mailto:sds-testing@cornell.edu).
- Coordination of make-up exams (i.e., for students who have been granted prior permission by me to take the exam on a day other than the scheduled date of the main exam) will be handled by us. **The SDS Alternative Testing Program will not be involved in the logistics for any make-up exams.** If you miss your scheduled accommodated exam, you should notify your professor, not SDS.