HARVARD | BUSINESS | SCHOOL

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Enhancing Your Contribution to Group Learning in Marketing

What Happens in a Typical Marketing Class Session?

The Marketing course is taught entirely via the HBS Case Method. During a case discussion, all of you in the Section will be vying to analyze, generate alternatives, decide, recommend, persuade, constructively criticize, and debate with your classmates about how you would solve the marketing problems facing the case protagonist. It is this process of active learning, where you are personally and collectively responsible for managing your own learning, rather than relying on your Marketing instructor to impart information to you via lecture, that forms the heart of the case method.

The class will generally begin with an opening question and a cold call of one of you (or a group of you) to start the discussion. The discussion unfolds from there for about 60-70 minutes. The end of the class session is generally reserved for guest speakers from the case company, videos of case protagonists, and/or a reveal of what happened after the case. Marketing instructors will often use the closing minutes of a class session to summarize some of the key learning objectives. At the close of each module, Marketing instructors will conduct a *Module Wrap* that helps the Section review key concepts, frameworks, and analyses. The end of each module is also accompanied by a required reading *Module Note*, which helps you synthesize and organize your learnings.

The Learning Contract in a Case Class

Rooted in an understanding of how managers learn, the case method is a gradual process that requires engaging in action in order to learn from experience. The facts and figures in a case are only the beginning of this process, serving as a springboard for dynamic discussion in the classroom.

As such, the case method relies on the active intellectual and emotional involvement of each of you. As you derive generalizations across multiple case analyses, these theories and the hypotheses that support them are constantly explored and tested using evidence from specific cases. This in turn strengthens your ability to address any number of specific issues, which is the true value of this learning method.

Active learning pedagogies like the case method are only successful if certain conditions are met. A case discussion course is a shared partnership in which both students and instructor take responsibility

Senior Lecturer Jill Avery prepared this note as the basis for class discussion with the assistance of the 2023 RC Marketing teaching group. These guidelines were strongly influenced by William Ellet's The Case Study Handbook: How To Read, Discuss, and Write Persuasively About Cases (2007), Harvard Business School Press. This note uses excerpts from Avery, Jill (2014) "Leveraging Crowdsourced Peer-To-Peer Assessments to Enhance the Case Method of Learning," Journal for Advancement of Marketing Education, 22(1), Spring 2014, pp. 1-15.

for the learning process. To achieve a successful partnership, the class must move from a loose collection of individual voices at the beginning of the semester to a communal collaborative with shared goals and values by the end.

What is my role as a student?

A case discussion cannot exist without the knowledge, expertise, insight, and effort of each individual student in the Section. Broad and diverse class participation is critical to achieving the learning goals. It is only through rigorous and intense participation that each student experiences the simulated real world experience the case method offers, and thus learns by doing, acting in the decision-making role of a manager, rather than by listening. To learn, students must not only be present, but also be mentally engaging with the course material, struggling with difficult decisions, recognizing the risks in their recommendations, and debating the merits of their arguments.

Your role consists of:

Rigorous Preparation. Come to class with a well-informed point of view. You have not finished preparing a case until you have formulated a course of action and know how to sway a class of colleagues to support your position, using evidence from your analysis. You collectively own the learning that emerges from a case discussion, and those who come unprepared risk the learning for everyone else, if you attend class unprepared then you are not equipped for learning or for teaching.

Vigorous Participation. Plan to take part every day, but try not to get frustrated if you have your hand up and are not called on (remember, there are over 90 of you in the Section!). You should expect to participate once every 2-3 Marketing class sessions if you are raising your hand consistently throughout each case discussion. Prepare some initial thoughts on what you would like to contribute prior to class, but stay nimble and open to participating on the fly as the conversation evolves. There is all the difference in the world for your level of learning between passively observing a class and joining in. Be ready to be cold called at any point during a case discussion. And, if you've just spoken, don't sit back, tune out, and stop engaging – you can be called back into the discussion at any time. Your Marketing instructor will be working diligently throughout the semester to ensure that those who are raising their hands to participate will get into the discussions regularly in that every 2-3 class session rhythm.

Adaptability. Fight for your point of view, but when you are wrong, admit it and let the class move on. Be open to changing your mind once you hear the brilliant analyses and arguments of your classmates.

Owning Your Learning. Before you leave the classroom, think about what happened during the case discussion and synthesize the learning that you have gleaned from it.

What is the Instructor's Role?

Rather than teaching "to" students, HBS Marketing instructors facilitate shared learning by helping students teach themselves and each other -- in essence, by preparing students to take charge of their own learning and development. As a result, HBS students have a dual responsibility to both learn and teach, with their faculty's guidance and support.

In the case method, Marketing instructors choreograph case discussions utilizing a Socratic approach, using questions to encourage students to put themselves in the shoes of the case protagonist and to make the complex real world decisions facing them. Within this pedagogical approach, the instructor does not lecture to achieve the learning objectives, but rather relies on students to inductively derive frameworks and learnings from their own and their classmates' participation in the discussion.

The Marketing instructor gently guides the discussion by 1.) posing probing questions to draw out students' critical thinking, 2) encouraging debate, and 3.) playing the devil's advocate, while, at the same time, 4.) steering the discussion into different pastures that allow the learning objectives of the course to emerge. Be ready for your Marketing instructor and your classmates to question your assumptions, challenge your thought processes, and test the robustness of your analyses. When they push back on you, it doesn't necessarily mean that you are wrong; in doing so, we're collectively training you to be more analytical and to refine your critical thinking skills.

How to Analyze a Marketing Case

You should plan on spending ~2 hours to prepare each Marketing case. This time does not include the time it will take you to read any other assigned technical notes. Think of a case as a patient and yourself as a physician attempting a diagnosis. First, check the "vital signs" by asking questions to appraise the situation and to be sure that you do not overlook something important. Second, probe more carefully the problems your checkup has disclosed. Third, reach a diagnosis and propose a course of action. Following the steps of an *analytical decision making process* (see **Exhibit 1**) can help you scaffold your process.

Getting Started

Your Marketing instructor will provide you with a list of case preparation questions for each case on Canvas. These questions are intended to guide and focus your case preparation. Begin your preparation by reading the questions to help orient yourself to the main learning points. By the end of your case analysis, you should be able to answer each of the case questions.

Before moving into the case, read any assigned technical notes. As you read, look for the concepts and tools referenced in the case questions. Be sure you understand these before you move to the case.

Skim the case once quickly to get an overview of the situation. Keep the case questions nearby and refer to them as you read. Then, reread it again more carefully, marking key passages, making side calculations, and perhaps creating a spreadsheet model to capture your quantitative understanding of the situation. Take in the whole situation and put yourself in the role of the marketer in the case. Think like a marketer, but do not ignore multidisciplinary issues, such as organizational behavior, financial, and operations issues, as these are often intertwined with marketing issues. Sift through the evidence. Only when you are comfortable that you understand the facts, try to formulate the problem. Every case has a problem. Try to identify the key issues or questions being raised in the case. Remember that the "real" problem may be different from the one expressed by the protagonist of the case or by its author.

Analyzing the Situation

An important component of managerial judgment is being able to attribute meaning to data. Case studies are filled with facts; your task is to interpret them, filter them, and integrate them in order to identify a plan of action. Work to identify which information in the case you need to address the key issues or questions and which information is less essential. Focus your attention on the essential facts.

Be sure to spend some time on the exhibits. Why did the case writer include each of them? What information is contained in each of them and how can you combine information from all of them to learn something new? Do not skip over quantitative exhibits such as income statements or balance sheets. These usually contain valuable information to use in pricing, breakeven analysis, payback analysis, calculations of customer lifetime value, and profitability analysis.

Identify pieces of information that were omitted from the case but which would be useful. Managers rarely have complete information, and part of calculating the risk of any decision is recognizing what is known and substituting an informed estimate for what is not. Can you make educated assumptions about the missing information? How sensitive is your resulting analysis to these assumptions?

At this point in your case preparation, you should have identified the key issues or problems and assembled data related to these issues or problems. Make sure you understand the root causes of the issues or problems. Who or what is responsible?

For any marketing case, you should be looking to use any (and all) of the tools you have learned in the course to assess the situation. A 5 C's situation analysis, where you analyze customers and their consumer behavior, the market context, competitors, collaborators, and the company itself is always helpful as it ensures that you do not miss an important area of potential insight.

Developing Recommendations

Now, it is time to begin the process of crafting your recommended actions/solutions to the issues. Begin by brainstorming various alternative actions/solutions. Be creative and spend the time to expand the breadth of alternative actions/solutions you consider. Much of the time, the most obvious solution is not the best. Take a contrarian position. Argue against the "safe" or obvious solution, playing the devil's advocate. This often allows you to look at the data from an entirely new perspective or use data that otherwise would have been ignored.

Establish criteria for choosing among your alternative actions/solutions. What factors are important to a successful decision? Be sure to evaluate your alternatives both qualitatively (e.g., using a pros/cons approach or by mapping alternatives against the customer's journey) and quantitatively (e.g., calculating the return-on-investment or the lifetime value of a customer, assessing the sales volume and market size, and/or calculating the profitability upside or downside). Remember to assess how your decision on this marketing issue may affect other decisions within the firm or even change the industry as customers, competitors, suppliers, or retail partners respond to it.

As you narrow in on a recommended action/solution, be sure to assemble supporting evidence for your position and then test yourself to see if your evidence holds up to scrutiny. Why is your decision preferable to other alternatives? Why might others disagree with you? What are the risks of your decision and how can you mitigate or manage them? If your action/solution cannot be implemented, what is the strongest alternative to it?

Avoid making recommendations that are not specific or clear, that are impractical to implement, that ignore cost implications or company constraints, that do not address timing concerns, or that do not address the key issues or problems in the case. A recommendation to "do more market research" or "hire a consultant" shirks your responsibility for taking meaningful action. Imagine that you don't have the money or the time to delay and make your decision based on the information you have been given in the case.

Finish your analysis by identifying how you would implement your recommended actions/solutions. What obstacles might you encounter and how will you work around them? How will you track your results, and which key performance indicators (KPIs) will you be watching? How will you know whether your recommended actions/solutions are effective? When will you correct your course if things are not working out as you planned?

You have not finished preparing a case until you have a strongly held point of view on what the problem is and how to solve it.

Keep in mind that there usually are no single "right" answers to a Marketing case but there are certainly wrong ones. Your job is to choose an answer, defend it using facts from the case and your own analysis, and be ready to listen and learn from others who may disagree with you. Through this process, you will get to practice analytical managerial decision making in marketing contexts.

Preparing to Participate in the Marketing Classroom

The best way to prepare to actively participate in the case discussion is to thoroughly prepare your case analysis prior to coming to class so that you can be confident in your understanding of the case.

Use your discussion group to exchange and debate ideas. But don't try to reach a group solution. Use the group to test your ideas and to practice defending them. Listen for common questions about or arguments against your ideas.

Briefly summarize (in your head or on paper if it makes you feel more comfortable) your answers to the study questions. As you complete your analysis, make a list of questions you have or things that you continue to struggle with and bring them to class with you. Discussing these with your discussion group will not only help you better understand the class material, but will most likely help your classmates as well.

How to Participate in a Marketing Case Discussion

Come to each class ready to actively participate in the case discussion. Actively participating requires two things from you: actively listening to your classmates and your Marketing instructor and actively contributing to the discussion throughout the class session, when appropriate.

Learn from Each Other

The point of a case discussion is to provide you with a forum in which to practice communicating recommendations and defending them against the critiques and alternatives of others, and to learn when and how to accommodate the ideas of others into your managerial decisions. Listening and critiquing the recommendations of your classmates will teach you how to discriminate among good and bad managerial decisions and how to respectfully offer constructive criticism to gain consensus around your ideas. Think of this process as akin to what you have experienced in business meetings, where you share the floor with others, present your ideas and recommendations succinctly and persuasively, and listen to consider and incorporate the ideas of others.

During the case discussion, talk to your classmates, not to your Marketing instructor. Turn your body toward the Section rather than orienting it toward the front of the room.

There is etiquette to case discussion. Follow the flow of the discussion and try to tailor your contribution to the needs of the moment. Sometimes, the previous remark needs to be challenged or probed more deeply. Sometimes, when a topic has been sufficiently aired, we need a summarizing observation or a bridging comment that moves us forward. Very occasionally, we need to be taken backward to an issue that is revealed to have been inadequately dealt with. There is a time for the use of data and a time for the use of managerial judgment, a time for analysis and a time for decision. Use your Marketing instructor's questions as prompts for what is appropriate at which time.

The best contributions to a case discussion are succinct, clear, on point, and informed by a thorough understanding and analysis of the case facts. They introduce relevant analysis or interpretation of case facts at appropriate moments in the discussion. Good contributions move the discussion forward by providing closure on an outstanding issue, offering alternative recommendations to those that have previously been discussed, or introducing a new topic for discussion.

Poor contributions to a case discussion reiterate what others have already said, discuss case facts without relating them to a recommendation or analysis, or contain recommendations that are not based on case facts or analysis. Excessively lengthy contributions are discouraged, as this tends to evolve into a lecture, rather than an interactive discussion.

Don't jump in too late. When you have been polishing an argument in your head, you may be reluctant to give it up even though the conversation has moved on to another topic. But, swallow hard and move on with the class.

Some contributions take the discussion off on a tangent. Before contributing this type of comment, evaluate whether the tangent is important enough to divert the discussion. If it is not, consider not making that comment or waiting for a more appropriate time to introduce it into the discussion. Sometimes these types of comments are better addressed with your Marketing instructor after class or during office hours, particularly if they represent a particular interest of yours that may not be widely shared by your classmates or be closely linked to the learning objectives for that day.

Create a Positive Learning Environment

The Case Method relies upon the creation and nurturing of a supportive learning environment where individuals can have open discussion, reflect on their thinking, and learn from one another. This requires an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning.

Work to create a supportive and respectful discussion. Look at your classmates when they are speaking and respectfully restrain from raising your hand or interrupting the speaker until they have finished. Show your agreement, support, or encouragement through body language. If you disagree, do so respectfully, by first recognizing the good work your classmate has done in arriving at their position and then carefully explaining how you reached a different conclusion. Do not engage in side conversations, do not engage with technology, and do not leave the classroom when someone else is speaking.

Recognize that not all of us are equally adept at speaking in a public forum. Provide encouragement for those of us who are less comfortable. If you are more comfortable with public speaking, be sure that you do not monopolize the discussion; let others have a chance to contribute.

Be willing to take and defend risky positions. Be willing to make mistakes. Be willing to fail spectacularly. Our classroom will be a safe, low risk place for you to experiment and test yourself before entering the business world. Don't follow the crowd; if you disagree, say so and respectfully explain to all of us why you think we are wrong. Challenge the assumptions made in the case or made by your classmates. View disagreements as learning opportunities, not as chances to prove you are right. Case discussion works best when there is conflict between nicely balanced opposing views. Thus, one of your Marketing instructor's main tasks is to build and focus conflict.

Be open to shifting your position. Try to bring your colleagues to your point of view, but be generous to them when they convince you. Don't be afraid to change your mind halfway through a case discussion. This shows learning! But, be ready to discuss why you have switched sides and what evidence compelled you to do so.

Reflect and Record Your Learnings

Before you leave the Marketing classroom, take five minutes to reflect on and write down a few core insights that you gleaned from the case analysis and the case discussion. It is difficult to take detailed notes during a case discussion, so it is important for you to capture the insights of the case before you forget them.

What were the generalizable marketing problems, processes, analyses, or outcomes that were discussed? How was this case similar to and different from the ones that came before it? How does it relate to the other cases in the module? What were the key questions that the case raised and how would you answer them in other marketing contexts? What 2-3 things do you want to remember from this case?

At the end of each module of the course, take time to look across the cases in the module to uncover common themes. How do the cases work together to teach us something important about marketing? How do the different contexts of each case suggest contingency conditions to think about when trying to generalize learnings?

How Will My Class Participation Be Assessed?

Students sometimes misunderstand how class participation is assessed in the MBA classroom. What you see as strong class participation (showing up for class, reading the case, and demonstrating a knowledge of case facts during the case discussion) is often viewed as "table stakes" by case instructors, who value critical thinking, qualitative and quantitative analysis, contrast and comparison, and synthesis of the case's critical issues, all of which demonstrate metacognition, when assessing the quality of class participation.

This lack of understanding also contributes to many of the less effective behaviors students exhibit during case discussions, such as hogging airtime, engaging in one-upmanship with their classmates, and speaking even when they have nothing original to contribute or when they are unprepared. Often, instead of engaging in the active listening that is so critical to successful learning in the case method, some students focus inwardly on what they are going to say, rather than processing their classmates' contributions as part of their learning. Instead of building a collaborative communal learning environment, some students tend to focus on themselves, rather than the group's learning trajectory.

Linguistically, in your own mind, try rephrasing "class participation" as "contribution to group learning," to help remind yourself of the need for you to contribute content during case discussions that is of value to your classmates in their learning process, rather than just participating to get your voice heard by your Marketing instructor. This shifts the emphasis from a process measure (are you speaking during a case discussion?) to an outcome measure (are you helping other students and yourself learn?). This distinction reminds you of the Section's collective responsibility for teaching and learning. Craft your comments in ways that help bring the case discussion to a higher level of quality.

Under this criterion, the affirmation of a job well done comes not from the instructor, but rather from your peers and their responses to your comments.

When grading class participation, Marketing instructors assess both the quantity of contributions and the quality of contributions, with much more weight placed on the quality measure.

As we assess quality, Marketing instructors are looking for markers of mental engagement and active listening, analytical and critical thinking to make meaning from data, the active use of comparison and contrast during debate to empirically derive general principles from diverse situations, decision making under uncertainty and within complex conditions, and effective and authoritative persuasiveness. We are looking for contributions that demonstrate rigorous preparation, depth of understanding of key marketing concepts and frameworks, and synthesis across cases and modules. We are looking for contributions that make an impact on the Section and that move the discussion forward.

As we assess quantity, Marketing instructors are looking for each student to be ready to be actively engaged in every case discussion at every moment. This is reflected in not only how many times you speak, but also in how many times you indicate a readiness to speak (by raising your hand) and in your active listening. Each case discussion will vary in how many different voices have the opportunity to contribute, and is dependent on whether we have a guest speaker or video content that takes time away from our group discussion. In general, if all hands in the Section are raised at all times, you should expect to be chosen to speak once every 2-3 cases, based upon an average of 30-45 participants per case. This means, at the end of the semester, your Marketing instructor will be assessing you based on a portfolio of around 10-15 contributions.

You can raise your odds of being chosen to speak by raising your hand to answer questions that other students are not ready to answer. Careful case preparation and the willingness to take a risk on a more difficult question can increase both your frequency of speaking and the quality points you can earn if you raise your hand when most students are reluctant to do so. You can lower your odds of being chosen to speak by not raising your hand frequently or quickly enough or only raising your hand when everyone else is doing so.

You will receive individualized feedback on your class participation from your Marketing instructor at mid-semester with suggestions on how to improve your contributions.

Frequently Asked Questions

Q: How do I know which marketing analyses to run for each case or which marketing frameworks to apply?

A: During your tenure here at HBS, you will learn many tools, frameworks, concepts, and formulas. Your goal should be to use every one of these that is relevant in any business decision-making situation you encounter, whether here at HBS or in the real world. As you learn a new tool or concept, put in on a virtual toolkit list that you can reference next time you have to analyze something. Then, think about whether that tool or concept can help you make your decision. The more you use the tools and concepts you learn, the more intuitive it will become to use them in your decision-making.

Q: Help! I can't find a number I need to run an analysis. What should I do?

A: Never let the lack of data availability stand in your way of doing analysis. If you are missing a key piece of data that you need, follow this process:

1.) Make an educated guess to form an assumption. What does the case tell you that will allow you to make an educated guess about the magnitude of the number you are missing? For example, does the case tell you that the margins in the pharmaceutical industry are very high? Does the case tell you that Company X has similar market share as Company Y? Use this information to construct your assumption.

2.) Document your assumption before you run your analysis. Make note of which of the numbers you are using in your analysis are "facts" and which are "assumptions".

3.) Run your analysis using your assumed numbers.

4.) Test the sensitivity of your answer to your assumptions. For example, if you assumed a 50% gross margin, rerun your analysis using a 10% gross margin and a 90% gross margin. Does it fundamentally change the answer in a way that makes you reconsider how you use the analysis? Sometimes your answer is going to be very sensitive to your assumption and sometimes it is not. Make sure you understand which of these is true in your case before you use the analysis to make an important decision.

Q: Why are some of our cases so old? The business environment has changed so much since then!

A: We choose cases based on how well they teach important concepts. Sometimes older cases are "classics" which demonstrate timeless marketing challenges that exist regardless of how much consumers, markets, companies, and technologies change. The age of the case is irrelevant – the lessons contained therein are what is important. While the tactics of marketing have changed dramatically due to the rise of e-commerce and digital marketing and the availability of big data on customer behavior, the fundamental analyses and strategies marketers pursue remain largely the same. That said, we strive to refresh the course every year with new cases: this year 33% of our cases were written in the last year, 60% in the last five years, and 80% in the last ten years.

Q: Oh no, she just said what I was going to say! What should I do?

A: Please don't say the same thing again. There is nothing worse in a case discussion that someone saying, "I agree with Geraldine." That type of comment doesn't add to the learning and slows down the progress of the case discussion. If someone has already said something that you were going to say, put your hand down and think of something else to say. Can you play the devil's advocate and argue the other side? Can you point out the risks of her recommendation? Can you argue that her decision criteria was lacking and offer some new criteria to consider? Try using the structure "Yes…and" to add something new to the previous comment or "Yes…but" to argue against it.

Q: The rest of the class didn't agree with my recommendations. Was I wrong?

A: Not necessarily! Perhaps you need some more work on your persuasive skills. Sometimes you may have a good answer, but will have trouble persuading your classmates to agree with you. Consider how you crafted your argument to see how you could have better presented a case for your recommendation. What evidence did you assemble? How did you present that evidence? What challenges did your classmates make? Then, carefully consider the alternatives your classmates offered to oppose your recommendation. What advantages and disadvantages do they have over your plan?

Q: I have specialized expertise about the company, the industry, or the marketing problem to share. What is the most effective way to do so?

A: We have a wealth of experience in the classroom that we will leverage throughout the semester. Your Marketing instructor will review the information on your MBA classcard to identify students with company, industry, or marketing expertise and will often bring those students into the discussion to provide a more advanced analysis of the issues of the case. If you would like to be considered as an "expert" for a particular case, email your Marketing instructor the night before class to discuss. They can then help guide you in the best way to leverage your expertise with the Section.

To be most effective in those moments, please ensure that you are using your particular skills and past experiences to further the learning of your classmates and in service of the case under analysis. How does your past experience help you untangle or clarify the issues raised in the case? What analogies can you make to your past experience that might help illuminate a path forward for this case protagonist? Avoid spending too much time telling the Section *what* you did in your previous job; rather, use your special expertise in an area to show us ways to analyze the case issues at a deeper level.

Q: Why do we sometimes not reach any resolution at the end of a Marketing case discussion? What is the "right" answer?

A: One thing that can be frustrating is that there is rarely a single right answer to a Marketing case – just as there is rarely a right answer to most business questions. Even if the company that is the subject of the case chose a particular path that does not mean that was the right path. The decisions that must be made in well-written cases are ones that are intentionally ambiguous, that students can argue for both sides. The goal in analyzing a case is not to uncover the "right" answer; it is to rigorously analyze a situation, choose a position, and defend your choice by crafting an argument that will persuade your audience that you have chosen well.

In most case discussions, you will have seen several viable answers emerge, each supported by a group within the class. Your Marketing instructor may give you a personal opinion of the merit of the alternatives. But remember, particular solutions are not important once the class session is over. What matters, when the class ends, is that you should have learned something of the logic by which good solutions emerge from careful and creative analysis. You should be better able to apply this logic to the next case or to a real management problem.

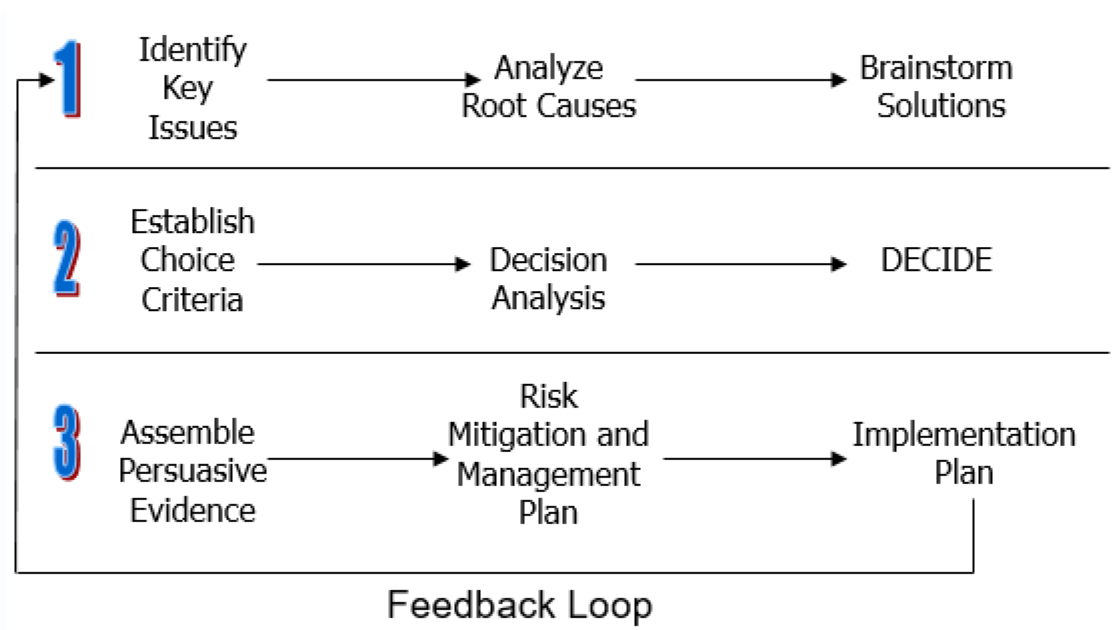
Q: Help! I'm struggling!

A: These guidelines were strongly influenced by the ideas contained in William Ellet's *The Case Study Handbook: How to Read, Discuss, and Write Persuasively about Cases*, Harvard Business School Press, Boston, 2007. Students who are struggling with case analysis and/or case discussion participation should read this book for more ideas on how to be successful in a case class. The book contains chapters on how to analyze a case, how to participate in a case discussion, and how to prepare a written case exam.

Your Marketing instructor is available to you during office hours if you are struggling with your learning. Please reach out to them via email with quick questions, or schedule some time on their calendar for a more in-depth discussion during office hours.

MBA Student & Academic Services (SAS) staff members are also available to help you. They provide coaching on preparing cases, improving class participation, and preparing for case-based exams. They can find you a Marketing tutor or a writing coach. Please contact MBA Student & Academic Services at sas@hbs.edu or at (617) 495-6831 to set up a time to talk.

Exhibit 1 An Analytical Decision Making Process



Source: Casewriter.