|  |  |
| --- | --- |
|  | **BAEP 491 – Introduction to Social Entrepreneurship** |
| **Syllabus: Spring 2017**  **3 Academic Credits**  **Monday and Wednesdays,**  **2:00-3:50pm**  **Professor Jill Kickul, Ph.D.** |

**Required Materials**

* Kickul, J., & Lyons, T. (2016). Understanding Social Entrepreneurship (referred to as USE in course schedule): The Relentless Pursuit of Mission in an Ever-changing World.
* VentureBlocks simulation: <http://ventureblocks.com>
* Other readings and resources on Blackboard
* *Recommended Supplements* to Course on Udacity: Lean LaunchPad: https://www.udacity.com/course/how-to-build-a-startup--ep245

**Course Description**

Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. This course is designed to provide a socially relevant academic experience in order to help students gain in-depth insights into economic and social value creation across a number of sectors/areas including poverty alleviation, energy, health and sustainability.

This course *focuses on developing the analytical, conceptual, and practical skills required to test the feasibility of a new business concept.* The primary activity of the class is the creation of a feasibility study focusing on an idea/concept – a project that involves identifying, evaluating, and determining whether or not to exploit a social entrepreneurial opportunity.

In the process of conducting your feasibility analysis, you will think critically about business concepts and undertake field research to answer fundamental questions about strategic, marketing, financial, operational, and human resource issues.

You will have the opportunity to formulate a concept statement; analyze your industry and market; conduct first-hand research on customers and competitors; create a social value proposition; evaluate distribution channels, pricing strategies, and various types of business models; and estimate the resource requirements for the venture. Finally, you will practice pitching your business concept to other social entrepreneurs and investors.

In the process of conducting your feasibility analysis, we will be working through three key phases of **Discovery, Design, and Develop.**

**Course Philosophy:**

Social Entrepreneurship is more than a set of tools and techniques for starting and growing a business. It's a mindset, a way of looking at things that is problem/***opportunity*** focused and creative. It's about passion -- doing what you love. It's about creating wealth in all its forms: economic value, social innovation and sustainability, and making a difference in the communities we serve.

While numerous different definitions of social entrepreneurship exist, there appears to be broad consensus about two issues:

1. Social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship; and
2. The outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor.

To quote one of the many leaders in the field (Bill Drayton, CEO, Chair, and Founder, Ashoka: Innovators for the Public) …. “The job of a social entrepreneur is to recognize when a part of society is not working and to solve the problem by changing the system, spreading solutions, and persuading entire societies to take new leaps. Social entrepreneurs are not content just to give a fish or to teach how to fish. They will not rest until they have revolutionized the fishing industry. Identifying and solving large-scale social problems requires social entrepreneurs because only entrepreneurs have the committed vision and inexhaustible determination to persist until they have transformed an entire system. The scholar comes to rest when he expresses an idea. The professional succeeds when she solves a client’s problem. The manager calls it quits when he has enabled his organization to succeed. Social entrepreneurs can only come to rest when their vision has become the new pattern all across society.”

Taking this into consideration, our class and our time together will be focused on the ideas, process, steps, and strategies required for creating new social ventures! This course focuses on the critical factors associated with successful new venture initiation as well as the preparation of a feasibility plan that can be used to begin operations in a new social enterprise. This course will challenge all of us to confront more advanced issues faced by today’s social entrepreneurs. In sum, our course draws on a variety of disciplines, including management and finance, to develop frameworks and techniques that are needed to start, evaluate, and develop social ventures.

**Course Learning Objectives**

In this course, you:

* Learn to identify, develop, and evaluate social business concepts.
* Acquire and apply social entrepreneurial techniques and skills for gathering and analyzing key industry, customer, and competitor information.
* Develop multi-functional, analytical, and critical thinking skills through the process of completing a feasibility analysis for a new social venture.
* Build an effective and persuasive case for the feasibility of your social business concept, through a written report as well as an oral presentation before a panel of other social entrepreneurs and investors.

To achieve these objectives, a combination of methods will be used in the course, including lectures, case studies, journaling, team projects, student presentations, and guest speakers.

**Course Communication**

Course communication will take place through announcements in class, emails, and Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore, it is imperative that you have a fully operational Blackboard account. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to forward your USC email to the account you use. (Note: It’s not uncommon for some students’ USC email quota to fill by the end of each semester. It is your responsibility to manage your account to ensure receipt of all emailed communication.)

**Journaling**

Each week before class, you will have the opportunity to journal your own thoughts and ideas on specific topics related to opportunity identification and evaluation. Topics will be different each week. These are not formal writings, but rather an opportunity for you to thoughtfully reflect on the subjects being presented in class and in the readings and brainstorm new variations of your ideas/opportunities. These reflections should be emailed to the professor by Noon on the day before class.

**Case Analysis**

There will be a series of cases that we will analyze in class. You are expected to read the case beforehand and be prepared to discuss it during class. You will need to write-up **two (2)** individual analyses to any two of the cases you choose. Each write-up has a limit of 3 pages max. These write-ups will be due on Friday, Noon before that respective class discussion and should be uploaded and submitted to Blackboard. Late assignments will either not be accepted or will incur a grade penalty unless due to documented serious illness or family emergency.

From time to time we will bring in the entrepreneur to the class following the case discussion to discuss where he/she is today. Please refer to the appendix and a “guide to case analysis” for both discussion and write-up suggestions.

**Class and Small Group Participation**

The success of this course depends not only on your attendance, but also on your participation. The more you participate, the more fun and valuable the course will be for all of us. For every class, students are expected to read the supplemental readings and cases. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in small group meetings, and in group presentations.

The instructor's evaluation of your participation will be evaluated using these criteria:

* When questions were presented to the class, how active (as opposed to inactive) was your participation?
* When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) did you use concepts previously discussed?
* When you asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?
* When you were asked to answer case questions to solve entrepreneurial problems, how specific, hence implementable (as opposed to vague, hence useless), were your suggested remedies to problems raised in class?
* When you criticized others' ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?

**Attendance and Lateness Policy**

Attendance at each class session is expected. If you miss more than one class (regardless of the reason), you can expect this to have a negative effect on your class participation grade. Excessive lateness, or leaving early, will also have a negative effect on your contribution grade.

**Breakdown of Course Requirements:**

|  |  |
| --- | --- |
| Part I: *Social Impact Presentation* | 15% |
| Part II: Social Venture Feasibility Plan (written) | 25% |
| Case Write-up I | 10% |
| Case Write-up II | 10% |
| Social Venture Feasibility Plan Presentation (includes explainer video) | 15% |
| Journaling | 5% |
| Class Participation | 10% |
| Peer Input | 10% |
| Total | 100% |

**About the Professor:**

**Jill R. Kickul** joined USC Marshall School of Business in August 2016 as a professor in the Lloyd Greif Center for Entrepreneurial Studies and Research Director in the Brittingham Social Enterprise Lab. Before joining USC, she was the Director of the social entrepreneurship program at New York University Stern School of Business. Prior to joining NYU Stern, Professor Kickul was the Richard A. Forsythe Chair in Entrepreneurship in the Thomas C. Page Center for Entrepreneurship at Miami University, Ohio, and a professor in the management department in the University's Farmer School of Business. Prior to joining the Miami University faculty, she was the Elizabeth J. McCandless Professor in Entrepreneurship at the Simmons School of Management in Boston.

Professor Kickul's primary research areas of interest include innovation and strategic processes within new ventures, micro-financing practices and wealth creation in transitioning economies, and social entrepreneurship. She is the co-author of numerous books including: Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World, Patterns in Social Entrepreneurship Research, Social Entrepreneurship (Two volume meta-review of field), Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, and Handbook of Microcredit in Europe: Social Inclusion Through Microenterprise Development.

She has published more than 100 publications in entrepreneurship and management journals, including: Academy of Management Learning and Education, Entrepreneurship Theory and Practice, Small Business Economics, Entrepreneurship Research Journal, Journal of Management, Journal of Operations Management, Journal of Small Business Management, Journal of Organizational Behavior, Frontiers of Entrepreneurship Research, International Journal of Entrepreneurship and Innovation, International Small Business, International Journal of Cross-Cultural Management, California Management Review, and Journal of Business Ethics. She currently is the Executive Vice-President of Entrepreneurship Research Society, Editor of SSRN Social Entrepreneurship Journal (sponsored by Kauffman Foundation) and board member of the European Microfinance Network, Foundation for Social Change, ChangeCorp, Rising Tide Initiative, and Faculty Affiliate in the Center for Gender and Organizations.

Professor Kickul has taught entrepreneurship and social entrepreneurship internationally for the Helsinki School of Economics, International Bank of Asia, Hong Kong MBA Program, and delivered research seminars at the Stockholm School of Economics, INSEAD, EM Lyon School of Business, Aarhus Center for Organizational Renewal and Evolution (CORE), Central European University, Massey University, and the Jonkoping International Business School. Her work on entrepreneurship education development and curriculum design has been nationally recognized and supported through the National Science Foundation (NSF), Coleman Foundation Entrepreneurship Excellence in Teaching Colleges Grant and was named by Fortune Small Business as one of the Top 10 Innovative Programs in Entrepreneurship Education.

**Course Schedule and Modules**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Module | Readings and Assignment  (Be ready to discuss on date) | | | |
| **For the Week of January 9**  **Discover Phase** | **Introduction to Course, Social Entrepreneurship, Possibilities for Impact** | MONDAY   * USE, Chapter 1 * USE, Chapter 2 * Redefining Success in A Changing World (BB) | | | WEDNESDAY   * [Naming the Mindsets of Innovation](http://ssir.org/articles/entry/naming_the_mindsets_of_innovation) (link; social sector) |
| **For the Week of January 16**  **Discover Phase** | **Social Entrepreneurship – Identifying Opportunities in the Field** | ALL WEEK:   * *Social Venture Feasibility Concept Pitches (3 min presentation)* | | | |
| **For the Week of January 23**  **Discover Phase** | **Social Entrepreneurship – Understanding Your Market, Beneficiaries** | ALL WEEK:   * Venture Blocks Exercise | | | |
| **For the Week of January 30**  **Discover Phase** | **Recognizing and Assessing Social Venture Opportunities: Social Impact I** | MONDAY   * USE, Chapter 3 | WEDNESDAY   * The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit (BB) | | |
| **For the Week of February 6**  **Discover Phase** | **Assessing Social Venture Opportunities: Social Impact II** | MONDAY   * Disruptive Innovations for Social Change (BB)) | | WEDNESDAY   * **Case: Khan Academy** | |

USE = Understanding Social Entrepreneurship book; BB = on Blackboard

**Course Schedule and Modules Continued**

|  |  |  |  |
| --- | --- | --- | --- |
| **For the Week of February 13**  **Design Phase** | **Developing the Social Venture Strategy and Feasibility** | MONDAY   * USE Chapter 4 * Lean Startup Process for Social Good (BB) | WEDNESDAY   * [Social Lean Canvas](http://socialleancanvas.com) (link) * [Why the Lean Start-up Changes Everything](https://hbr.org/2013/05/why-the-lean-start-up-changes-everything) (link) |
| **For the Week of February 20**  **Design Phase** | **Venture Entry Feasibility: Positioning the Firm for Social and Strategic Advantage** | MONDAY   * USE, Chapter 5 * [Doing Less, Better](http://ssir.org/articles/entry/doing_less_better) (link) | WEDNESDAY   * **Case: Madecasse (BB)** |
| **For the Week of February 27**  **Develop Phase** | **Social Impact Presentations** | ALL WEEK   * Social Impact Feasibility Presentations | |
| **For the Week of March 6**  **Develop Phase** | **Financing Possibilities for Social Ventures – How Much Does Your Venture Need?** | MONDAY   * USE, Chapter 6 * How Much Money Does Your Venture Need? (BB) | WEDNESDAY   * [Filling in the Gap](http://ssir.org/articles/entry/filling_in_the_gap) (link) |
| **For the Week of March 20**  **Develop Phase** | **Strategies for Scaling Social Impact, Part I** | MONDAY   * USE, Chapter 8 | WEDNESDAY   * Cultivate Your Ecosystem (BB) |
| **For the Week of March 27**  **Develop Phase** | **Strategies for Scaling Social Impact, Part II** | MONDAY   * Planning for Scaling Social Impact: Our Work at CASE (BB) * Ten Lessons on Multi-Stakeholder Partnerships (BB) | WEDNESDAY   * **Case: Endeavor – Determining a Growth Strategy (BB)** |

**Course Schedule and Modules Continued**

|  |  |  |  |
| --- | --- | --- | --- |
| **For the Week of April 3**  **Develop Phase** | **Measurement of Impact** | MONDAY   * USE, Chapter 7 * Learning for Social Impact: What Foundations Can Do (BB) | WEDNESDAY   * **Case: Playgrounds and Performance:**   **Results Management at Kaboom! Case (BB)** |
| **For the Week of April 10**  **Develop Phase** | ALL WEEK  **Learning How to** **Present and Pitch Your Social Venture**   * Team Consultations * Developing your explainer video | | |
| **For the Week of April 17**  **Discover, Design, and Develop Wrap-up** | **Social Ventures Feasibility Presentations** | ALL WEEK  Team Presentations | |
| **For the Week of April 24**  **Discover, Design, and Develop Wrap-up** | **Social Ventures Feasibility Presentations** | ALL WEEK  Team Presentations | |

Cases in **BOLD** represent those cases that can count towards your 2 case write-ups.**Appendix**

**UNIVERSITY AND MARSHALL GUIDELINES**

**Lloyd Greif Center for Entrepreneurial Studies Confidentiality Policy**

Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes are evidence that you understand this policy and will abide by it.

**Technology Policy**

Web-enabled devices are not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. Web-enabled devices (e.g., laptops, tablets, smartphones) are permitted during class ONLY if approved by the professor. Videotaping of faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor.

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own (plagiarism). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>.  This is important for the safety of the whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person.  *Relationship and Sexual Violence Prevention and Services* (RSVP)<https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

## **Support Systems**

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* (DSP; [www.usc.edu/disability](http://www.usc.edu/disability))provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate. (<https://sait.usc.edu/academicsupport/centerprograms/dsp/registration/accommodationletters_howto.asp>)

The Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)) provides certification for students with disabilities and helps arrange the relevant accommodations.  Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

**A Guide to Case Analysis and Rubric:**

Many students find case analysis to be difficult due to the relative lack of structure of most entrepreneurship challenges. No correctly answered list of questions or mechanical process will lead to the "right" answer. In fact, there is no single "right" solution to most entrepreneurship challenges. When analyzing a case, remember that there are many possible approaches and solutions. The goal is not to figure out "the answer" but to sharpen your analytic, problem solving, and decision-making skills. The following steps outline the basic approach that you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis. First, read the assigned reading for the week of the case. The reading material should play an important role in your analysis of the case. Remember that case analysis in this course is cumulative. Thus material from earlier chapters or readings may be relevant and should be applied where relevant. Second, read the case. Take notes about the important issues that the case raises and the material from the reading that seems to apply. As yourself, what are the major questions that this case poses for the decision maker?

Third, analyze what is occurring in the case and why. You should be able to identify outcomes in the case and/or issues that the organization faces. These outcomes may be bad (e.g., cash flow issues, in ability to expand, conflict among the business partners, inability to control operations), or they may be good. There may be numerous problems and issues. The goal of analysis is to *explain* the underlying mechanisms that are producing the outcomes or problems that you see in the situation. This process will require you to distinguish between symptoms and casual mechanisms. Consider the following example: You go to the doctor with the "problem" of a cough or a fever. It may be easy for the physician to treat the cough or fever with a number of medicines much like we could treat worker dissatisfaction by paying higher wages. However, it is important for the physician to determine the causes of the problem. If the cause of the cough is tuberculosis then only treating the cough is apt to lead to serious long-run consequences because the underlying disease process will still be at work. Clearly the cough is just a symptom of a deeper underlying problem, the disease of tuberculosis. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I will look for in your case analyses is the cogency of your explanation of the process leading to the symptoms.

At the outset you are likely to struggle with this. It is a difficult and time consuming process to develop clinical skills. Remember that specific cases are assigned because they present good opportunities to practice using different theories and frameworks. Therefore, you know in every instance that some material from the assigned reading, and often other material from earlier readings, must be applicable to the case. You will find theories and course frameworks essential for supporting your analyses. You should view the theories and frameworks as a way to explain the underlying causal mechanisms contributing to the outcomes in the case, and as a way to organize and justify your arguments. Be explicit and thorough in your use of course concepts and theories, but avoid the tendency to throw in course terminology merely as “buzzwords.”

Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are real-world situations, not necessarily examples of bad management. Don’t makeup problems when none exist. Take the situation for what it is rather than approaching it with a point of view. Be alert for the danger that some information in some cases is coming from biased participants and therefore must be taken with a grain of salt.

A characteristic of cases is that you never have all the information that you want and there is often considerable information that is irrelevant, trivial or even obfuscating. The absence of essential information may force you to make one or more assumptions. Assumptions should always be clearly labeled as such, they must be necessary and they must be realistic. In general, you should try to avoid assumptions.

There is no need to describe events in your written analyses. This is merely a waste of space, as I have read the case and am aware of all the facts. Rather, you should use material from the case to support your analysis or to provide examples to back up your arguments. Remember, your objective is to explain, not describe or report.

At the conclusion of each written case analysis, you will need to offer recommendations for change, or recommendations for how the situation could have been better handled. Keep in mind that recommendations typically have both positive and negative consequences. For example, a solution may eventually work but be very costly, difficult to implement and take a long time to have a significant impact. You should develop the recommendation that has maximum positive impact and minimum negative consequences.

Recommendations should logically follow from the analysis and they should be feasible. For example, firing the boss and replacing her/him with a better manager may be a good "theoretic" solution but it may not be feasible in a given set of circumstances. Recommendations must be effective and efficient. Killing a fly with a bomb is effective but not efficient. Few, if any, recommendations are completely without costs or negative consequences. A good analysis presents a thoughtful, balanced presentation of recommendations instead of just a one-sided argument.

Finally, make sure that your case analyses are well-written, clearly organized, and have a logical flow. Poor writing will affect your grade. It usually helps to provide a brief summary statement and “roadmap” at the beginning of the analysis to orient and guide the reader. Also make sure that any recommendations you provide follow directly from your analysis of the problem, and that your overall conclusions are consistent with your analysis.

The Seven Steps of Problem Analysis – Recommendations on Case Write-Up

Using an organized seven-stem approach in analyzing a case will make the entire process easier and can increase your learning benefits.

1. *Read the case thoroughly.* To understand fully what is happening in a case, it is necessary to read the case carefully and thoroughly. You may want to read the case rather quickly the first time to get an overview of the industry, the company, the people, and the situation. Read the case again more slowly, making notes as you go.
2. *Define the central issue.* Many cases will involve several issues or problems. Identify the most important problems and separate them from the more trivial issues. After identifying what appears to be a major underlying issue, examine related problems in the functional areas (for example, marketing, finance, personnel, and so on). Functional area problems may help you identify deep-rooted problems that are the responsibility of top management.
3. *Define the firm's goals.* Inconsistencies between a firm's goals and its performance may further highlight the problems discovered in step 2. At the very least, identifying the firm's goals will provide a guide for the remaining analysis.
4. *Identify the constraints to the problem.* The constraints may limit the solutions available to the firm. Typical constraints include limited finances, lack of additional production capacity, personnel limitations, strong competitors, relationships with suppliers and customers, and so on. Constraints have to be considered when suggesting a solution.
5. *Identify all the relevant alternatives.* The list should all the relevant alternatives that could solve the problem(s) that were identified in step 2. Use your creativity in coming up with alternative solutions. Even when solutions are suggested in the case, you may be able to suggest better solutions.
6. *Select the best alternative.* Evaluate each alternative in light of the available information. If you have carefully taken the proceeding five steps, a good solution to the case should be apparent. Resist the temptation to jump to this step early in the case analysis. You will probably miss important facts, misunderstand the problem, or skip what may be the best alternative solution. You will also need to explain the logic you used to choose one alternative and reject the others.
7. *Develop an implementation plan.* The final step in the analysis is to develop a plan for effective implementation of your decision. Lack of an implementation plan even for a very good decision can lead to disaster for a firm and for you. Don't overlook this step. Your professor will surely ask you or someone in the class to explain how to implement the decision.

**Evaluation Rubric of Cases:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **Identification of the Main Issues/ Problems** | Identifies & understands all of the main issues in the case study | Identifies and understands most of the main issues in the case study | Identifies and understands some of the issues in the case study | Identifies and understands few of the issues in case study |
| **Analysis of the Issues** | Insightful and thorough analysis of all the issues | Thorough analysis of most of the issues | Superficial analysis of some of the issues in the case | Incomplete analysis of the issues |
| **Comments on effective solutions/strategies (The solution may be in the case already or proposed by you)** | Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study | Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study | Superficial and/or inappropriate solutions to some of the issues in the case study | Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study |
| **Links to Course Readings and Additional Research** | Excellent research into the issues with clearly documented links to class (and/or outside) readings | Good research and documented links to the material read | Limited research and documented links to any readings | Incomplete research and links to any readings |