Examples of Rigorous Activities & Assignments

COURSE LEVEL	OUTCOME(S)
200	I. Evaluate user experience strategies
ASSIGNMENT Using the checklist/evaluation categories provided, students will visit three websites to evaluate the user experience strategies employed. Select one site to develop a summary of what is well done or needs improvement according to the user experience strategies covered in our module. Refer to the attached rubric for specific grading criteria.	

COURSE LEVEL	OUTCOME(S)
200	I. Demonstrate the use of HTML, CSS, and JavaScript to build a dynamic working website
PROJECT Throughout this course you will be building a working website, the steps will be separated into the tasks listed. Each task will include a grading rubric. - Create business home/landing page - Add two additional content pages (Menu, About, etc.) - Working navigation - Customer log-in creation - Pizza ordering menu - Add items to shopping cart - Add custom pizza toppings - Summarize cart items - Update quantities in the cart - Delete items from the cart - Submit and save orders	

COURSE LEVEL	OUTCOME(S)
300	I. Identify the appropriate methodology for a research study
DISCUSSION ACTIVITY Given the research study topic and goals provided, write a summary to suggest a methodology to conduct the study. Justify your choice and identify potential challenges that may occur with your choice. Share your summary in the discussion post (peer review) and work with an assigned peer(s) to collaborate on a final selection.	

COURSE LEVEL	OUTCOME(S)
400	I. Conduct a debate playing the role of a stakeholder

ACTIVITY & DISCUSSION

Based on the case study provided, students will work in groups and act the stakeholder role: judge, attorney, plaintiff, defendant. Each group needs to coordinate to collectively determine your opening statements to share with the court. Judges will need to identify specific aspects of the issue or questions that they would like to have answered during the debate.

Post 1: One person from your group will post opening remarks regarding your position.

Post 2: Both the Plaintiff and Defendant stakeholders need to post a minimum of one rebuttal to the statements posed by any of the opposing stakeholders.

Post 3: the Judges will provide their final opinion on the debate.

COURSE LEVEL	OUTCOME(S)
400	I. Define the contents of a selected research topic II. Explain a plan for executing a research project

RESEARCH PROPOSAL

Develop a 2–3-page (double-spaced) paper that clearly lays out your research topic. Topics can include anything related to labor, business, banking, finance, economic & social relations, advertising, political economy, or economic culture throughout the span of U.S. history. Your paper should identify a historical question, explain how answering it will contribute to the scholarly literature, and describe the primary sources that you intend to use. The proposal should include an annotated bibliography (using full bibliographical citations using APA styling). Include the following:

1. At least five historical monographs (book length academic studies published by a university press or the equivalent)
2. At least five articles (from academic journals)
3. At least three primary sources (these can range in material type - art, photographs, memoirs, newspaper articles, advertisements, letters, business records, etc. - and may come from Miami's Special Collections, a nearby library/historical society, or digital collections)

For each source, write 2-3 sentences that summarize/explain the source and how you will use it. Refer to the assignment rubric for more grading details.

COURSE LEVEL	OUTCOME(S)
400	I. Conduct research to examine a disciplinary conversation and investigate its distinct rhetorical features II. Analyze the rhetorical situation of written texts and their intended audience
Assignment	

We are enveloped by discourse communities. They shape what we value, what we fear, what we hope to achieve. They help to define our short-term goals and long-term plans. They even give us a sense of mission—to score a basket, to win the cook-off, to publish an article, to find a cure. Some of these communities are less defined, less discernible, than others. Regardless of their direct appeal, or *presence*, in our thinking, they provide the interpretive and discursive stuff of our lives. For this project, investigate a discourse community from your own life—one that has shaped or is beginning to shape you. Try to understand how that discourse community works: how it establishes, maintains, and knows itself. Consider the following possible paths:

- a political or civic community, perhaps one related to your academic interests
- a group formed around an avocation (e.g., an artistic, hobbyist, or adventure society)
- a specific community within your academic discipline

As you explore, narrow your attention as much as possible. For example, you could begin by focusing on your chosen academic discipline. But you can take a further step and seek out smaller and sustained conversations within that discipline. For instance, how might feminist literary theory constitute a discourse community within the broader discipline of English studies? How might eco-engineering constitute a discourse community within the broader field of mechanical engineering?

Once you've honed your focus, write an essay (aiming for 2500 words) that thoroughly describes the elements of your discourse community. Apply the terms and concepts from our shared reading to help articulate the nature of that discourse community. In class sessions, we will discuss a range of strategies for developing the essay. For now, consider these key invention questions, which can propel and frame your essay:

- What is the rhetorical situation of the community? What institutions, forces, groups, or issues define its existence? Is it defined by an ongoing exigence?
- How does the community relate to the world around it? How does it engage issues, arguments, tensions, or social needs?
- Within the community, what rhetorical patterns, stylistic trends and argumentative tactics do you detect?
- What unstated assumptions operate in the usual arguments or assertions?
- Does the community have an expressed identity? If so, what is its *ethos*? Or is it a loose gathering of diverse writers, thinkers, and practitioners?
- Does the community have an explicit antagonist or opposing force? If so, how does that feed or function within the community?
- Consider the formal communications or texts that shape the discourse community. How do articles, essays, Tweets, memes, websites, ads, (etc!) function to maintain identity or intensity? Might publication—or publication type—figure into the community?

- Theorize: What does your discourse community reveal about the nature of communities (or discourse)? What does your focus suggest about the function of language for an expressed and shared identity? As you consider this, return to our class readings and draw on any relevant passages or claims.

Sources

- **Textual Evidence**: Please integrate at least two textual examples from your chosen discourse community. In other words, integrate at least two passages of text that give voice to the nature of your chosen community. These passages can come from any genre—e.g., articles, transcripts, emails, blog posts, mission statements.

- **Core Readings/Texts**: Please integrate relevant terms and passages from our core readings (e.g. Downs, Porter). Consider those passages or statements that we highlighted and discussed in class sessions—those that help you to understand and work with key concepts.

- **Secondary Outside Sources**: You may integrate outside secondary sources that help to articulate the nature of the discourse community or to frame related concepts. As with all formal writing for this course, please cite and document passages and ideas taken from readings and your texts. Unless we discuss otherwise, please apply MLA format and citation style.

Rhetorical Strategies

Your overarching mission for this essay is to analyze a discourse community. But you will do various other things along the way. For instance, you will also identify and define key terms, synthesize sources, investigate the disciplinary or community boundaries, identify methodological trends, and so on. Apply them in your work as you see fit. (In fact, experiment with those that seem somewhat new!)

Please refer to the attached rubric for specifics on grading.

COURSE LEVEL	OUTCOME(S)
500	I. Examine how different cultures value, use, and protect plants and plant diversity
DISCUSSION Debate Prompt Read Is conserving plants within protected areas problematic? Develop and provide a debate prompt from this article where you pick a side on whether protected areas are problematic for preserving global plant biodiversity.	

Your debate prompt should be 3-6 sentences in length, citing the paper above, and any paper that we have read thus far in class. Additionally, you can incorporate a real-world example (share the citation).
Post your debate prompt in this discussion. You are to respond to the prompts of your assigned peers. Your responses should include citations. Refer to the discussion rubric for grading specifics.

COURSE LEVEL	OUTCOME(S)
600	I. Practice exploratory data analysis techniques II. Peer review classmate visuals III. Effectively adapt visuals based on peer feedback

ASSIGNMENT

1. Choose two of the data sets provided and create visualizations that bring the data to life.
2. Share the visualizations here in the discussion board-only one team member needs to submit this.
3. Critique two visuals submitted by your peers. It is important when critiquing others' work to comment on what they do well along with what could be improved.
4. Update one of your visuals, incorporating feedback you received from your peers. Explain how you incorporated the feedback into your updated visual and why this modification improved the overall effectiveness of the visualization. Provide the original visual for comparison. View the assignment rubric.
5. Submit both visuals.

COURSE LEVEL	OUTCOME(S)
600	I. Practice exploratory data analysis techniques II. Peer review classmate visuals III. Effectively adapt visuals based on peer feedback

DISCUSSION BREAK ACTIVITY
Warehouse Accuracy Rates. Imagine you work for a national retailer with warehouses across the United States. You have data showing accuracy and error rates for high-volume warehouses – those filling at least 200 orders per day. There is a hypothesis with senior leadership regarding a worrying trend: in recent months, customers have been returning their orders at a higher volume than usual. You want to share your findings with senior leadership so the proper course of action can be taken to fix this trend.

1. Download & save the warehouse data set and familiarize yourself with the data.
2. Answer the questions in the discussion post using the reply button.

        a) What do you notice about the data?
        b) Is there any other data you would like to see?
3. Create a visual that you feel can bring the data to life.
4. Upload the visual that you created in this discussion board.
5. Provide feedback and suggestions to at least two of your peers.

Next, you will review your instructor's breakdown of bringing this data to life.

COURSE LEVEL	OUTCOME(S)
600	I. Identify whether a choice depends on strategic interaction II. Explain rationality as used in game theory III. Identify key elements of a game

ASSIGNMENT
Game Theory & Decisions Individual Problem Set:
Critique the game:

		Duvall		
		Stop	**Drop**	**Roll**
Earl	**Hammer**	4, 14	9, 6	5, 3
	Anvil	8, 2	6, 12	1, 7
	Stirrup	11, 5	16, 3	9, 8

1. Who are the players in this game?
2. What strategies are available to Duvall?
3. If Earl plays "Hammer" and Duvall plays "Roll," then what is Earl's payoff?
4. If Earl plays "Stirrup" and Duvall plays "Drop," what is Duvall's payoff?

Determine which of the following scenarios describe decisions (i.e. don't depend on choices of others), which of them describe games (i.e. strategic decisions that depend on choices of others) with a small number of players, and which of them describe games with many players. In each case, indicate what specific features of the scenario caused you to classify it as you did.
- A group of grocery shoppers in the dairy section, with each shopper choosing a flavor of yogurt to purchase.

- A pair of teenage girls choosing dresses for their prom
- A college student considering what type of postgraduate education to pursue
- The New York Times and the Wall Street Journal choosing the prices for their online subscriptions this year
- College students in a class, deciding how hard to study for the final exam
- A presidential candidate picking a running mate

Consider the strategic games described below. In each case, state how you would classify the game according to the six dimensions outlined in this module: (i) Are players' interests totally aligned, totally in conflict, or a mix of both? (ii) Are moves sequential or simultaneous? (iii) Are the rules fixed or not? (iv) Is it a game with imperfect information? (v) Is the game repeated? (vi) Are cooperative agreements possible or not? If you do not have enough information to classify a game in a particular dimension, explain why not?

   a. Rock-Paper-Scissors: On the count of three, each player makes the shape of one of the three items with her hand. Rock beats Scissors, Scissors beats Paper, and Paper beats Rock.

    i.

   ii.

  iii.

  iv.

   v.

  vi.

   b. Roll-call voting: Voters cast their votes orally as their names are called. The choice with the most votes wins.

   c. Sealed-bid auction: Bidders on a bottle of wine seal their bids in envelopes. The highest bidder wins the item and pays the amount of his bid.

COURSE LEVEL	OUTCOME(S)
600	I. Articulate how internal analysis complements external analysis II. Apply VRIO analysis to a firm/organization/company

ASSIGNMENT
Mitigating Threats
Your team needs to choose a company and describe how two different resources within that company enable them to mitigate threats. A discussion board is provided in order for you to claim which company you would like to work on. Companies should not be duplicated and again these are claimed on a first come, first served basis.

I expect you to clearly articulate the resource, the force (which one of Porter's 5 Forces) that resource impacts, and how that resource serves to alter the force.

For example, the Southwest's decisions to fly into secondary airports, their locational resource, enables them to respond to the threat from suppliers. The supplier in this case is airport terminals. Larger airport terminals have many buyers and a unique offering so smaller airports shift the balance of supplier power toward Southwest. [I would expect a little bit more explanation than just this, but this provides a starting framework.]

Your findings should be presented via PowerPoint or Google slides. The slide(s) can serve as visual aids with voice-over and/or video explaining the connection. The slides should be uploaded to this assignment dropbox, as well as posted as a reply to the discussion board forum where you originally claimed the company. This allows for it to be shared with fellow classmates.

COURSE LEVEL	OUTCOME(S)
600	I. Utilize the build-borrow-buy framework

ACTIVITY-BRANCHING SCENARIO
Build | Borrow | Buy Simulation
Using what you have learned so far in the course & module, work through this simulation and act as the consultant for expanding a business. This business offers 3D printing with a variety of materials at a higher speed than anyone else. They have identified two possible opportunities that look promising: residential renovations and boat manufacturing. Work through the analysis of each opportunity, identify challenges and strengths, and the critical decision-making of each; use the build-borrow-buy framework.

COURSE LEVEL	OUTCOME(S)
600	I. Assess Mergers & Acquisitions (M&A) decisions

ACTIVITY
A Perfect Marriage
As a team, choose a corporation with multiple business units that executes corporate strategy well. Present their overall corporate strategy and then describe two business units that are executing that strategy well in their own contexts.

Next, explain why those two business units are better together. Put briefly, I am looking for:
The overall corporate strategy
How business unit 1 implements their business level strategy in line with the corporate strategy
How business unit 2 implements their business level strategy in line with the corporate strategy
How the corporation is better off by having both business units in one company

A major part of this assignment is selecting the right corporation, so think through the whole assignment before you begin working in earnest. You may develop this as a report (entirely written) or as a presentation with voiceover slides or as some other medium. See assignment rubric for grading specifics.

COURSE LEVEL	OUTCOME(S)
600	I. Recall the concept of risk and risk management II. Examine how to view an organization as a portfolio of risks optimized around a risk appetite based on returns sought III. Demonstrate how risk management is used for organizations to executive strategy to achieve desired objectives

ASSIGNMENT
Executive Risk Management for a New International Airline

Suppose that you are advising an international airline on how to "build" a successful airline that is better able to exploit opportunities than competitors to create and sustain shareholder value. For this engagement, assume the client is an emerging airline based in the EMEA (Europe, Middle East, and Africa) region of the world. Currently, the airline is comprised of a comparatively small fleet that offers domestic and international long-haul flights using large aircraft. The airline has received significant new funding from both its government and a recent private equity offering that enables it to change the business model as it sees fit. As a result, the airline has approached you to determine the best way for it to generate returns to maximize long-term shareholder value.

Identify a specific desired risk appetite (H/M/L) and briefly justify it based on returns sought.
Identify one industry factor from each risk category (safety, passenger satisfaction, third-party, operating, and financial) that you believe presents the best opportunity to exploit relative to competitor airlines (de facto strategies for this case). Please rank order each of the five factors from most important to least important for building your airline's strategy for success. For each factor strategy identified, recommend an appropriate risk management strategy to help ensure that strategic objectives are achieved (i.e., ensuring an overall risk appetite). For each strategy, describe the rationale supporting your recommendation. Your risk management strategy, in general, should be selected from Exhibit 4.

Exhibit 4
General Strategies for Managing Risks Associated with the Factors

Avoid	No longer engage in underlying activities subject to failure (i.e., choosing not to pursue an associated strategy based on the challenge of managing risks associated with the factor)
Accept	Do nothing about the risks associated with the factor but continue activity (i.e., viewing risks associated with the factor as inevitable and unavoidable)
Transfer	Shift the risks associated with the factor through insurance or forming a strategic alliance
Reduce	Mitigate the risks associated with the factor by designing and implementing proactive policies and procedures within business processes

For your airline, to help establish a culture that is competitive, suggest two beliefs (values) and two boundaries (strategic or behavioral) that will help ensure that strategies are being pursued by employees in ways that should meet stakeholder expectations. Further suggest one diagnostic control metric and one interactive feedback metric for each belief and boundary that could be used by CEOs to evaluate periodically and empower employees to experiment and learn on an ongoing basis, respectively. Refer to the assignment rubric to learn how you will be graded.

COURSE LEVEL	OUTCOME(S)
600	I. Analyze industry and key players II. Examine customers and their influence III. Describe the competition in a specific market

ASSIGNMENT

Each team will analyze the competitive strategy of the venture you selected to focus on in this course. Your goal is to start with the information you've been given about the venture, use the tools and skills covered in the course materials to do additional research on your own, and deliver your best analysis to answer the big question: *"How does this venture compete?"*

Your submission should include specific, detailed answers to the questions listed below, supported by your own research efforts. These should be in written format (a simple Word document is fine) and be accompanied by a clearly organized collection of any supporting data/materials you have collected/developed to support your answers.

1. What industry/industries is your venture entering? How is the industry organized? How do firms complete? Who are the players who have the power? Why?

2. What market(s) are you getting into? What are the characteristics and norms within that market? What are the leading products/services? Who are the customers that are powerful/influential? Why?
3. What is the basis of competition in this industry/market? What are the things that will be the same and that will be different for you vs. other firms in your industry/market?
4. What is your theory of how you will complete/succeed in your industry/market? How are you (meaningfully) different from competitors or substitutes (strategic positions/resources)?

EVALUATION CRITERIA-Your work will be evaluated on three broad criteria:

CONTENT AND QUALITY OF WORK – The nature of all project work in this course is discovery-based. Your task is to figure out what your selected venture is trying to do and evaluate whether and how this can work. Since all new ventures seek to create something new in an uncertain world, there are no "right" answers. Instead, you must engage in the same hard work as the entrepreneur in figuring this out with imperfect information. Your work must show depth of insight and development of ideas. Most importantly, teams must take real world expectations as the standard for the quality of their work. These are real ventures seeking to launch, survive, and thrive in the real world. You must treat them as such in any analysis and recommendations you offer. Likewise, the quality and presentation of your work must be of professional quality that will be taken seriously by real world entrepreneurs, investors, and experts.

Your instructor (as well as your peers, and others who may review your work) will consider all of the following to evaluate the content and quality of your work on this assignment: Did you answer all the questions in a compelling and convincing way? Did your analysis make the strengths and weaknesses of the venture's strategic position clear? Did you focus on the things that were really important? Were we convinced that the claims you made and conclusions you came to about the venture's strategy would hold up under real-world conditions? Overall, did you successfully answer the big question "How does this venture compete?"

DEPTH OF RESEARCH – Developing a potential new venture requires in-depth, independent research that favors active testing and validation in the real world. Teams with exceptional depth of research demonstrate the following: Outstanding initiative in seeking out useful information independently that goes far beyond what is obvious or what is initially provided to them. Heavy emphasis on testing and validation. Clear development of high quality, actionable data through iteration and strong critical thinking. Teams must demonstrate a strong commitment to finding relevant information and testing their ideas by taking meaningful action in the real world.

Your instructor (as well as your peers, and others who may review your work) will consider all of the following to evaluate the depth of your research on this assignment: Did you correctly identify and prioritize unknown questions/assumptions about the venture's ability to compete that needed further research? Did you take initiative to do

additional research on your own to find answers to those questions/assumptions? Did you go beyond Googling for answers, get your own data, and get to a sufficient level of depth? Did you do real tests that could help (in)validate your assumptions in a meaningful way? Were you successful at using all the research you did to support the important claims and conclusions you were trying to make about this venture's ability to compete?

APPLICATION OF TOOLS & PRINCIPLES – Effectively applying tools and principles provided in this course is a necessary starting point for learning how to develop a potentially successful new venture. This is not to say that all the tools provided in this course are perfect, that using all of them is necessary, or that other tools will not be needed. Teams must show mastery of tools and principles by applying them to develop key insights that support their analysis. They must also show the ability to learn how to use these tools effectively through practice and seek out other tools as needed.

Your instructor (as well as your peers, and others who may review your work) will consider all of the following to evaluate your application of tools and principles to this assignment: Did you effectively use tools and principles (introduced in the class or that you discovered on your own) to support/improve the content and quality of your work and the depth of your research? Was it clear how/why the tools and principles used were applied and why it was important to use them? Did you show mastery of the tools and principles you chose to use, going beyond perfunctory use or effectively just "filling in the blanks"?

360° EVALUATION - After each graded team assignment, **all team members will evaluate the performance of each of their teammates and themselves**. Your instructor will take these evaluations into consideration along with their own evaluation of each individual and adjust each team member's individual grade accordingly as needed.

This rubric provided is intended to be a guide for students to understand the grading criteria and process. To earn a grade in any specific tier described above, your work must show abundant evidence of meeting multiple benchmarks at that level and obviously exceed all the benchmarks of the level immediately below it by a substantial margin.

COURSE LEVEL	OUTCOME(S)
600	I. Compare and contrast Angel investors and Venture Capital investors
ASSIGNMENT Angel Investing and Venture Capital Investing Perspective Review For this assignment, you will find two source materials, further described below. One will be from the perspective of an angel investor and the other from the perspective of a venture capital investor. You will use those two source materials, together with the learning objectives and contents of this module, to respond to the questions provided.	

Angel Investor Perspective

Find a podcast episode, YouTube video or article where an individual angel investor is being interviewed about or describing their personal investing experience and/or investment approach (it should be at least 10 minutes in length and should not be a general educational video).

Please note your angel investor source here and include a link to it:

Provide three insights from the angel investors perspective in your source that connect to the learning objectives for the module or other important context provided in the module materials. I want to be able to see your understanding of the material reflected in your insights.

Venture Investor Perspective

Find a podcast episode, YouTube video or article where a venture investor is being interviewed about or describing their personal investing experience and/or investment approach (it should be at least 10 minutes in length and should not be a general educational video).

Please note your venture investor source here and include a link to it:

Provide three insights from the venture investor's perspective in your source that connect to the learning objectives for the module or other important context provided in the module materials. I want to be able to see your understanding of the material reflected in your insights.

Compare / Contrast Angel and Venture Investor Perspective and/or Approach

Now consider both the angel and venture investor perspective sources together and describe a similarity they are or a difference between them. It should be something meaningful and related to the module learning objectives and/or materials. Describe the similarity or difference here:

COURSE LEVEL	OUTCOME(S)
600	I. Prepare an interview guide to better understand how to redesign your interface II. Conduct in-depth interviews
ASSIGNMENT In-Depth Interview Guide & Interviews For this module assignment, begin by thinking about what you can learn through in-depth interviews. The Babich post and Chapters 2 & 3 from the Interview Techniques book emphasize having goals that will guide the design of your interview guide. Start by developing your goals, then **design an interview guide** that will help you achieve those objectives. Shoot for open-ended questions that will encourage your interviewees to talk. Also realize that you do not always have to ask questions. For example, you can get your interviewees to talk through prompts like, "Talk about the last time you did this…"	

1. Submit your in-depth interview research goals and guide. Your instructor will review the guide you have developed and offer feedback prior to executing the interviews.
2. Once the interview guide has been approved, conduct a minimum of two interviews. Due to time constraints in our course, we will only conduct two, typically we conduct at least five interviews to obtain valid data.

   a. It is very important that you record the interviews so you can review your data.
   b. You don't want to be taking notes during your interviews. If you are taking notes, you won't be able to do a good job of listening and reacting to what your interviewees say.
   c. Aim for interviews with people in the target audience for your project site.

Refer to the rubric provided on the development of the in-depth interview guide. After you have conducted the interviews, please participate in the discussion board to share how the interview process went for you. What challenges did you have, what were your successes, do you have any tips or strategies that you can share with your peers? Provide a response in the discussion forum and then evaluate the responses of your assigned peers (peer review). Respond to what is shared by your peer(s), demonstrating your thorough review of their post.

COURSE LEVEL	OUTCOME(S)
600	I. Apply sourcing decisions to a hypothetical situation II. Describe the reasons distributors offer value in a supply chain III. Examine statistical economies of scale and inventory pooling

ASSIGNMENT
Case Analysis: Barilla
Case studies allow you to practice recognizing and applying business principles in real world settings. Case analyses are turned in as a team assignment. Case analyses are expected to be professionally written, specific in detail and recommendations, and well-thought out. "We feel like this is the best decision" is not an acceptable rationale. Provide evidence, supporting information, etc. They are the team's responses to the questions provided by the professor and will be brief (10-15 minute) video presentation. The video presentation will be submitted to the discussion board. Review the rubric to learn how you will be graded for this assignment and review the case analyses and critique instructions.

Specific points to consider when creating your analysis.

- o Provide a concise overview of the background and setting of the case (no more than a couple minutes).
- o Identify and describe the issues that the company faces, and which are most pertinent to the case questions provided (a couple minutes).
- o Answer the case questions below using (a) facts presented in the case and (b) your analysis of these facts. Responses should not be opinion, speculation, or "buzz words". This is the bulk of your video presentation, and I would spend several minutes on each of the questions below.

Create a slide deck to convey your information. The presentation discusses the slides, providing explanation and any nuance that is needed. Please also post the slide deck.

- o Use the readings and video lectures to tie discussion, concepts, definitions as much as you can to the case. This includes material from other modules you have already completed. It is helpful to specifically mention any concepts from the course readings/lectures (especially the current module) that you are using in your analysis of the case. This way I, and your classmates, understand the basis of your analysis.

The Analysis

When we read about the principles of any topic, such as operations management and supply chain management, often we learn what research has proven to be the most effective way to manage resources and maximize performance. We often take these learning points for granted - the principles may seem so obviously better that they are unassailable. The Barilla case presents a snapshot of time when new principles, which might now be generally accepted, are considered radical and different. As a manager, you need to be able to take these principles, truly understand why they are helpful and then be able to convey/convince others of the need to apply them.

1. Read the Barilla case from your Harvard course pack.
2. Diagnose the underlying difficulties that the **Just in Time Distribution** (JITD) program was intended to solve. What are the benefits and drawbacks of the program?
3. What conflicts or barriers to Barilla does the JITD program create? What causes these conflicts? As Georgio Maggiali, how would you deal with these?
4. As one of Barilla's customers, what would your response to JITD be? You might want to consider the Kraljic Matrix when considering your response. Basic information can be found here: kraljic matrix and a more detailed explanation here: [Kraljic's Portfolio Analysis Matrix Demystified](#).
5. Which customers would you target next? How would you convince them JITD was worth trying?
6. Select one individual from your team to submit the analyses and to post your video case analysis to the discussion board.

The Responses

Two days after turning in your case analysis, you will provide a short critique of another group's case analysis. For this critique you will contrast your team's recommendations and analysis with that of the other team in a short reflection video.

1. Check the course announcement to know which team you will be responding to or providing a rebuttal to for this case analyses. You will be provided with your team number and the number of the team you will be responding to. Please provide your team number in the discussion post along with your attached team analysis.
2. Review the discussion rubric to learn how you will be graded for this assignment and review the case analyses and critique instructions.

- What was similar and what was different between your analyses?
- What areas were their arguments/analysis stronger than yours? Any topics/concepts/analysis they did that you had not considered?
- Any important points from the case that you believe the other team missed or did not give proper emphasis.
- If you both generally agreed, identify some alternative your team had considered but did not explore, explaining the reasons why.
- Considering their and your analyses, did your original recommendation for the case change to more align with that of the other team's?
- Upload your video to the discussion board.

A portion of your case analysis grade is how well you conduct the response and critique of the other team assigned to you. You may want to use the other team's slide deck in your response (since they should have posted it). Your video critique should last between 5 and 10 minutes.