

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: Marketing

SEMS 2500-105: Emerging Markets

Division: Lower

Faculty Name: Dr. Gary Oliphant

Pre-requisites: None

COURSE DESCRIPTION

The objective of this course is to give students a strategic vision of the Global Emerging Market. At the same time, this course has to give students an understanding of the real economic and business mechanisms of that part of the world. This is why during this course students will be taught about and will participate in class discussions on global political, economic and business conditions of international business and the role of the Global Emerging Market in the global market place. Because many of the places we will visit are considered emerging markets many of our cases and our field experience will take place there. Students will analyze the major factors influencing the political and economic strategies in emerging markets, including North, Central and South America, Pacific, and Central Asia, the Indian Sub-Continent, Central, Eastern and Southern Europe, the former Soviet Union, and Northern and Southern Africa. This course will examine current **global trends** influencing the Global Emerging Market as a part of the Global Marketplace. This course will emphasize the various organizational forms of investment in emerging markets, the methods of reduction of political and economic risk, and effective forms of trade with these markets. This course will examine the role of gender in these markets. The use of micro-credit as an end to poverty in the these markets will the student to come to the understanding that it is not just large corporations that benefit from the opening of these markets but also business ventures which allow women in particular to sustain life as well as contribute to the economy. It will help students understand how to face the new opportunities and challenges of the Global Emerging Market.

COURSE OBJECTIVES

1. Study the institutions of emerging markets that are relevant for managers.
2. Analyze opportunities presented by emerging markets.
3. Analyze the additional ethical challenges and issues of social responsibility common in emerging markets.
4. Explore some of the emerging markets first hand.
5. Study the role that women and religion play in these markets.

REQUIRED TEXTBOOKS

- (A) Emerging Markets: Lessons for Business Success and the Outlook for Different Markets (The Economist), Nenad Pacek and Daniel Thorniley, ISBN 978-1-4221-6263-7
- (B) The Emerging Markets Century, Antoine van Agtmael, ISBN-13 978-0-7432-9457-7
- (C) Cases and Articles (Harvard Business Publishing) (contact bookstore for list)

TOPICAL OUTLINE OF COURSE

This course will be both student and professor driven. There will be frequent small group presentations in class. Everyone will need to read the material but the small groups will direct the class. As there is no institutional textbook with text banks, etc. for this course, I have created a custom book from cases and articles provided by Harvard Business Publishing and used two popular books from the “market”. They are still academically relevant as one is a Harvard Business Review book and the other a book distributed by The Economist magazine.

Group discussion, visual presentation, group and individual exercises, and cases will be tailored to each topic and country we will be visiting. Learning is further reinforced as students work on carefully selected case studies and exercises that incorporate the core concepts presented in the course. The course offers a balanced split between lecture and exercises/discussion. I believe that students learn best by being engaged, so this course is oriented to fully engage students throughout the learning experience.

Class Participation: (5%) Class discussions are an integral part of the course. Thus, attendance is mandatory. All students need to read all articles whether they are presenting that day or not. Thus answering the questions is as important as asking the questions. If you do not read the material you will not be able to be informed to answer the questions.

Article or Case Analysis: (20%) In groups of three to four, you will be expected to analyze a cases or articles. A detailed description is presented below for either a case analysis or article analysis. I have chosen the cases and articles in advance. You will be graded as a group and as an individual. A rubric will be given the second day of class to help you plan for the presentation and paper.

Team Debates: (5%) You will be divided into teams to debate on a topic given to you by your professor. These debates will require that you have done research prior. They will not be an argument but a discussion on topics within emerging markets. An example: The quandary that certain companies (such as Nike and Coke) had to endure when they *decided* to sponsor the Olympics in Beijing. Why would this be a problem or why not?

Field Experiences: (20%)

Twenty percent of the contact hours for this course are provided by field work. Being able to visit so many countries offers many unique and personal experiences. We will attempt to take advantage of these opportunities to explore and critically reflect upon how the culture, demographics, infrastructure, legal structure, and politics relate to international business.

Field Lab:

We will visit a local university in Ghana, Africa and meet with faculty and students, a marketplace, a business, and have a group dinner that is representative of that culture (Ghana) on Wednesday, April 10th. This will be a group visit in which all students of the class will participate. Upon completion of this field lab, each student will write a reflection paper (7-10 pages – plus attachments) as to what they learned and how it pertains to international business. Specifically, what variables have you observed that would be important for a company trying to enter this country? While you are visiting this country, you need to be an active observer. This can be done through interviews, pictures, magazines, newspapers, brochures, and sight-seeing. In the paper provide insights on what you discovered and why it is important. Example: Provide observation or stated facts/behaviors, give insight, and reasons why it is an insight. Further directions will be given one week before this field lab. Attendance is mandatory.

Mid-Term Exam: (20%) This exam will cover material from the text “Emerging Markets: Lessons for Business Success and the Outlook for Different Markets” and any material covered before the date of this exam.

Final Exam: (20%) This exam will cover material from the text “The Emerging Markets Century” and any material covered since the mid-term exam. The final exam is not a comprehensive final.

Exams: The exams will contain multiple choice and true/false questions as well as essay/discussion questions on material covered in the prior weeks. However, the intent of this course is to measure conceptualization rather than memorization skills. Thus, the major emphasis of the exams will be the essay/discussion/applied questions. Questions for the test will include all assigned reading assignments, anything covered in class, information presented by guest speakers, all information in the text, on-site visits, assigned web sites, and cases

Quizzes: (10%) Every class you should be prepared for a short quiz on the material to be covered for that day. The quizzes will be unannounced. There will be 5 quizzes and each quiz will be worth 20 points.

READING AND WRITTEN ASSIGNMENTS

You are expected to read textbook assignments and assigned outside readings prior to class lectures/discussions. Look for major points and be prepared to both ask and answer questions in class. Listen and participate in the lectures/discussions in class.

All written work must be typed. Include a cover page with your name, name of assignment, date submitted, and name of the course of all submitted work along with a header on all pages with your name on it. This is a class utilizing computers, therefore, your entire work product will be expected to be error free and professionally presented using the software we are studying. If not, your grade will suffer accordingly!

All assignments are due at the beginning of class on the date due. Late submission of assignments will be assessed a penalty of a letter grade drop per day. No exceptions are made.

LEARNING METHODOLOGY

The learning methodology used in this course consists of lectures, written assignments, experiential exercises, class discussion, quizzes, field experiences, field lab, case analysis and discussion, homework, group project, and exams. However, a major emphasis of this course is the use problem-based learning (PBL).

Problem based learning gives you opportunities to examine and try out what you already know; discover what you need to learn; develop your people skills for achieving higher performance in teams; improve your writing and speaking abilities, to state and defend with sound arguments and evidence your own ideas; and to become more flexible in your approach to problems that surprise and dismay others. Despite the work and effort it requires, PBL is never dull and can be fun.

Instead of instructors giving answers and then testing to see if students have memorized them they present problems to tackle before teaching begins. Beginning with a problem puts students in the driver's seat. They can use and explore what they already know, their hunches, and their wildest ideas to try for a solution. In the process they can develop an inventory of what they know and what they need to know. Once students get a sense of what they need to know they can set off to question instructors or classmates, plunder the library, surf the net, or seek out experts to satisfy their curiosity.

In PBL, the student isn't expected to simply memorize knowledge. They are expected to apply knowledge to real situations. This shows that they have an understanding of what is being taught, instead of just the ability to restate facts. So before students learn new information, instructors present them with a problem. They select and pose the problem so students will discover that they need to learn new knowledge and skills. Often this involves failures as students discover that what they already know won't work. It involves a lot of talking – stating ideas, defending propositions, and criticizing. Students have to unlearn to acquire new knowledge so they can solve the problem.

PBL is team based. Most of the work on problems and projects is done in teams of three to four students. This requires instructors to design problem scenarios that raise the bar for thinking and searching. It also requires students to become effective managers of time, projects and meetings. Both requirements demand creative efforts to succeed. Research shows team-based PBL to be effective but also fraught with unintended outcomes such as slacking, pressure on ambitious students to do all the work, and divided work so no new learning has to be done.

Both students and instructors need to be diligent in spotting and correcting such failures.

GRADING

Your final grade in this course will be based on two examinations (a mid-term and a final exam), a group project (a written case study and group presentation), field lab (reflection paper), class participation, homework assignments, and quizzes.

Exam 1 (Texts A and C)	20%
Final Exam (Texts B and C)	20%
Quizzes (5@ 20 points)	10%
Field Lab (Reflection Paper)	20%
Group Project (Case Analysis, Presentation, and Written Paper)	20%
Class Participation	5%
Group Debate	5%
Total	100%

Your final grade for this course is based on the following table:

A 93 – 100	C 73 – 76
A- 90 – 92	C- 70 – 72
B+ 87 – 89	D+ 67 – 69
B 83 – 86	D 63 – 66
B- 80 – 82	D- 60 – 62
C+ 77 – 79	F < 60

GROUP PROJECT

When you began attending your classes in the business school you have found that many of your classes require projects to be completed in a group manner. In the business world, most work is done in groups. This class will be no different since I believe it is my duty to best prepare you for the business world when you graduate. This means you will be either assigned to a group by me or you can select your team members. Teams of three to four are to be formed by the end of the second class session.

Groups can be highly rewarding but also continually frustrating. This class will be no exception. I believe working in groups mirrors the “real world” so strongly that all my classes require group projects and they also offer students experiential work which benefits them beyond simple rote and memorization skills. Done correctly, a group work experience can be a joy – a synergy of talents and ideas, as well as effective division of labor. When it works like it is supposed to, the whole is much greater than the sum of its parts. Unfortunately, when things go wrong, they can go very wrong – unresolved conflicts, delinquent group members, inefficient work strategies,

and substandard products. An important aim of this course is to teach you how to do group projects better. Throughout the term we will periodically provide information and suggestions about better group dynamics. We will provide intermediate deadlines and periodically monitor group progress. At the end of the semester, each member of the group will be asked to provide written feedback regarding the group experience. A team member that fails to participate in this activity will result in earning no points for this assignment.

Cases/Articles that are required readings:

This is a learn-by-doing case course. Case methodology facilitates student learning. For this methodology to be successful, you have to accept and maintain ownership of class discussions. Commitment from you requires preparation, presence, promptness, and participation. The only person who does not need to make a decision concerning the case is me.

You have the opportunity to draw upon previous experience and education to apply various business concepts and analytical tools to complex business problems and issues. You will address strategic business problems, solutions, and plans.

Thinking, not reading, is the key. With each reading iteration, the purpose of reading changes. You are looking for new information or looking at old information in a new way. Three concepts contribute to active reading: a goal (How do you know when to conclude the study of a case? Read the opening and closing sections several times before reading the entire article to learn what the goal of the case may be.), a point of view (Put yourself in the main character's shoes. Why is this person in this dilemma?), and a hypothesis (A tentative explanation that accounts for a set of facts and can be tested by further investigation. What evidence do I have that supports the hypothesis? What additional evidence do I need? What is the greatest weakness of the hypothesis? What is the strongest alternative to the hypothesis?).

The ability to think clearly and communicate convincingly has always been an important skill for managers and leaders. Cases have multiple meanings and thus are always controversial. In a class of 20 students, there are likely 20 different views of the case. To persuade classmates and me in a case method setting, you must deal with two obstacles: the shared text (the case) and the critical outlook or attitudes of your peers and me.

There are many ways to persuade us: emotional appeals, tricks of logic, appeals of authority, or reasoning and evidence. In academic or business settings, the best way to persuade is through argument. The academic world is founded on rational, logical thinking and discourse and argument is essential to both. For business students, learning to analyze a situation accurately and persuade through rational argument has great importance. There are many ways to be successful on a project but one way must be selected. It is your job to convince us your way is the best way. The very art of listening to the ideas of others and having your ideas to in the case discussion highlights the importance of the individual and emphasizes team effort to support the discussion. It is your responsibility to be professional and that everyone behaves and expects the other to behave with dedication, responsibility, integrity, and a commitment to excellence.

The cases are analyzed and presented as a team project. Each team will read and analyze all cases,

prepare a written report on all cases, lead discussion on one case and on one case be the rebuttal team. Teamwork is a fundamental element of this course. Cases analyzed and presented as a group effort account for a large part of the final grade. Since the course requires integration of knowledge, success of the team will require that team members work closely together and share knowledge of prior course work and practical experience. Each team must quickly adapt to a system of coordination that identifies leadership, distributes fairly the workload, provides team members with new learning experiences, and completes the case in an effective manner. A part of the grade will be the assessed value contributed by each student to the team effort. Each team member will evaluate and critique themselves and their fellow team members.

- Case analyses for assigned cases will be prepared in written report and turned in at the beginning of the class period on the due date (one report per team). In addition, teams will be appointed to make an oral presentation (lead discussion) of the team's case report while a second team will be prepared to offer a counter view of the case. Grades for the oral presentations will be based upon demonstrated knowledge and use of applicable concepts and tools, thoroughness and credibility of the analysis and clarity and quality of the oral presentation. The presentation will be 25-30 minutes while the rebuttal team makes a 10 minute presentation. Also the discussion team is required to hand in a hard copy of your PowerPoint presentation (6 frames to a page) at the beginning of class and drop an electronic copy of your PowerPoint presentation in the digital drop box prior to class.

Written team case reports will be graded according to the following criteria:

- Thoroughness of analysis (appropriate use of applicable tools, concepts, and techniques) of each section of the report.
- Writing clarity (focus, style, cohesion, and writing mechanics)
- Organization (appropriate use of headings and integration of analysis)
- Adequacy of recommendations.

The format of the paper should include the following:

- The report correctly recognizes evaluates, and critiques relevant marketing concepts and defines a relevant and solvable **problem**.
- The report correctly recognizes, evaluates, and critiques relevant marketing concepts and plainly explains the current **situation** in regard to both the product market and the company
- If appropriate, the report correctly recognizes, evaluates, and critiques relevant marketing concepts related to current **positioning** of the company's product(s) and explore alternatives?
- If appropriate, the report correctly recognizes, evaluates, and critiques relevant marketing concepts, explores both the pros and cons of alternative **marketing mixes**, and properly explains the **cost and benefits** of each?
- The report makes a strong **concluding argument**.
- The report **recommends** a particular course of action that is supported by the analysis, situation, facts, and concepts?

Additional Case Analysis Hints:

- Avoid repeating facts

- Present facts clearly and logically
- Do not jump back and forth from one point to another
- Use graphs, exhibits, charts to improve readability
- Support conclusions with quantitative data, not just words.
- Make certain major points get more attention than minor points
- Make recommendations and conclusions clear
- Indicate assumptions
- Indicate source of your supplemental data

ATTENDANCE

Attendance is expected. Any changes to the course schedule will be announced in class and it is your responsibility to make sure that you are aware of any such changes. Naturally, attendance has an impact on the student's class participation grade. If you miss a class, it is your responsibility to get lecture notes from a classmate. Any students missing more than two classes will receive a grade reduction. Each absence beyond two will result in a half-letter grade drop in your final grade for the course. Students should plan wisely. Two tardies is equivalent to a missed class. Thus, govern yourself accordingly and use your absences wisely.

CLASS PARTICIPATION

We will discuss the readings in the text, articles, and web sites in-detail each class, so come to class prepared. You are encouraged to ask questions during class over things you feel need clarification, or to make comments based on your own experiences. Don't hesitate to ask me to slow down, or to repeat or restate concepts you find confusing. Any contributions you wish to make during class are encouraged. You are expected to actively participate in class by asking questions and sharing personal experiences. Class participation is expected (it is part of your grade). Perfect attendance will earn you a participation grade of 80%. You will gain 5 points for each meaningful contribution to class discussion. Conversely, you will lose 5 points each time you miss class, are tardy, or are grossly unprepared. Also, all homework assignments are included in the calculation of the class participation grade. Please note: Any absences in excess of 4 will result in earning no points for participation.

Respect for others opinions: Class discussion and participation is an important part of your learning experience during my class. We will be discussing many issues regarding the topic of the day and I expect intelligent, informative class participation from each one of you. It is important to be respectable to each other's opinions and perspectives. I will not tolerate any "put downs," "foul language," and "humiliation" of your classmates and myself. I reserve the right to dismiss you from the class if I see disrespect toward any of my students and myself.

SUCCESS IN THIS COURSE

You should be clear about basic practices that will and will not benefit you in this course.

Business is an extremely complex subject that will require your full attention all semester. Some students wrongly assume that this subject will be easy and because of my good nature in class that I will be easy. I hope that this business material for this course comes to you without undue difficulty, but I know most students will need to struggle with the materials just as much, if not more, than with other courses since it is very broad in nature and covers all aspects of business. So, be prepared, and work hard. Here are some basic suggestions:

- Read assignments on time: I prepare lectures and lead class discussions on the assumption that you already have understood the more elementary aspects of the readings.
- Follow the tentative outline in this syllabus, check your email daily, and check blackboard often for announcements.
- Read each chapter before it is covered in class. By doing this, you will retain information better and will better enable you to learn the material.
- Attend class on a regular basis. There is no substitute for “being there,” and being attentive during class. Also, as I told I utilize many stories to re-enforce points that I believe are important to remember. By not attending class, you will miss these stories which may also be quoted on exams.
- Develop your own notes and other study aids: Other people’s notes cannot replace your own reflections on readings, class notes, and lectures. Take notes as you read, during lectures, and at other times, as you re-assess what you have learned. You may wish to compare your notes with a number of other students, and discuss these comparisons in informal discussion groups; this is an excellent practice.
- Besides studying alone for exams or quizzes, it may be beneficial to study with others to get other perspectives on the subject material that you may not have thought of for the exam.
- Before you an exam, I suggested in class that you write any material that you have memorized on the back of the exam. This will help you if become anxious and panic during the exam since the brain will go into crisis mode and you will find it difficult to remember things that you studied hard to remember on the exam.

BEHAVIOR GUIDLINES

- All work presented will be that of the student alone. Plagiarism and cheating are serious offenses and may be punished by failure on an exam or assignment, failure in the course, and or expulsion from the college. For more information refer to the section in the syllabus “Integrity in the Academy.”
- Arrive to class on time. This course is to aid in your development of skills you will need when you are employed in a professional capacity.
- Sleeping. How long do you think you’ll last in that job you been waiting for if you sleep through your boss’s meeting? Get a good night’s rest before class.
- Side conversation. If you have a question, raise your hand and share it with all of us. Others may have the same question but are too shy to ask. Side conversations make it hard for your classmates to hear and learn and I will not tolerate such interruptions.
- Surfing the internet, using email, or instant messaging will not be tolerated in class.
- The beginning of maturity is taking responsibility for your actions.
- Cell phones: Cell phones **MUST** be turned off before entering the class. It goes without saying that when someone’s cell phone rings in the middle of the lecture and/or class discussion, it is very disruptive, annoying and plain rude to all of us in the class. So please make sure your cell phone is turned off before entering the class. However, they may be a time when you must have your cell on (certain emergency conditions, etc.). Under these rare conditions, please inform me before class starts that you must have your cell on.

Other:

- Always come to class on time. Missed tests or quizzes due to tardiness will not be allowed to be made up. Two tardies is equivalent to a missed class.
- I am always willing to see students and will go out of my way to schedule meetings. Please make sure that if you make an appointment that you keep it and be on time.
- If, for any reason, I cannot make it to class or cannot get it covered by another instructor, I will make sure that a notice is posted in the classroom. Furthermore, I will attempt to post it on blackboard and/or email you to hopefully prevent an unnecessary trip to campus. I sincerely hope this will not happen.
- All examinations are required and no make-ups will be allowed. Likewise, no incompletes are given.
- Do not send me long emails concerning grades. Please set up an appointment and meet with me. Also, come to this meeting prepared.

TENTATIVE COURSE OUTLINE

Class days	Readings and Assignments Due
Class 1	Introduction to Class, (Discuss Books and Readings)
Class 2	Text (A) Introduction and Chapter 1 Groups Formed and Cases Selected Case “Winning the Race for Talent in Emerging Markets” Case “The Battle for Female Talent in Emerging Markets”
Hilo, Hawaii	
Class 3	Text (A) Chapters 2 and 3 Case “Life's Work: Desmond Tutu”
Class 4	Text (A) Chapter 4 Case “How to Win in Emerging Markets: Lessons from Japan”
Study Day	
Class 5	Text (A) Chapters 5 and 6
Class 6	Text (A) Chapters 7 and 8 Case “KFC's Radical Approach to China”
Japan	
Class 7	Text (A) Chapters 9 and 10 Case “Carlsberg in Emerging Markets” (GROUP PRESENTATION & PAPER DUE)
China	
Hong Kong	
Class 8	Text (A) Chapters 11, 12, and 13
Class 9	Chapters 14 and 15 Case “Vietnam: Market Entry Decisions” (GROUP PRESENTATION & PAPER DUE)

Ho Chi Minh City	
Class 10	Case “Remaking Singapore” Case “Old and New Roads to Mandalay: Hard Power in Burma and Beyond”
Singapore	
Penang, Malaysia	
Class 11	Text (A) Chapter 16 Case “India 2012: The Challenges of Governance”
Class 12	MID TERM EXAM (Text (A), Cases, and other material covered)
Cochin, India	
Class 13	Text (B) Introduction and Chapter 1
Study Day	
Class 14	Text (B) Chapter 2 Case “Haier in India: Building Presence in a Mass Market Beyond China” (GROUP PRESENTATION & PAPER DUE)
Class 15	Text (B) Chapter 3 Case “Cracking the Next Growth Market: Africa”
Port Louis, Mauritius	
Class 16	Text (B) Chapter 4 Case “South Africa (A): Stuck in the Middle?”
Study Day	
Class 17	Text (B) Chapter 5 Case “UFIDA (E)” (GROUP PRESENTATION & PAPER DUE)
Cape Town, South Africa	
Class 18	Text (B) Chapter 6 Case “Brazil: Leading the BRICs?”
Class 19	Text (B) Chapter 7 Case “The Promise and Peril of Russia's Resurgent State?”
Study Day	
Class 20	Text (B) Chapter 8 Case “Chabros International Group: A World of Wood” (GROUP PRESENTATION & PAPER DUE)
Ghana	
Class 21	Text (B) Chapters 9 & 10
Class 22	Text (B) Chapters 11 & 12
Study Day	
Class 23	Text (B) Chapters 13 & 14 REFLECTION PAPER DUE

Study Day	
Casablanca, Morocco	
Class 24 Final Exam	FINAL EXAM (Text (B) and all material covered since mid-term)

All Lectures, Assignments, and Exams Are Subject To Change

Because of the nature of the SAS program, this schedule may need to be revised at times. I will consult the entire class as soon as possible as to revisions and changes and why it must be done.

What is a reflection paper?

Reflection papers and assignments are designed to reinforce what has been learned through lectures, discussions, and activities presented in class and in the readings. Most reflection papers are 5-7 pages in length. In addition, they are often about personal reactions and thoughts; they should not be done in collaboration with other students unless directed to do so by the instructor. (I am not directing you to do so)

IF YOU ARE INTERESTED IN DOING THIS AS A POWER POINT PLEASE EMAIL ME.

How do I write an effective reflection paper?

Remember that the rules of writing apply to papers about your thoughts and feelings. Although you are writing about a personal experience, this does not allow you to use a free-form of writing. Here are five steps to follow:

Five Steps for Writing Effective Reflection Papers

1. Focus your feelings

Before writing a reflection paper, the writer needs to stop and decide what it is that he or she going to write about. By establishing a theme, the writer will be able to write in a **clear** and **concise** manner.

2. Be organized

Being organized will also allow the writer to write in a **clear**, **concise**, and **cogent** manner.

- Make a point--State what you have established as your theme and the pertinent information that surrounds the theme.
- Divide your paper into paragraphs--Give each major point its own space so that the reader will be able to understand and conceptualize the different components of your theme.

- Use topic sentences in paragraphs--These sentences should correspond with your major points and draw the attention of the reader.

A reflection paper is not a random free-flow of ideas. It needs to grab the interest of the reader and present ideas in a clear, concise, and cogent manner.

3. Develop observations and feelings Observations and feelings are an essential component of a reflection paper; however, in order for these components to be properly conveyed by the writer, they must be developed.

- Identify specific aspects or components of the situation that has been observed. One way to do this is by asking the five basic questions.

i. **Who** observed the situation?

ii. From **What** perspective was the observation made and **What** was being observed?

iii. **When** did the observation take place?

iv. **Why** was the particular situation being observed?

v. **Where** did the observation take place?

After asking these questions, state what it is that you have learned. This will give relevance to the observation and your feelings, as well as, help the reader better understand your point of view.

4. Review your work at the sentence level

- Use good sentence structure--Remember the Mnemonic Device **K.I.S.S==> Keep It Simple Stupid: Do not pack your sentences full of ideas but, keep them focused.**
- Avoid sentence fragments--Write complete sentences that have a subject and verb.
- Avoid fused sentences--Two sentences that have been fused together into one sentence.
- Choose language which expresses your meaning--Again remember **K.I.S.S.**, simplicity brings clarity. The writer does not need to use language that does not fit within the setting.

5. Remember these tips

- Relate ideas and link the information together from the writer's personal experience.
- Relate relevant information from classroom learning to the experience.

- Use key phrases, such as "for example," "as a result of," "another idea that supports my view is," "an opposite view is," and "a different perspective is," are all good transitional phrases that signal the introduction of specifics as well as shifts in the argument.

Reflection Paper Grading Guidelines:

An 'A' Paper Demonstrates:

Content

- There is evidence that the author reflected extensively on the issue. Opinions and ideas should be thoughtful, comprehensive, creative, and/or insightful. The inclusion of humor can be effective.
- The author provides depth to the paper by providing such things as specific example, multiple points of view, opposing points of view, analogies, quotes from various sources, comparisons, lists of ideas, etc.
- The author organizes content so that ideas are grouped and sequenced logically. The author uses phrases to organize ideas (example: "I have always believed that...For example...Evidence for this idea is found...")
- The content includes information learned from other courses (the interdisciplinary perspective).
- The content can include personal stories, things that have happened to you in relation to the issue. But, do not go overboard; there need to be opinions and conclusions based on those stories.

Style

- Flawless Spelling (the writer needs to utilize the spell checker)
- Grammar and punctuation that reflects college level writing
- All papers are to be typed, space and a half (1.50, and stapled (note: all unstapled papers will be penalized 1 point)
- Length: I expect at least a full page of content for each reflection (8 pages total).
- Margins should be one inch on each side, top and bottom.
- Headings for papers must include the following information
 - your name
 - name of assignment (or a word/phrase that describes the assignment)
 - date due

How to analyze a case study

Step 1: Get a general impression

- Which organizations and industries/sectors does it relate to?
- Is the organization doing well or badly and how has it performed in the past? Is it an organization that has an unbroken record of success or has it fallen on hard times?
- Look at the development of the organization over time. What strategies has it pursued? Which have succeeded and which have failed? How successful has the organization been – and on what bases do you know?
- What are your initial impressions of the main issues and choices confronting the organization? Is it in an expanding industry/sector, or a maturing one? Are customer needs changing? Does the organization confront a variety of opportunities? Or is there a particular strategic issue which the case is oriented towards?
- What information is there in the case as tables and annexes?

Step 2: Start to analyze seriously

- **First**, with regard to its environment:
 - Which are the types of environment where it has been able to succeed, and in which types has it had problems?
 - What have been and are likely to be the key drivers in the macro environment that may give rise to changes that could provide opportunities or give rise to threats?
 - What is the nature of the competitive environment?
- **Second**, get insights about the organization itself:
 - What kind of strategic resources does the organization have – and which does it lack?
 - Think about which of these have provided advantage over competitors; or could provide competitive advantage.
 - Draw these analyses together by considering in what ways the organization has strengths or weaknesses greater than competition.

So you will have built up a picture of the relative strengths, weaknesses, opportunities and threats (SWOT) for the organization.

- **Third**, look at issues about the organization's stakeholders. What are their expectations? Are they similar or in conflict? Who has more or less power and influence over the organization's strategy?
- And consider the organization's culture. How has this influenced past strategies and is it likely to influence future strategy or constrain attempts to change strategy?
- Beware of regarding different frameworks of analysis as distinct and separate; they relate to each other. For instance, the results of a value chain analysis could be put in the

context of data from a PESTEL and 5-Forces analysis and are likely to provide more insight if they are.

- Pull together your analyses and ask: “What are the major issues that future strategy needs to address?”
- In all of this consider what information is there in all the tables, annexes and appendices? What are they and how do they relate to and inform the questions above?

Step 3: Develop and Evaluate Strategic Options

- Use the results of these analyses as a starting point for developing strategic options. You will have begun to think of what the organization might do during your analyses. Note these down.
- But don’t just rely on these. Generate more systematically other options by using some of the frameworks in part III, in particular chapter 7, of *Exploring Corporate Strategy* – for example a TOWS matrix builds on a SWOT analysis that you have carried out; and chapter 7 provides checklists of generic strategic options.
- Evaluate the options by asking the following questions:
 - Which are most *suitable* in terms of the strategic position of the organization; ie the strengths and weaknesses it has and the opportunities and threats it faces?
 - Would a strategy, if followed, achieve *competitive advantage* for the organization and provide bases for the sustainability of such advantage?
 - Which are most likely to be *acceptable* in terms of the expectations of major stakeholders?
 - Which are *feasible* in terms of the likelihood of implementation: for example in terms of resourcing the strategy and managing change.

Step 4: Justify your conclusions with reference to the case

- Relate your analysis to the task or questions you have been set. What elements of the strategic analysis do you require to answer the question? And what don’t you need, or are less significant (don’t try to justify your arguments by using all the information you have – select what is most powerful to support your argument)? And is there further information or analysis that you need?
- Ask yourself whether you have really supported your conclusions and recommendations with hard evidence (events and results) from the case study? Have you allowed yourself to be swayed by the opinions of the organization’s own managers? Do the facts support their claims of success, or their excuses for failure?
- Make sure you clearly state what *your* recommendations are. There is no point clarifying a list of fifteen possible reasons why the organization should do this or that without making it clear which one(s) is your preferred option. Unless you clearly state what your recommendation is, you could lose marks.

Step 5: Present a balanced view

- Make sure you have considered the *alternatives* to your recommendations. There is hardly ever just one single option available to an organization in a given industry/sector.

- Make sure you have made it clear *why* the recommendation you have chosen is the best of the available alternatives.
- Make sure you have examined the *downside* of your options.

How to analyze a scholarly article

Get up a head of STEAM: Survey, Thesis, Evidence, Argument, and Motive.

Reading works of history for the purpose of analysis is not like reading a novel. It requires that You, the reader, develop a set of tools that allow you to regard texts as active reader—even as a skeptic—rather than as a consumer.

Survey

Begin by skimming the article, looking for the answers to the following questions:

- How is the article put together?
- Does it begin with one or more paragraphs that present the article’s subject and its thesis, foreshadow its conclusions, and suggest why the author wrote it?
- Does it begin with a single, telling anecdote that becomes the starting-point for a broader examination of the topic?
- Does it follow a traditional story-telling form?
- Is it organized by topics or subthemes?
- Is explanation and interpretation found throughout the text, or does the author reserve it
- for a separate section of the article, usually the conclusion?

Thesis

Identify the thesis. Every good history article, and term paper, has one. A thesis is the main argument or explanation of a work of history. Each article should have a controlling argument, but there may be several sub-arguments in support of the thesis. If there are, identify them, too. Remember, even though the facts an author discovers during research must guide the thesis, historians may interpret the same facts in somewhat different ways.

Evidence

Primary sources. What kinds of primary sources does the author use to make his or her case? (Read the footnotes!)

- If the author uses many kinds of primary sources, characterize them as categories of documents. Does the author rely on one or two key texts? If so, characterize them. For more detail on evaluating primary sources, see the separate handout on this topic.
- Does the author make effective use of his or her sources to enliven the article? For example, does the author use vivid quotations that give the reader a sense of the characteristics of the document being quoted or the special point of view of the document’s author?
- Does the author include visual materials? Are these used as primary evidence or simply as illustrations—for example, to show what someone looked like? Secondary sources.
- Does this work make use of published research by other historians? How is that research used? Does it add contextual or supporting information to the author’s argument? Is it used by the author to distinguish his or her own work from the conclusions of others?

Argument

This is the information the author presents to convince the reader of the validity of his or her thesis. Historians have to select information that is pertinent.

- What does the author have to tell the reader to create a story that makes sense and supports the conclusion? Does the author provide enough information to convince you, the reader?
- Can you identify any lapses in logic that are evident even to someone who is not an expert in the field?
- Is the author unable to answer the questions he she poses because the evidence simply doesn't exist? How does the author handle that particular problem?

Motive for Writing

- Why did the author write this article?
- Does he/she claim to be breaking new ground and/or adding missing information to an existing historical narrative?
- Is he/she disagreeing with a prevailing interpretation of historical events or qualifying an existing interpretation?

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind them to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."