MOR 548, Competitive Advantage Through People  
Spring, 2015  

6:30pm – 9:30pm Monday  
Room HOH 421  

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Office Hours: Monday 3:30 – 4:30 and by appointment  

Course Description:  

Virtually every CEO touts the importance of their people in achieving competitive success. Organizational leaders readily admit that the decisions they make about their organization’s human capital or talent are critical. Yet, business leaders also admit that they are far more confident in their decisions about money, technology, and products, than in their decisions about their human capital or “talent.” As human capital becomes increasingly important to business success, future organization leaders must be as adept at competing for talent and building and deploying talent resources, as they are at competing for, building and deploying their capital, customers and technology.  

Many corporate executives and HR professionals find it difficult to connect HR practices to their key strategic business challenges. Those who want to lead/manage teams, departments, or businesses must understand the "science of talent" to be effective. The potential contribution of human resource (HR) management has never been more important. Yet, the activities and outcomes of HR are typically poorly connected to business results.  

This class will show how the same principles that underlie business decision frameworks such as Finance and Marketing can logically connect the human elements of organizations to the requirements for strategic success. This “decision science” for talent is at an earlier stage than the decision sciences of Finance or Marketing, but the principles and logic for making good talent decisions are far more powerful than most business leaders realize.  

Students aspiring to become general management executives will find this class useful in providing sound principles of human behavior to make better decisions about the talent in their organizations. Leaders must connect the investments in HR management (such as pay, training, leadership, career development, staffing and organizational design) to the critical pivot points that affect the organization’s strategic success. They must learn to achieve organizational success by skillfully using the leverage provided by HR management.  

Students aspiring to be HR professionals will find this class useful in creating a logical and tangible connection between their work and the success of the organization. The class positions HR leaders as partners in talent decisions, working with business executives to affect the core mission and strategic outcomes of their organization – not merely functional service providers.  

The class proceeds from the premise that general managers must learn to enhance their decisions about human capital in their organizations. In medium-sized and large organizations, personnel or human resource management is a staff function. The effective and ethical employment of human resources, however, is a general management responsibility. In smaller organizations, there may be no human resources staff available and thus every employee is expected to develop and implement policies and practices that relate to managing the human assets in the firm.
**Course Objectives:**

After completing this course, you should:

1. Be more familiar with current research and practices on key human resource topics such as alignment, competencies, changing social and employment relationships, and globalization, and their relationship to strategic human resource management;
2. Be more familiar with specific human resource practices such as selection, development, performance appraisal and compensation, the role that they play in achieving strategic success, and what general managers should expect from human resource professionals;
3. Be better able to diagnose strategic organizational situations, identify where human capital can significantly enhance organizational success, and understand the human resource techniques that can be used to address them.

**Required Reading:**

2. Custom course readings packet containing articles and cases.

**Course Format**

We will consider the relationship between practices and processes involved in managing people and the context (e.g., industry, environment, political, social) in which these practices take place. We will consistently connect our discussions to the goal of organizational strategic success, but the focus will be on human resource management rather than strategy.

I will facilitate a dialogue among the class participants rather than deliver a monologue. This is to encourage discussions among the class members to incorporate the wealth of your personal experiences into the classroom. In-class discussions may range from theoretical to practical to topical to anecdotal, and will seldom result in a right answer. Rather the classes will pose questions and contingencies that help you build your own framework to understand how human capital affects your success and the success of the organizations you join.

I expect your interactions to be informed, well-reasoned and constructive.

The assigned readings and cases are expected to be read before you arrive in class. If you postpone or skim this material, you will likely be more “lost” during class, and your class participation grade will suffer. The more you can complete ahead of time, the more productive the classes will be for us all.

A reading packet is available in the campus bookstore. Readings include articles from professional and academic journals, chapters from books, and case studies. There may be additional assigned material throughout the course (e.g., articles, cases, exercises or other readings). Not all class materials will be discussed to the same extent. Most classes include a case, which will typically serve as the basis of class discussion.

It is likely that class time will only cover part of all the potential issues raised by the articles or by our discussions. Thus, I strongly encourage you to use time outside of class to engage in discussion. These discussions could further examine the articles and activities, their implications, and their potential application to individual objectives.

Students enter the class with different backgrounds, experiences, and learning objectives. It may not always be possible to address each individual’s questions in the classroom, or even in small-group discussions. Please use opportunities outside of class (office hours, appointments, telephone, e-mail) to interact with me, to fill in gaps.

Like all areas of management, human resource management is not an exact science, but a framework for analysis and decisions. The issues seldom offer “black and white” answers. This ambiguity that can cause discomfort, but one objective of the course is to provide ways to make ambiguous issues more tractable. The “right” answer, or that a universal "right" answer seldom exists, but we will often conclude that there is a right approach to finding an answer. There is no one “best way” to manage people, but there are proper frameworks to help determine the most appropriate way given the situation and people involved.
Class Guests

Students consistently ask me for examples of organizations that do human resources management well, and want to hear the “real story” behind the cases or organizations that they know. So, for most classes I will invite top HR officers and globally-known thought-leaders to join us throughout the semester, as guests. This is your opportunity to interact first-hand with these leaders. It is very important to have good, active attendance for these sessions. Students are expected to make every effort to attend classes with guests. Please schedule these dates in your calendar now. Class sessions with guests carry double the participation credit, so missing guest dates can quickly lower your participation grade.

Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>In-class case presentations</td>
<td>30%</td>
<td>Various</td>
</tr>
<tr>
<td>Strategic Situation Analyses</td>
<td>60% (30% for each of two)</td>
<td>March 9 and April 27</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Various</td>
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<tr>
<td>Total</td>
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Note: Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and will not be available.

Class Participation

Your career success depends critically on your skill in articulating and defending your ideas and engaging a productive dialogue with your colleagues. You should consider our classroom as a laboratory in which you can test and improve these skills. I will assess your individual participation at the end of every class, and the combination of those in-class participation observations will inform your participation grade at the end of class.

Some of the criteria that make for effective class participation include:

- Involvement: Are you following the discussion attentively? Are you actively contributing ideas? Are you respectful of others in how you formulate your contributions?
- Listening: Are you a good listener? Are your points relevant to the flow of the discussion? Do you link them to the comments made by others?
- Adding value: Do your comments show insightful analysis of the case data? Do they use relevant practical experience? Are they succinct and effective? Do they clarify and highlight the important aspects of earlier ideas and lead to a clearer statement of the relevant concepts and issues?
- Risk-taking: Are you willing to test new ideas, or are all your comments “safe” (repeating case facts without analyses and conclusions, or simply generic statements that would be true in almost any setting)? Do your comments raise “difficult” questions that challenge us to think more deeply?

Everyone in the class is expected to prepare for every session — not only the teams responsible for presenting the opening case. Doing the readings and attending class are not enough. I encourage you to form discussion groups or use your case team also as a discussion group. Consider scheduling a regular time for your group to meet prior to each class to share ideas on the assigned cases and readings, and to work together to formulate a deeper analysis of the issues. You will learn much more this way. During class I may call on students at any time, so please tell me before class if you are not prepared.

In-Class Team Case Presentations

Early in the semester, students will form into teams, and we will assign case presentations.

The basic questions in most cases are same:
1) what are the issues the organization needs to address?
2) what alternatives does the organization have in tackling these issues, and which alternative makes most sense?
3) what specific action plan would you recommend?

As in other case-based classes, there are no right answers, but there wrong answers. It is for you to identify the
specific issues posed by the case and to decide how they can best be addressed. Most of these cases present a well-rounded picture of a business situation; they are not merely illustrations designed to exercise or test your knowledge of a given slice of theory or chapter of the textbook. As a result, the concepts needed to analyze the case are not narrowly bounded by the assigned background reading. In many cases, you will find it useful to invoke concepts from earlier in the course, from other courses, or from your own experience.

Discussions of cases will begin with presentation by a student team. After the opening presentation, the discussion will be opened to the whole class. As a group, we will try to build a complete analysis of the situation and address the problems and issues.

You should think of these presentations as if they were presentations by a group of outside consultants (your team) reporting to the case company’s management team (the class). So a recapitulation of the case data is unnecessary.

The “Guidelines for team opening presentations” at the end of this syllabus describe my expectations of these presentations. One or more team members should present the team’s analysis to the class. The opening presentations should be no more than 20 minutes. Those who take longer than 20 minutes will be penalized. Note: You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to “liven up” your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

Each team will give me a copy of their slides, notes, and relevant back-up materials. (See the description of the “Talking document” under “Guidelines for Team Presentations” below.)

**Note:** Please send an electronic copy of the presentation and background materials to me before 3pm on the day of your presentation, so that I can plan the class. Please bring one hard-copy of your presentation to class for me. If we have a class guest, please also bring one hard copy to class for each guest.

After each presentation I will send feedback to the team. All team members will receive the overall team grade. It is up to the team to manage individual contributions and group processes. If members of the team feel that a team member’s contribution is so low that their grade should be lowered, those team members may contact me through a private email, describing their concerns.

The grading of the oral delivery of the presentation will not penalize people for language difficulties when their first language is other than English.

**Individual Strategic Situation Analyses (Each student will do two)**

Each student will complete two individual assignments. These assignments will consist of an analysis of a particular strategic situation in an actual organization, identifying where and how organizational talent and human capital can make a significant difference to strategic success, and specifying what elements of human behavior and human resource management practices are appropriate to create that strategic effect. In the first several classes, we will discuss the HC BRidge® framework, that has been used in several organizations to help HR leaders and general managers logically connect talent and human capital to strategic success. You will use this framework for each of the two individual assignments. **The first assignment will be due on or before March 9. The second assignment will be due on or before April 27. Deliver one hard copy of your paper to me in class and upload a PDF of your assignment to the Blackboard site, on or before 6pm on the due date.**

The subject of your assignments should ideally be a real-world situation with which you have experience. Using a real situation that you are familiar with will greatly increase your learning. However, particularly for students with little work experience, I may accept an analysis of a situation drawn from the business press or a case study. Please contact me if you do not feel you have work experience sufficient to be the basis of the assignments.

The first individual assignment should focus on the "Impact" part of the HC BRidge framework. The Impact Analysis workbook provided on the class Blackboard site is provided as a guide. You need not use all elements of
that workbook, but the first assignment is to deeply analyze the business and strategic context and positioning of the organization, and then identify strategy pivot points (such as resources and processes), and then the talent pivot-points that affect them. Your analysis should cover the following elements of the HC BRidge Framework: "Sustainable Strategic Success," "Resources & Processes," "Organization & Talent," and "Interactions & Actions."

The second individual assignment, due at the end of the semester, will complete the analysis, using the "Effectiveness" and "Efficiency" elements of the HC BRidge framework. In that assignment, you will show how the talent pivot points can be addressed, by using these elements of the HC BRidge framework: "Culture & Capacity," "Policies & Practices," and "Investments."

- You are graded less on whether your analysis is “right” or “wrong,” more on the quality of your reasoning.
- Clear writing is as important to your career as clear oral expression. Make sure your writing is technically correct and that the logic flows clearly and compellingly.
- This is an individual assignment, and subject to USC’s Academic Integrity standards.
- Print the assignment (or prepare an electronic version to be printed) on regular 8-1/2 x 11 paper, single-spaced, with one-inch margins.
- The word limit is 3,000 words (about 5 pages) plus a maximum of six pages of exhibits. Please note that these are maximum limits. You should try to make your paper as concise and coherent as possible.
- Exhibits should be used to support your argument with information that can be presented in a table or chart (such as financial analysis, action timelines, etc.) or that would be too detailed for the body of the paper.
- Your paper should be the quality that you would provide to the management of a business.
- Deliver one hard copy of your paper to me in class on the class meeting of the due date. If you cannot attend class, please make sure someone delivers the paper for you, or that you deliver the hard copy to me before class. In very special circumstances, and only with special permission, I will allow a student to email it to me at john.boudreau@usc.edu on or before the due date and time.

Class Schedule

JANUARY 12  
Talent as a Critical Strategic Resource


HR Competencies: Two Frameworks:  

HR Competency Model from the “Outside In,” RBL Institute  
http://rb1.net/index.php/hrcs/index/overview

Elements for HR Success from Society for HR Management  
http://www.shrm.org/HRCapabilities/Pages/SHRMCapabilities.aspx
Please click on each competency to read about it.

JANUARY 19  
No Class. University Holiday
JANUARY 26  Connecting Talent to Competitive Strategy and Talent Segmentation


Boeing to deliver first 787 after years of delays - Yahoo! Finance

Guest: Mr. Peter Attfield, Formerly HR Director Unilever, Now Group HR Director – IFFCO via audio conference

FEBRUARY 2  Organizational Truth-Telling and the New “Employment” Relationship

Organizational Truth-Telling

“Pulte Case For Root Visit” a short background case for discussion with the Root Incorporated Guests: *Posted to Class Blackboard Website*

“Ellinghausen Pulte Argyle Conversation,” a conversation with the executive VP of Human Resources at Pulte Group, who was instrumental in the organizational initiatives that the Root Incorporated guest will discuss. *Posted to Class Blackboard Website*

New Employment Relationship


Online article on how gamers solved an enzyme folding problem using the Foldit game.
http://www.nature.com/nsmb/journal/v18/n10/full/nsmb.2119.html

“Beyond Employment” Chapters from a forthcoming book by John Boudreau, Ravin Jesuthasan and David Creelman. *Posted on class website*


Guest: Ms. Maria Forbes and Mr. Brad Hauden, Root Incorporated

FEBRUARY 9  Recruitment and Talent Acquisition

(Note: This chapter provides both a management perspective on HR activities and a talent lifecycle framework that is useful in organizing the activities)

(Note: These chapters apply to the idea of creating synergy across HR practices that will be relevant for many of the future class units)
“Why you should pay attention to your employer brand” Stefan Stern. Financial Times. London (UK): Sep 1, 2009. pg. 8


Mr. Scott Pitasky, Senior VP of Partner Relations, Starbucks

FEBRUARY 16 University Holiday. No Class

FEBRUARY 23 Staffing and Onboarding


CASE: “Jack Smith: Career Launch at Toyota (A, B and C)”

Guest: Mr. Sandeep Sood, Microsoft Corporation

MARCH 2 Performance Management and Feedback, Turnover and Layoffs


Harvard Business Essentials: Performance Management: Measure and Improve the Effectiveness of Your Employees

Read the news stories on the LA Times investigation of teachers and be prepared to comment on the situation through the lenses of the readings for this section.
http://articles.latimes.com/2012/nov/30/local/la-me-1201-lausd-evals-20121201

Here is the link to the LA Times website that I demonstrated in class where you can search a teacher name and see the standardized test score trends for their students.
http://projects.latimes.com/value-added/
At this site is also a lot of information about how the scores are created and used, that you should get familiar with.


Guest: Mr. Drew Furedi, Los Angeles Unified School District

MARCH 9  Leadership and Talent Management: Creating Synergy in HR Practices


Guest: Ms. Gina Tesla, IBM via video conference

March 9  First Individual Assignment Due: Apply Impact Analysis to Find Talent Pivot-Points
Post to Blackboard site before 6:00pm March 9

March 16  Class Break, Spring Recess

March 23  Class Break, Project Catch-up Day

MARCH 30  Motivation and Employment Reward Systems


Britain Rising Outcry Over Executive Pay. Posted on the class website

World at Work, “Communicating Executive Rewards”. PDF available from the Blackboard site

Ravin Jesuthasan will use the case of Chicago Mercantile Exchange, circa 2008, as a way to showcase a very interesting and unique management situation, where a change in strategy required considering how to change the total rewards approach to better prepare the workforce for the future. Ravin was one of the key advisers on this decision. These articles provide a set of short readings as background for the case discussion. Please prepare them before class, and come prepared to offer your perspective, as a member of the CME leadership team, on how the rewards approach could be as strategically appropriate as possible, considering the shift in strategy for CME.
Posted to the class website:
  CME Forbes January 2008 Profile
  Workspan-Total-Rewards-Article-2012
  Boudreau-Jesuthasan CME from Transformative HR


GUEST: Mr. Ravin Jesuthasan, Global Practice Leader for Talent Management, Towers Watson

APRIL 6 Labor Relations, Collective Agreements, and Labor Standards

Maurer, Roy “Avoid Becoming a Target of Global Corporate Campaigns”. Society for HR Management, December 2014

The United Nations Global Compact provides guidelines for environmental, social and employment sustainability. Principle 3 is a particularly interesting context for this class.
http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/principle3.html

Blog on Obama win and union implications:
http://washingtongexaminer.com/a-re-elected-obama-rewards-his-big-labor-friends/article/2514284#.UMTMmKxQXQc

Article about FedEx, UPS, unions and U.S. Govt.
http://online.wsj.com/article/SB123791678454427343.html

CASE: Debi S. Saini “People Management Fiasco in Honda Motorcycles and Scooters India Ltd.” 2006.

GUEST: Mr. Michael Johnson, Vice President, Human Resources, United Parcel Service

APRIL 13 Learning and Knowledge Management


“Corporate Universities”. Society for HR Management
http://www.shrm.org/Research/Articles/Articles/Pages/CorporateUniversities.aspx

Chapter 6 from Karie Willyerd's book with Jeanne Meister, "Workplace 2020". Posted on Class Website

“HR Mentoring Guide for Millenials”, by Karie Willyerd. Posted on Class Website


GUEST: Karie Willyerd, Success Factors

APRIL 20 Engaging Organization Leaders with the HR Agenda

Guests: Mr. George Rose and Ms. Jamie Chung, Sony Pictures Entertainment
APRIL 27

Course Wrap-Up

APRIL 27

Final Individual Strategic Situation Analysis Due in Class
Post to Blackboard site before 6:00pm April 27

HAVE A NICE SUMMER

Class Policies

NO LATE WORK IS ACCEPTED, except in rare cases of emergency and only with my expressed approval for an extension. Make-up assignments and incompletes will not be given unless there is a documented medical emergency. Failure to complete all parts of the course will result in a failing grade.

Appealing Graded Assignments:
In order to maximize the learning process and to insure careful attention to grade appeals, the following appeals procedure will apply:
Step One: The student will prepare and hand in a statement describing why s/he feels the assignment was mis-graded. Note: This statement would show why the paper or test, as handed in, satisfied the requirements of the assignment better than the grade indicates. It is not an opportunity to submit a new response to the assignment. The appeal statement should be clear, concise, and should include references to the texts, lectures, reserve readings, and specific assignment questions where applicable.
Step Two: Within one week after the graded assignment has been returned to the class, the student submits the appeal statement along with a copy of the graded assignment to me.
Step Three: I will respond to the appeal in writing and return it to the student during class.
Step Four: After reading my response, the student may, if s/he wishes, schedule a meeting with me to discuss the appeal further. At this meeting a final decision will be made.
Note: Any appeals not received within one week after the assignment has been returned will not be considered. Also, I reserve the option of reviewing the entire appealed assignment (and re-grading if it is warranted), including sections not specifically addressed in the student's appeal.

Academic Conduct
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. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

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://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. 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. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu 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 www.usc.edu/disability provides certification for
students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**Guidelines For In-Class Team Case Presentations**

*(Adapted with thanks to Professor Paul Adler)*

The client is the relevant manager in the case. Do make sure you identify a specific client, since your action recommendations will need to be ones that this client can implement. In some case studies, it is not obvious who the relevant manager really is, so you must choose carefully and make your choice clear. Your presentation is to the class, and you should think of the class as if we were the client and his/her management team, familiar with the facts and situation in the case. Therefore you should not waste time repeating the case facts.

Your presentations should include the following elements:

First, a single summary slide on which you very succinctly tell us the main issue, and what you recommend the client do about it. If you only had one slide to summarize your “take aways,” this would be it.

Second, an overview of your presentation — the agenda. Start with an insightful diagnosis of the key problem(s) facing the client. In some cases, the real issues may be obvious; but in other cases, the issues stated in the case are more like what physicians call “presenting symptoms” and you will have to identify the underlying illness -- their “root causes.” There are usually multiple problems. Sometimes you can identify one root cause running through them, which gives coherence and power to your recommendations. Sometimes the client’s definition of the problem is wrong, and you have to convince them that the real problem lies elsewhere. Sometimes, the case describes a situation without explicitly identifying any specific issues at all. Developing problem-definition ability is important. Your diagnosis should be argued, not just asserted, using the relevant facts of the case and appropriate analytic tools to support your identification of the root causes.

Third, specify a strategic plan that can address the problems facing the organization. The strategic plan specifies a general “compass heading” you are recommending to your client — the general direction they should follow to solve their problem. It is not a list of things worth doing, but a broad outline of the approach solves the problems. Remember: there are lots of points of view in the client organization (and in the class) on how to solve its issues, and your job is to convince us that your analysis is the most plausible and your recommended strategy is the most likely to achieve success. The following elements can help:

- Identify between two and four different and plausible strategy alternatives for tackling the client’s problems. Look for mutually exclusive alternatives, not variants of the same basic idea.
- Analyze the pros and cons of each alternative, using a common set of criteria. Many strategic and operational factors are potentially relevant, so you must come up with a well-grounded, focused set of key criteria. These criteria are usually implied by the priorities in the organization’s mission and strategy.
- Explain why you believe your preferred alternative is superior to the others. One technique is to weight the relative importance of your criteria, score each alternative on each criterion and calculate an overall score for each alternative. Test your results considering plausible alternative weights and scores.

The details of this deep analysis can go in an Appendix. You will likely show the class only the key conclusions. This kind of analysis is most valuable differentiating between the issues where disagreement would change the final conclusion versus minor issues where disagreement doesn’t matter.

Your implementation plan should deal with the strategy’s hurdles, risks, timing, costs and benefits:

- Identify the likely hurdles your client will face in pursuing your proposed strategy and explain how your client could overcome them. Identify “points of resistance” and “points of assistance” and discuss how your client could neutralize the former and strengthen the latter.
Identify the **risks** confronting your strategy, how they can be mitigated, and how to deal with them if they do materialize.

Recommend the **timing** of next steps: what needs to be done today, next week, next month, next quarter, and next year – and who should be responsible for these activities.

Consider the **costs** as well as the **benefits** of your plan of action. If you don’t have enough information to fully ground your plan in the case data, make plausible assumptions and note the most important ones in your report. The implementation plan often brings to the surface new issues, so you will need to iterate back to your issue-analysis and strategic analysis.

Wrap up with a single **conclusion slide** that reminds the client of your main message.

**Presentations will be held to a strict 20 minute time-limit, with up to 5 additional minutes for very relevant video material.** This time limit forces you to “peel the onion” — to push your analysis of the case issues to successively deeper levels until you identify the core issues. Presentations usually can analyze a maximum of four alternative solutions, and only one implementation plan. Choose a reasoned plan, that can serve as a starting point for discussion.

**NOTE:** You can use up to an extra 5 minutes of presentation time for audio and video media if you wish. The media should be relevant to your case analysis, but can also be designed to “liven up” your case presentation. The time used by the media (up to 5 minutes) will not be counted against your 20-minute limit.

**Written report**

Present your written report in the form of “Talking documents” composed of the Powerpoint Slides, with accompanying Notes, plus whatever Appendices are necessary for backup information and analysis. Where the charts are not self-explanatory, bullet points Notes (not extensive prose) are important. It can help to imagine that your presentation materials circulate after your meeting with the client, and you’d like people who didn’t make the meeting to be able to follow your reasoning. Notes should not be your voice-over script and should not be a prose report in disguise: they should simply add, in bullet point form, whatever extra information the reader would need to understand the point of the Slide. Include Appendices that showed any backup analysis you performed or data you collected, such as the details of your decision analysis, or some financial analysis. Provide a copy of your “Talking document” (Slides, Notes, and Appendices) at the beginning of your presentation. If some of your slides are complex, consider bringing enough hard copies for class members to read.