YALE UNIVERSITY
School of Management

MGT 853 - SERVICES MARKETING: STRATEGIES FOR NONPROFITS AND FOR-PROFITS

Spring 2005

Professor: Christopher Lovelock
E-mail christopher.lovelock@yale.edu
Office: 55 Hillhouse Ave, Room 309
Tel: 203 432 5957
Office hours by appointment

Secretary: Geri Spadacenta
E-mail: geri.spadacenta@yale.edu
Office: 55 Hillhouse Ave, Room 302
Tel: 203 432 5957
TAs: emily.lasner@yale.edu
hema.yoganarasimhan@yale.edu

Course Description and Objectives

The primary objective of this course is to help you to work effectively as managers (or consultants) in service-driven organizations in either nonprofit or for-profit settings. An underlying theme of the course is that management issues in services are often different from those in manufacturing and this has implications for marketing strategy and implementation. Our focus will be from the perspectives of both senior management and customers themselves.

Through cases, readings, projects, class discussions and presentations, we'll address the distinctive characteristics and problems of marketing in both nonprofit and for-profit service organizations, identifying marketing-relevant differences between the two. In the process, you'll learn to recognize the nature of different types of services, to dissect service experiences, to evaluate delivery systems, and to understand the roles played by customers themselves.

During the course, we'll be exploring marketing concepts, frameworks and models designed to facilitate analysis of different types of services and to help in development and implementation of appropriate strategies. The course takes a strategic view of marketing, emphasizing that it is the only function that specifically brings operating revenues into the organization.

We'll take advantage of the fact that many services offer a wonderful real-world laboratory for study and analysis. (By the end of this course, I suspect that you will never again look at a restaurant, museum, healthcare, or transportation service in quite the same light!) Through participation in individual and group projects, you'll develop a pragmatic, real-world view of current marketing practices and innovations in the service sector, start to think more analytically about your own experiences as a service customer, compare and contrast the context of for-profit and nonprofit organizations, and develop a better understanding of front-line service jobs.

Course Format and Content

This half-semester course is, of necessity, fairly concentrated, with just thirteen 80-minute sessions over a period of seven weeks. The assignment for most sessions includes both a case and a reading. Our cases cover a variety of industries and are drawn from both nonprofit organizations and for-profit companies.

Expectations
My expectation is that you will come to all classes, read all assigned materials, prepare the accompanying study questions thoughtfully, and submit written assignments on or before their due dates. Case discussions can be a very exciting way to learn, but in this form of teaching it takes two (or more) to tango. Our sessions will be livelier and more interesting if everyone is well prepared and willing to participate actively in class discussions. Use of laptops in class can be distracting—I'd prefer that you took notes the old-fashioned way. If you're unable to come to class for any reason, please notify me in advance by email, otherwise I'll have to assume you were unprepared. Fellow members of your small group will expect you to participate usefully in group assignments, so please don't let them down.

Contact Information
I'll be on campus on Mondays and Wednesdays (and sometimes also on Tuesdays). Please contact my secretary, Geri Spadacenta (55 Hillhouse, tel: 2-5957) to make an office appointment. More informally, I'd also be happy to meet with you individually or in groups for coffee, lunch, or post-class refreshments to discuss issues of interest to you—this is a genuine offer, not a hollow gesture! The teaching assistants for this course are Emily Lasner and Hema Yoganarasimhan, who will be grading your papers, but I will also read everything myself.

Grading
Evaluation will be based on class participation (30%), individual written assignments (60%), and small group projects (10%). The good news is that there will be no final exam. Written projects include (1) blueprinting service delivery—based on a case; (2) preparing a diary and appraisal of your own service experiences; and (3) written analyses of two cases (selected from a subset of those taught in the course). For more information, click the section on "Written Assignments."

Course Materials

1. Most cases and readings are included in the assigned text for the course, **Christopher Lovelock and Jochen Wirtz, *Services Marketing* 5th ed. (Prentice Hall 2004**). This book, referred to in assignments as "L&W", is available from the Yale Bookstore.

2. Additional materials, including some cases and readings, will be loaded on the WebCT site. All assignments for individual class sessions and details of written projects will also be found on WebCT.

3. A few items will be distributed in a printed course package.

Small Groups

All students will be assigned to a small group comprising 4-5 participants each. I'll decide the composition of these groups and announce them on March 28, at which time I will also give details of specific assignments and the role that groups are expected to play.

Name Cards

To help me and your fellow students to get to know you quickly, please bring your name card to every class and insert it in front of your desk. If you need to make a new name card, please use a thick black felt-tip marker for easy legibility. Thanks!

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Prof. Christopher Lovelock

Course Overview and Schedule

Spring 2005

----Week 1----

Mon, Mar 21 ***Introduction to Services***
Readings: L&W, Chapter 1: Introduction to Services Marketing
Drucker: "What Business Can Learn from Nonprofits" *(WebCT-Harvard)*

Wed. Mar 23 ***Developing and Enhancing a Marketing Orientation***
Reading: L&W, Chapter 2: Customer Behavior in Service Encounters
Case: Museum of Fine Arts, Boston *(WebCT)*

----Week 2----

Mon. Mar 28: ***Where Does the Customer Fit in a Service Operation? - I***
Reading: L&W, Chapter 8: Designing and Managing Service Processes
Case: Sullivan's Auto World Ford (L&W, 486-490)
Written assignment: Service blueprint due
Small groups announced

Wed. Mar 30 ***Where Does the Customer Fit in a Service Operation? - II***
Reading L&W, Chapter 14, Improving Service Quality and Productivity *(pp 405-30)*
Case: TLContact.com *(L&W, 627-39)*

----Week 3----

Mon. Apr 4: ***Positioning a Service in the Marketplace***
Readings L&W, Chapter 3: Positioning Services in Competitive Markets
Haeckel, Carbone, Berry, "How to Lead the Customer Experience," (L&W, 343-347)
Optional: Grove & Fisk, "Service Theater: An Analytical Framework for Services Marketing" *(L&W, 78-87);* L&W, Chapter 11, Planning the Service Environment (pp 285-308)
Case: Commerce Bank (L&W, 492-504)
Small groups: field project (TBA)

Wed. April 6: ***Marketing Multi-site Services - I: Franchise Organizations***
Reading: L&W, Chapter 7, Distributing Services
Case: Aussie Pooch Mobile *(L&W, 520-532)*
Written Assignment: Service diaries due

----Week 4----

Mon. Apr 11:Marketing Multi-site Services - II: Trade Associations

Reading: Berry, "Cultivating Service Brand Equity" (*L&W, 207-209)*

Case Visiting Nurse Associations of America *(L&W, 533-545)*

Wed. Apr 13: An International Challenge: Developing and Marketing Services for Customers at the Bottom of the Economic Pyramid

Reading: Prahalad and Hammond, "Serving the World's Poor, *Profitably." (WebCT-Harvard),*

Prahalad, "Strategies for the Bottom of the Economic Pyramid: India as a Source of Innovation" *(WebCT)*

Small groups: BOP project (TBA)

----Week 5----

Mon. Apr 18: Evaluating New Service Initiatives - I

Reading: L&W, Chapter 4: Creating the Service Product, *(pp 112-23 only)*

Cases: Innovation at Progressive (A): Pay as You Go Insurance *(L&W, 607-19)*

Innovation at Progressive (B): Homeowners Insurance *(L&W, 620-24)*

Innovation at Progressive (C): Auto Repair *(L&W, 625-26)*

Small Groups: Diary Assessments

Wed. Apr 20: Evaluating New Service Initiatives - II

Reading: Ford & Fottler "Creating Customer-Focused Health Care Organizations"*(P)*

Case: Yale-New Haven Children's Hospital *(WebCT)*

Guest: Prof. Michael Apkon, MD

----Week 6----

Mon. Apr 25 Creating and Maintaining Customer Loyalty

Reading: L&W, Chapter 12: Managing Relationships and Building Loyalty

Case: Massachusetts Audubon Society *(L&W, 588-603)*

Wed. Apr 27: Nonprofits Marketing For-Profit Offerings

Reading: L&W, Chapter 5, Designing the Communications Mix for Services

Case: CompuMentor and the DiscounTech.org Service

Guest: Rebecca Masisak

----Week 7----

Mon. May 2 Achieving Service Leadership

Reading: L&W, Chapter 15: Organizing for Service Leadership

Key:

L&W	Lovelock & Wirtz, *Services Marketing 5/e*
WebCT	Course website - Harvard materials require a special access procedure on this site
P	Package of printed materials (so far, only Ford & Fottler article—will be distributed in advance of April 20 class)
Blue	Cases available for write up. Note: must select one case from each of two groups—details on first day of class. Progressive A, B, C counts as one case)

WRITTEN ASSIGNMENTS

(A) INDIVIDUAL WRITTEN ASSIGNMENTS

There are four individual written assignments in this course, but no final exam. All assignments are due at the beginning of class on the specified day. Papers should be typed but diagrams may be hand drawn. In the case of the service diaries project, your work will form the basis for discussion in small groups and, perhaps, in-class presentations. So in a very real sense, you'll be contributing to other people's learning as well as your own.

Project #1 *(10% of final grade)* consists of a blueprint and evaluation of the car repair service at Sullivan's Auto World, due on March 28 when we discuss this case.

Project #2 *(20% of final grade)* consists of a diary of your service encounters, due on April 6.

Projects #3 and #4 *(30% of final grade):* prepare a written analysis of two cases (15% each). Two lists of cases will be distributed on the first day of class and you should sign up for one case from each list. There will be a limited number of sign-ups for each case, so make your selection early to get your first choices! Projects are due in class on the days when your selected cases are scheduled to be taught.

Project #1: Blueprint of Car Repair Service (due Monday, March 28)

Read the Sullivan's Auto World Ford case and L&W Chapter 8, with particular attention to the section on service blueprinting, which includes a detailed blueprint of restaurant service. Develop a blueprint of car repair service at Sullivan's (no pictures are needed but the boxes and labels can be hand drawn if you wish; feel free to Scotch-tape pages together). Identify significant potential fail points and add a 2-3 page evaluation with recommendations for changes in the service department.

You may do this assignment individually or work with a second person and submit a single paper (but I will, of course, expect a higher level of detail in both the diagram and evaluation).

Project #2: Service Diary (due Wednesday, April 6)

Keep a typed diary of your encounters with different service providers during a two-week period in March/April (need not be two sequential weeks). For each week, record 4-6 service encounters based on your first-hand experience. You should start your diary as soon as possible and submit 8-10 entries in total. Each entry should briefly describe the encounter in terms of:

- factual details—what happened, when, where, nature of transaction, at what type of service organization
- comments—your feelings, observations, actions taken (if any)

- your analysis of the situation (why it was positive/negative/neutral in generating satisfaction) and your diagnosis of the causes.

- What future actions, if any, you would take if you were a manager of this organization and learned from research, customer letters, observation, or staff reports that a number of customers were having similar experiences.

Please record only those experiences you are willing to share with the class, since you may be asked to describe your encounters to your classmates.

Don't record more than two encounters with any one service organization. Try to record a good cross-section of the organizations that you patronize, following the basic report format below. (See examples of two completed diary entries).

SERVICE DIARY FORMAT

Encounter # **Date:** **Time:** **Location:**

Organization:

Details:

Comments:

Analysis:

Future Action Steps by Management:

TWO SHORT SAMPLE DIARY ENTRIES

Encounter *# 5* **Date:** *Friday, Sep. 22* **Time:** *8:45pm* **Location:** *Newtown*

Organization: *Restaurant "Chez Jules"*

Details: *Restaurant kept us (self and friend) waiting for 45 minutes past our 8:00pm reservation*

Comments: *I was angry and my friend got very impatient. When I complained, the hostess said she was sorry (in a rather insincere way) but sometimes these things happened. The meal was good but we probably won't go back.*

Analysis: *The restaurant does a poor job of integrating capacity planning and demand management (judging by the hostess's comment, this doesn't appear to be an isolated incident—perhaps they deliberately overbook on weekends!). The hostess lacks the skills and empathy needed to handle customer concerns effectively.*

Future Action Steps by Management: *The hostess should be trained to relate more sympathetically to customer concerns. In the future, we should look for friendlier, more empathetic personalities when hiring people for the hostess job. If it is clear that customers with reservations are going to be kept waiting, then the hostess should give them advance warning of delays to manage their expectations. We should institute service recovery procedures (e.g, an apology and offer of a free drink) automatically after a certain amount of waiting time has passed.*

Encounter # 7 **Date:** *Tuesday, Sep. 26* **Time:** *9:15am* **Location:** *Southville*

Organization: *Post Office, Columbia Avenue*

Details: *Sent a package. Served quickly by the postal clerk who was polite but somewhat impersonal. He was able to answer questions about prices for different levels of service and suggested Express Mail if I wanted next-day delivery.*

Comments: *I see a different postal clerk in this office every time I go there, which is about once a week. Only one of them has ever smiled at me. The post office interior and exterior are both dull and institutional looking. There was a political slogan painted on the outside wall, which looked as if it had been there a while.*

Analysis: *Contrary to postal stereotypes, the employees in this office seem to be polite, well informed and efficient. But if management keeps rotating the employees, they will never get to know the customers and it will continue to be an impersonal experience.*

Future Action Steps by Management: *We should review our staffing procedures and try to minimize rotation of employees among different offices. Although USPS policy limits what we can do with interior design, let's review the availability of colorful USPS posters to brighten the walls. Graffiti should be removed immediately so that other vandals don't get the same idea.*

Projects #3 and #4: Two Case Analyses (due dates range from April 4-27)

NOTE: A list of cases and due dates will be posted at the beginning of the course. Please sign up in advance for the cases you wish to prepare. You will be asked to select one case from each of two groups.

In each instance, you should prepare a 4-5 page (double-spaced) written analysis and recommendations, plus any relevant exhibits, addressing the issues faced by management and also responding to other study questions assigned with the case.

Guidelines clarifying my expectations and offering advice on how to prepare an effective write-up will be posted on the course website at the beginning of the course *[attached as pp 13-14]*.

Each paper will account for 15% of your final grade and is due before class starts on the day specified for discussion of that case. In grading, emphasis will be placed on the thoroughness of both qualitative and relevant quantitative analysis. Late papers will not be accepted.

(B) SMALL GROUP ASSIGNMENTS

There are three small group assignments, each involving preparation of a short PowerPoint presentation. You will be assigned by the instructor to a team of 4-5 students. One or more teams will be called on to present in class.

Assignment #1: **(Due: Monday April 4 at 1:00pm by email to Prof. Lovelock)**

EVALUATING SERVICE FACILITIES AND THE INITIAL CUSTOMER EXPERIENCE

Read: Heaeckel et al., "How to Lead the Customer Experience," *(L&W, 343-7)*

Teams A - D: Send 2 or more team members to visit Union Station, New Haven (think of yourselves as prospective travelers planning to take a trip by train).

Teams E - H: Send 2 or more team members to visit the public areas of Yale-New Haven Hospital (think of yourselves as prospective patients for a treatment that doesn't involve an overnight stay).

First impressions are often important in creating customers' expectations about a particular service and even in shaping their decisions about usage. In each instance, see as much of the facility as you can without going into places you're not supposed to enter. Identify and evaluate clues to the quality and style of the service experience delivered by the rail carriers (Teams A-D) *or* the hospital (Teams E-H). Share this information with other team members prior to class and discuss implications for marketing the relevant services. Propose any changes to the service environment that seem appropriate.

Each team should prepare a short PowerPoint presentation to be emailed to the instructor not later than 1:00pm on Monday, April 4—the day of class. Keep it short and sweet—a maximum of four text slides (plus cover sheet) with a minimum font size of 20 points. You can add exhibits if you wish. Identify the time and date of your visit. *If you are including photos or other graphics, please set resolution at 72 pixels/inch to minimize file size.*

One team that visited each facility will be selected to give a 7-10 minute presentation in class on April 4; these teams will be notified be email an hour in advance of class so they can be prepared. The other teams will be asked to critique and elaborate following the presentations.

***Assignment #2* (Due: Wednesday April 13 at 1:00pm by email to Prof. Lovelock)**

DEVELOPING AND MARKETING SERVICES FOR CUSTOMERS AT THE BOTTOM OF THE ECONOMIC PYRAMID

Overview

The class session on April 13 and the accompanying small group assignment give us an opportunity to evaluate service markets among poor consumers in less developed or emerging economies and to consider how improved service availability as well as better outcomes might contribute to economic development. A variety of challenging questions arise, including: Can we use existing service marketing concepts and strategies to create and deliver services for people with very low incomes and limited education or is it necessary to take entirely different approaches? What creative, bottom-up approaches to service have proved successful? What is the role of technology? And what might service organizations operating in advanced economies learn from successful innovations in developing countries?

With only a few exceptions, services research, teaching, and practice have traditionally focused on customers in rich countries with well-developed infrastructures. C.K. Prahalad points out that an enormous market exists among the poorer segments of the world's population, but that the needs of people in these segments are often not being met. Almost two-thirds of the world's population earns less than US$2,000 per year. Most live in emerging or less developed economies that lack sophisticated infrastructures. Prahalad and Hammond address a series of what they describe as misperceptions and false assumptions about the poor, namely that:

- They have no money to spend.
- They are too concerned with filling basic needs to "waste" money on non-essentials.
- The prices for goods and services they currently purchase must be incredibly low
- They are too backward and uneducated to use advanced technologies.
- They are open to exploitation by multinational companies targeting this market.

Developing economies increasingly comprise three distinct tiers of consumers: (1) a thin strata of wealthy, sophisticated, and internationally-oriented individuals; (2) an emerging middle class whose service needs and aspirations are converging in many areas towards those of consumers in more affluent countries; and (3) a large majority of people living at or below subsistence levels. Yet individuals and households in this third category still have a need for a diverse array of services, especially those consumers with some education who aspire to transition toward middle class status. Although their individual purchasing power may be small—leading existing service providers to ignore them—collectively these consumers represent substantial market potential (see, for example, "Banco Azteca Caters to the Little Guy", L&W, p61).

Small Group Assignment

All team members should read the two articles assigned for class on April 13. In addition, at least one member of the team should read Chapters 1 and 2 of C.K. Prahalad's book, *The Fortune at the Bottom of the Pyramid* (Philadelphia: Wharton School Publishing 2005)—which is on reserve in the Social Science Library—and brief other team members on the key insights.

Select a Specific Service. Through library and Internet research or personal knowledge, each team should identify a specific service that meets the following criteria:

- Located in an emerging or less developed economy in one of the following regions:
    - Africa
    - The Americas (south of the US border) and Caribbean
    - S.E. Asia
- Not retailing, a utility (like water or electricity), or a community-wide service such as education or basic health care. However, specialized medical treatment is OK.
- Sold at a price, as opposed to being offered free or exchanged through barter
- Targeted at low-income consumers (use your judgment—especially in urban areas income levels could be slightly higher than the $2000/annum cut off Prahalad suggests for BOP consumers)
- Excludes any organization discussed by Prahalad in either of his two articles or anywhere in his book
- Within these constraints, the service may be offered by a for-profit company, a nonprofit organization, or a government agency

To avoid the risk of duplication, please inform Prof. Lovelock of your choice of organization in case another team might have already selected it.

Describe, Document, and Evaluate the Service. Learn as much as you can about the history behind your chosen service organization, specific features of the service(s) provided, the consumers it is designed to serve, the strategies used to market and deliver it, and the extent to which it has been successful (or not) in winning customers and meeting their needs by providing the outcomes they desire. If known, specify what other options (if any) were available before the service in question was launched and whether competition now exists. Identify and evaluate what operational procedures are used to keep costs low and how the service provider caters to customers who are either illiterate or have only limited reading skills.

Prepare a Brief PowerPoint Presentation. Address as many of the above points as possible and provide an overall evaluation, including insights and lessons that you draw from your analysis. Recognizing the limited amount of time that your team has available for this project, your goal should be to produce a short and simple "sketch" of your chosen service, rather than a detailed case study. Suggested length: 4 slides of text (minimum font size 20 points), plus cover sheet, a list of all references and other sources consulted, and any exhibits you wish to include. *If including photos or other graphics, please set resolution at 72 dpi (pixels/inch) to minimize file size.*

At least four teams will be selected to give a 5-7 minute presentation in class that day; these teams will be notified by email an hour in advance of class so they can be prepared. The other teams will be asked to critique and discuss following the presentations.

***Assignment #3* (due 1:00pm Monday, April 18, by email to Prof. Lovelock)**

EVALUATION OF TEAM MEMBERS' SERVICE DIARIES

Please distribute a copy of your diary to everyone on your team. Working individually, carefully read all the diary entries prepared by each person. Which service encounters (both good and bad experiences) do you think provide useful illustrations of some of the challenges facing service marketers as they try to ensure good service for their customers?

Meet with your group to prepare the following assignments and be prepared to present in class:

Part A

1. Categorize each diary entry into one of the following three types of experience:
   (a) mainly positive; (b) mainly negative; (c) neutral
2. Further classify them according to the relative importance that the performance of front-stage personnel played in each specific experience:
   (a) very important; (b) somewhat important; (c) not important

Now use the results to ***create a 3x3 (nine-cell) matrix*** featuring the above classifications and indicating the number and percent of all observations falling in each cell. Put this matrix on a PPT slide plus a brief evaluation and conclusions on a second PPT slide.

Part B

1. Select one ***positive service experience*** from among all the diary entries. Summarize the situation on 1-2 PowerPoint (PPT) slides. Identify the factors that you believe underlie successful service delivery in this instance and put them on another 1-2 PPT slides.

2. Similarly, select one ***negative service experience*** and identify the underlying causes. As a manager (or owner) what steps would you take to improve service quality and customer satisfaction in the future? (Total, 2-4 PPTs)

3. Compare and contrast the two experiences and relate them to the concepts and frameworks discussed in this course. Summarize the ***key learning points from the two selected experiences that are generalizable to other service organizations*** (Total, 2-4 PPTs).

Several groups will be invited to make brief presentations in class of their analysis and conclusions on one or more of the questions above.

Note on Case Preparation and Written Analysis

INTRODUCTION TO CASES

Cases provide you with an opportunity to learn by doing. The cases in this course represent real-world problems that managers in service organizations have to face and resolve. Preparing cases for class discussion and/or written analysis requires you to:

- Identify and clarify problems
- Analyze quantitative information
- Calculate potential costs, income, and other quantitative data
- Evaluate alternative courses of action, showing that you understand the trade-offs
- Decide the best strategy and defend your choice
- In class, be open to others' thoughts and ideas

The key to successful learning from case study and discussion is to *get involved!*

PREPARING A CASE FOR WRITTEN ANALYSIS AND/OR CLASS DISCUSSION

Moving from Initial Review to Detailed Analysis

First, get a feel for the overall situation by skimming quickly through the case. Then make a careful second reading, seeking to identify key facts so that you can develop a situation analysis and clarify the nature of the problems facing management. Make notes in response to such questions as:

- Where does the organization stand today and how did it get there?
- What is going on in the external environment?
- What problems does management appear to be facing?
- What decisions need to be made, and who will be responsible for making them?
- What are the objectives of the organization itself and of each of the key players in the case? Are these objectives compatible?
- What resources and constraints are present that may help or hinder attempts by the organization to meet its objectives?

The study questions provide some signposts to the topics you should be addressing and may shape the way you organize a paper or prepare for class. However, feel free to go beyond these questions.

Quantitative Analysis

- Evaluate the relevance and significance of quantitative data presented in the text or exhibits.
- See if new insights may be gained by combining and manipulating data presented in different parts of the case.
- Don't accept the data blindly. In the cases, as in real life, not all information is equally reliable or equally relevant.

Developing Recommendations

- Identify the alternative courses of action open to the organization.
- Consider the implications of each alternative, including possible undesirable outcomes, such as provoking responses from stronger competitors.
- Ask yourself how short-term tactics fit with longer-term strategies.
- Relate each alternative to the objectives of the organization (as defined or implied in the case, or as redefined by you.). Then, develop a set of recommendations for future action, making sure that these recommendations are supported by your analysis of the case data.

Also, give some thought to how the proposed strategy should be implemented:

- What resources—human, financial, or other—will be required?
- Who should be responsible for implementation?
- What time frame should be established for the various actions proposed?
- How should subsequent performance be measured?

DEVELOPING A GOOD WRITTEN ANALYSIS (4-5 double-spaced pages + exhibits)

A Succinct and Selective Situation Review—Not a Detailed Rehash of Case Facts

- Begin with a brief situation review—perhaps a third to a half page in length—that demonstrates your understanding of the situation facing management and serves as a logical springboard to detailed analysis and recommendations
- Don't waste effort on indiscriminately rehashing case facts (remember that both the instructor and TA have also read the case!)

Thorough and Thoughtful Analysis

- Devote 50-70% of your paper to careful analysis and interpretation of the information and data in the case
- Address each study question (but you don't need to do so in sequence nor devote equal length to each response). Address any additional topics that you perceive as significant.
- When you undertake quantitative analysis, be sure to clarify where the data came from, how you manipulated these data, and (if necessary) what assumptions you made.
- Spell out the implications of the numbers that you have generated. Feel free to attach exhibits to your paper, documenting quantitative analysis and displaying the results in either numeric or chart form (but only include exhibits that add value to your analysis)

Well-Reasoned Recommendations

- Plan to devote 25-40% of the paper to your conclusions and recommendations
- Reason well with the data and insights from your analysis
- Consider the trade-offs
- Ensure that each recommendation follows logically from your analysis
- Don't introduce brand new ideas that have not previously been discussed in the analysis
- Defend your chosen course of action