This Handbook was conceived and developed by Linda Krzykowski, Paul Miesing, and Melissa Palmucci as part of the G3: "Going Green Globally" MBA program at the University at Albany, SUNY.
May 3-15, 2013
G3 Handbook

“Having worked with and recruited at other top business schools in the country, I have seen many first-year MBA programs. I have not seen a program that so fully integrates the students’ first year learning, drives their creativity and challenges their problem solving skills to the degree that the UAlbany G3 program does. The real world nature of the situation compels the students to organize a multifaceted team, gather and research relevant business issues, create business scenarios and develop compelling solutions within an urgent time frame. The caliber of the work was top notch.”

– Jan Woodcock, Global Telecom and Media Partner, Wipro Consulting

“By the last day, their detailed presentations ... are of a quality and complexity worthy of most corporate boardrooms.”

– Dr. Jim Mahoney, CEO of Energy Market Solutions

“Scientific evidence strongly indicates that our business-as-usual approach to generating and using energy is not sustainable, and must end in order to avert serious environmental damage on a global scale.”

– Dr. John Delano, UAlbany Distinguished Professor, Atmospheric Science

“The future success of businesses will require an aggressive and sustained commitment to the development and deployment of a wide range of clean and green technologies over the next several decades. This will be driven by market economics therefore offering greater financial upside and sustainability to corporations both large and small.”

– Dr. Pradeep Haldar, Professor, UALBANY College of NanoScale Science and Engineering

“The students generated creative ideas, asked penetrating questions, and produced quality business plans.”

– Dr. Stephen Ricci, Energy Specialist, Battelle Institute
# Table of Contents

I. Project Summary and Overview ................................................................. 3
   Curricular Structure of the Full-Time MBA Program: ............................. 3
   Organization and Structure of G3: ......................................................... 3
   Hands-on and Practical: ................................................................. 4
   Project Outcomes: ................................................................. 4
II. Student Syllabus ............................................................................. 7
   Academic Learning Objectives: ......................................................... 7
   Teams: ................................................................................. 7
   Team Coaches, Executives, and Life Lines (T-CELLs): ......................... 8
   Grading: ................................................................................ 8
   Submissions: ........................................................................ 9
   Expectations: .......................................................................... 9
   Professional Conduct: ................................................................... 9
III. Advice from Past Years’ Participants .................................................. 11
   T-CELLs: ................................................................................ 11
   Previous MBA Classes: ................................................................ 12
IV. Feedback for G3 Deliverables ............................................................. 14
V. Guest Speaker Analysis and Synthesis .................................................. 15
VI. Self-Appraisal/Peer Review Form for Group Work .............................. 16
I. PROJECT SUMMARY AND OVERVIEW

"Sustainability" means different things to many people. Broadly defined, it attempts to minimize consumption and disposal of global natural resources so that an organization can accomplish its objectives in a cost effective manner but with an expressed goal of reducing pressure on (instead of burdening) environmental systems. At the University at Albany School of Business, our MBA teams work on comprehensive sustainability strategies for client companies as a way to learn and apply integrated business systems thinking. This ensures our students understand the interconnectedness of all business processes. G3: Going Green Globally allows MBA teams the flexibility to look at sustainability through a wide lens yet focus on specific issues of importance to their client company. Hence, all teams will view their client’s issues from a multifaceted business perspective. As an educational goal, we want our MBAs to understand how finance, human resources, leadership, marketing, operations, regulatory policy, short-term objectives and long-term goals all must be factored into a successful strategy in order for the client to succeed in the global marketplace.

G3 is a required project at the end of the first year of the full-time MBA program. This project was developed in 2007 and the prototype was very successful. It was received well by the students and faculty within the School of Business, faculty from other schools and departments on the UAlbany campus, and the business community – both locally and outside our region. Each year we have improved, expanded, institutionalized, and publicized G3 as the most prominent and distinguished feature of the full-time MBA program.

In G3, we tear down functional silos by integrating our curriculum, functional content, students, academics, scientists, and industry experts in a single project: developing a comprehensive sustainability strategy for a client organization.

Curricular Structure of the Full-Time MBA Program:

Our Full-Time MBA is a cohort program that typically enrolls approx. 35 students each fall. Students complete 31 credits in the first year. The curriculum covers the functional aspects of business as well as an executive presentations skills class, a team-building project, and many career building exercises. All classes terminate twelve days prior to the end of the spring semester. During these dozen days, the students (and their MBA faculty from the first year of the program) work exclusively on G3. Student performance is graded within the Global Strategic Management course and is worth 35% of its final grade.

The second year of our program provides students with choices for a specialized concentration which tend to be IT-focused and includes a year-long consulting “field project.” Students round out their MBA work with freely-chosen electives.

Organization and Structure of G3:

G3 is structured so that students can tackle a real business problem from a holistic perspective.

1. Faculty from within the School of Business work closely to prepare, teach, and evaluate deliverables during G3. “Managing Partners” are Assistant Vice Provost Linda Krzykowski and Associate Prof. Paul Miesing.
2. Faculty from other academic departments on campus also participate in G3. Our business students must appreciate the science underlying the innovation that drives their client’s sustainability initiatives as well as learn how to work with scientists creating the innovation. Hence, faculty from such diverse areas as Atmospheric Sciences, NanoScale Science and Engineering, and Public Administration & Policy typically participate in G3.

3. Industry experts are brought into G3 as “T-CELLs” – Team Coaches and Executive Life Lines – for each student team. Numerous guests also participate in class, and a consultant from the Battelle Institute provides background research reports for the teams. Business school, public policy, engineering, and science faculty – as well as industry experts – all participate in critiquing the projects, evaluating presentations, and providing feedback in grading.

**Hands-on and Practical:**

Throughout G3, we try to provide students with real-world experiences and challenges. Each team of MBAs works with the following:

   a. **A business development coach.** Teams individually meet this person throughout G3 for strategy sessions and feedback. The teams also meet and consult with their business development coach throughout G3. The coaches are invited to come to the final presentations.
   
   b. **Scientists** from UAlbany’s School of NanoScale Science and Engineering and our Department of Atmospheric Sciences give lectures, evaluate presentations, and are available to help teams.
   
   c. **A systems thinking expert.** Dr. Eliot Rich uses systems thinking to analyze complicated business challenges and will work with each team, specifically on their white papers.
   
   d. **An energy sector CEO.** Dr. Jim Mahoney, former CEO of Dayton Power and Light and current CEO of Energy Market Solutions, works along with the faculty in coaching teams and providing guest lectures. He has traveled to Albany each year of the program to work with every team personally.
   
   e. **A sustainability expert.** Dr. Stephen Ricci is on-call from Battelle Institute, one of the world’s foremost research centers on energy and sustainability.
   
   f. **Field trips and guest speakers.** G3 has presentations from a variety of industry sectors including energy, resource use and disposal, entrepreneurial business models, public policy, sustainability case studies, LEEDS building, and consulting and advisory organizations.

**Project Outcomes:**

*G3 is designed to prepare students to meet the most pressing issues facing businesses in the 21st Century. Additionally, our students will be uniquely positioned with expertise in the sustainability-related challenges that must be met by ALL organizations and their managers.*

The learning objectives for G3 focus on integration and global best practices.

1. Students must work in diverse teams (e.g., nationality, gender, experience.) They must work effectively and professionally in a team-based environment and they must complete their assigned tasks under the time constraints and pressures that exist in organizations today.
2. Concepts from all course work completed in the first year of the program are integrated into the project. These courses include: Accounting, Applied Statistical Analysis, Economic Analysis, Executive Presentation Skills, Financial Management, Global Strategic Management, Human Resources, Information Technology Management, Marketing Management, Operations Management, and Organization Behavior.
3. Students must prepare professional business deliverables – both formal and short presentations, written papers, and thoughtful and intelligent questioning of speakers and other presenters.
4. Teams must develop a strategy to expand the organization’s reach in a global business environment. They must look for opportunities, analyze risks, and evaluate business situations in this global context.

5. Teams must provide strategies that are implementable and sustainable – for both the organization and the environment. Their research papers highlight the practical implications of systems thinking.

As G3 emphasizes system thinking, we will use a computer simulation to provide each group with direct (but simulated) experience of acting sustainably within a competitive environment. This example points to one of the many types of dynamics that arise when competitive commercial activity occurs within an eco-system that may not be capable of sustaining all competitors. Follow-on sessions will demonstrate systems thinking tools that will help teams more clearly visualize and understand a dynamic problem, and how they might be able to use these same tools to help find, define, and refine sustainability problems in your G3 project. The Systems Thinking coach will “consult” with each group to strengthen their ability to try and use these tools, either working in their own group or with members of the client team, to find and define problems with sustainable dynamics in their G3 projects. They will also point students toward related published literature that may be related to your G3 project. One article, by Daniel Kim, should be read prior to the first day of G3. It is available on ERES. As a framework for the application of systems thinking to G3, we emphasize the following conceptual map:

Based on each teams’ analyses and client’s needs, topics for recommending global best practices might include any of these problem domains (PD):

1. Organization Leadership, Culture, and Talent Management – Manpower planning (new positions and re-training), employee health and safety, incentive plans and training to change values and behavior, creating a “green” culture, intrapreneurship, “next” practices, hiring and retention benefits of being “green”, reward systems

2. Metrics and Information – Accounting systems and reports, standard operating procedures and processes, budgeting, financing, and investments made in support of sustainability initiatives and “green” projects, impact assessment, cost/benefit analysis

3. Supply Chain Management – Procurement and supplier selection, “cradle-to-cradle” product design, life-cycle approach, recyclability, packaging, process efficiency
4. **Corporate Citizenship, Image, and Reputation** – New customers (niches and demographics), positioning for long-term growth in new markets, pricing strategies (to push green initiatives/products), “greenwashing” products’ image, public relations, word of mouth and reputation

5. **Energy** – Alternative power sources (e.g., solar, wind, etc.), energy use and reduction plans, “smart metering”

6. **Resource Use and Disposal** – Alternative natural resources, recycling initiatives, product disposability, conservation initiatives

7. **Transportation** – Vehicle selection and purchase, fleet routing software, maintenance and upkeep, efficient driving and driver training

8. **Building and Construction** – LEED certification, materials used, insulation and energy efficiency, lighting, air quality, aesthetics, peak and off-peak energy control

9. **Government Laws and Regulations** – Public policy initiatives, subsidies and incentives, regulatory uncertainty and compliance, freely available information and tools

10. **Strategy and Business Development** – Business models and viability of existing core competences, sustainability initiatives and their vulnerability to or advantage of disruptive technology, governance, alliances-partnerships-collaboration

Throughout G3, students will:

1. Conduct extensive research on a client company and its sustainability opportunities, as well as general research on global sustainability trends
2. Deliver at least 3 oral presentations
3. Submit at least 2 research-based white papers based on client preferences (see ideas in the discussion of “problem domains” above and define appropriate topics with your client and T-CELL)
4. Commit to a “client contract” that specifies the scope and scale of the project (see consultative notebook)
5. Provide a press release to their client company, highlighting the sustainability gains of their G3 recommendations
6. Actively participate in lectures and panel discussions from industry and government experts. Every student will individually choose any two of our guest speakers and provide analysis and synthesis papers (see form at the end of this handbook)
7. Work with faculty from all disciplines within the School of Business
8. Work closely and professionally with all T-CELLs as assigned
9. Professionally manage client relationships and expectations
10. Professionally manage any team conflicts or disagreements

For more information, please visit: [http://www.albany.edu/business/school-of-business-mba-full-time-g3.php](http://www.albany.edu/business/school-of-business-mba-full-time-g3.php)
II. STUDENT SYLLABUS

GOING GREEN GLOBALLY (G3): FIRST-YEAR, FULL-TIME MBA CORNERSTONE INTEGRATIVE PROJECT
MAY 3 - MAY 15, 2013

Congratulations, teams! You have been chosen to work intensively on a project of tremendous global importance: Helping organizations develop and implement sustainable strategies and practices to position them to be successful in the constantly and rapidly changing global economy. This requires, among other skills, the ability to systematically integrate diverse areas.

Throughout G3, you will function as a consulting team working for the senior management of your client company. You will be expected to periodically present your findings to them as well as submit written reports for their review. For all deliverables, please assume you are communicating with your client (although your work will also be evaluated and graded by teams of your professors and other faculty).

The Managing Partners of the consulting firm (Profs. Krzykowski and Miesing) are looking forward to working with you. Additionally, other members of the “consulting management team” and “client companies” (many senior level executives, scientists, and functional area specialists) will be sharing their knowledge with you through presentations, lectures, panel discussions, e-mail, phone support, and office hours.

Academic Learning Objectives:

This project is designed to help teams accomplish the following:

1) Apply all that you have learned throughout the first year of the MBA program to a large “real world” organizational opportunity.
2) Integrate the various functional aspects of business. Up until now, most of your learning has taken place in classes. Now it is time to pull it all together and solve real business problems.
3) Look for opportunities, analyze risks, and evaluate business situations in a global context.
4) Prepare professional business deliverables: formal and impromptu presentations, consulting research papers, and thoughtful and intelligent questioning of speakers and other presenters.
5) Work effectively and professionally in a team-based environment.
6) Work under the time constraints and pressures that exist in organizations everywhere today.

Teams:

Information on team size and composition has already been provided to you. You are expected to apply all the information from the first year of the full-time MBA program to effectively manage your team including feedback from prior team experiences (provided to you later in this Handbook), information on team constitutions and dynamics, conflict resolution, interpersonal differences and leadership styles, giving and receiving feedback, and effective interpersonal communication skills.

No team changes will be allowed. If teams have any interpersonal conflicts, it is expected that they will use the tools they learned this year to resolve them. If teams cannot resolve internal issues on their own, they may – with prior consultation and approval from the managing partners – fire a team member. Class time only allows for teams to present their findings; fired individuals may work independently for the duration of the G3 project but only written submissions will be graded by the
managing partners. Therefore, a fired individual will be able to earn a grade no higher than C- for the G3 project.

You must attend and actively participate in G3 throughout the program. Teams are responsible for managing themselves and the distribution of work among team members. If an individual cannot attend a class activity or coaching session, s/he should let the managing partners know in advance and work with their team to ensure coverage and obtain missed content.

**Team Coaches, Executives, and Life Lines (T-CELLs):**

The Managing Partners have secured the services of many experts for you. They will be available throughout the G3 period and will be invited to attend your final presentations on Wednesday, May 15th. Each team will designate its liaison at the first class session, who will then be responsible for managing all communications between the team and its T-CELLs. Any unprofessional use of your T-CELLs will result in a grade penalty (see above, “Always use support wisely”). Specific T-CELL members include the following:

1. Science Support – Prof. John Delano, Atmospheric Sciences and Prof. Pradeep Haldar, College of NanoScale Science and Engineering
2. Team Business Development Coach – one assigned to each team
4. Executive Life Line – Dr. James Mahoney, CEO of Energy Market Solutions
5. Sustainability Coach – Dr. Steve Ricci, Battelle Institute
6. LEEDS (building and construction) Coach – Joseph Berman, Golub Corporation

**Grading:**

The G3 project is worth 35% of your grade in MGT 685: Global Strategic Management. All team deliverables will be graded on content, professionalism, organization, structure, cohesiveness of arguments, and ability to create and deliver a compelling and convincing project to the management team and the client company. Additionally, projects (both written and oral) will be graded on applying new knowledge gained each day of G3, as well as integrating the functional areas of business and using that information in a global context. Each day, different members of our management team (including T-CELLs and clients) will be involved in G3 and will be providing feedback both to students and to the Managing Partners for on-going evaluations of the project. Additional information about each deliverable will be discussed in class and will be included in your team’s G3 Binder. The following is a summary of project grading:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation # 1</td>
<td>5</td>
</tr>
<tr>
<td>Presentation # 2</td>
<td>15</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>25</td>
</tr>
<tr>
<td>White papers (2 at 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Individual speaker analysis and synthesis (2 at 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Press Release for Client</td>
<td>5</td>
</tr>
<tr>
<td>Professional conduct</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Points**: 100

All students will submit peer evaluations of their team members. **The Managing Partners reserve the right to use this feedback as well as feedback from clients and coaches to adjust final grades.**
Submissions:
Teams should submit hard copies of slides prior to the start of their presentations printed out 3 per page back-to-back to all faculty, invited guests, and participating industry experts. Since expert attendance will vary each day, please print out 6 copies of your slides for each presentation. Teams should double space all papers and submit one hard copy and an electronic copy of all written papers (unless otherwise directed). As is true in the business world, your ability to convince management of your ideas is predicated on your ability to write well and speak in a compelling way. Poor writing style, grammatical errors, typos, weak presentation skills, etc. undermine your ability to succeed in this task and therefore will undermine your grade on assignments.

Expectations:

- Expect the unexpected – Business situations and conditions change rapidly and this will also be true in G3.
- Feedback from various faculty and guests will be based on their knowledge and experience. As our esteemed colleagues, experts, and faculty all have different backgrounds and perspectives, their feedback will often be varied. Different experts view business problems from unique vantage points and will offer advice and criticism as they deem appropriate. Moreover, members of the audience do not meet in advance to form a unified front. Differences of opinion and conflicting views are common in complex business situations; we highly encourage you to accept all feedback in a professional manner.
- The ability to synthesize and incorporate relevant feedback is the hallmark of the successful executive. Effective teams will sift through the feedback offered and use it to improve and develop their G3 projects throughout the entire process.
- Experts from many disciplines and organizations have volunteered tremendous time and energy to make your G3 experience challenging and realistic. This has been created to teach each and every MBA how to succeed in the high stakes, high challenge, and high stress environments of the business world. Thankfully, not every day will be like this – but some will and we want you to be prepared for them. Our shared purpose is to have you leave UAlbany’s MBA program knowing you can succeed!

Professional Conduct:
Academic and professional integrity in this course means that you, as an individual, will contribute your fair share to team meetings and assignments, and you will perform work individually when assigned by the team to do so. All students will receive and give three types of feedback that is intended to be fair and constructive: (1) Feedback for G3 deliverables from G3 faculty, experts, and guests to your team (see IV) as well as individual evaluations from your client and coach; (2) peer evaluations you provide to us of your team members (see VI); and (3) feedback you provide to us about your entire G3 experience (see Binder tab “Eval/feedback”). Published works and experts interviewed must be cited where appropriate. A final list of all works used must be submitted at the end of G3 with your final presentation slides. Academic dishonesty of any sort will not be tolerated.

There are some ground rules for successfully completing this portion of your MBA curriculum.

- Always be prepared. All team members are expected to be present and ready to discuss all aspects of the project at any time.
• **Always be professional.** Teams will get feedback, give feedback, be asked to act under executive conditions, and are expected to always maintain a professional demeanor. Many senior-level executives are participating in G3. Throughout it all, MBAs must work at the executives’ level and not assume that this is “just a class.”

• **Always embody professionalism** including arriving on time, turning off cell phones in class, staying off e-mail and laptops unless used for class-related activities, being attentive, no background conversations during presentations, etc.

• **Always dress professionally** for every presentation. Business casual is acceptable for other class sessions and guest speakers. Casual attire is *not* acceptable for any class session or meetings with team coaches or clients.

• **Always use support wisely.** Teams will have T-CELLs (more on this below) as well as faculty support. It is assumed that teams will always have worked extensively on a project or problem before seeking help. That being said, using help wisely is the hallmark of a smart business professional.

*The Managing Partners retain the right to penalize any team or individual(s) on any or all project deliverable(s) for flagrant or consistent violations of these ground rules.*
III. ADVICE FROM PAST YEARS’ PARTICIPANTS

T-CELLs:
Past T-CELLs have offered these “Top Ten” recommendations for dealing effectively with and maximizing value from them:

1. Focus the topics at the strategic and big-picture level, but be willing and able to engage in a conversation on a particular topic in greater detail when necessary. This will serve two purposes: prioritize your actions by thinking strategically with us, and focus your reasoning if you are asked to defend your analysis with data and critical thinking.

2. Keep track of the assumptions you are making (or the “I think …” statements) so that time spent with coaches can also discuss justifying or changing those assumptions (and thus make a stronger case for your ultimate analysis and recommendations).

3. Keep a summary record document to keep track of the strategic issues as they evolve during team discussions and discoveries. Keeping the team strategy and plan summary on one page should be helpful in many ways – focusing conversations, quickly communicating the team’s plans to faculty, keeping the entire team on track, and keeping a priority list of only important things (thus keeping unimportant things off your list).

4. E-mail works great – it captures past dialogue and is the basis for any decisions made. Quick, bulleted status reports/updates on progress throughout the project are helpful for us to know if we’re giving enough support (or too little).

5. Be quick to point out any gaps in information or inconsistencies in your research – these tend to point to important issues that might need discussion.

6. When identifying any problems, try to offer a set (1-3) of potential solutions which will help focus the discussion.

7. Try to keep logistical or team-related questions to a minimum, unless they become the primary issue for the team to handle. The coaches assume that the need for working in a team is understood and that using outside individuals as business consultants for interpersonal issues is generally ineffective.

8. Please give some thought beforehand on how to use our knowledge, experience, and time most effectively. Please have one point person contact us – it is hard for us to manage multiple e-mails/telephone calls from several team members.

9. Please don’t wait until the end to ask any lingering questions or clarify outstanding issues – the more thought and time we have to think about things, the better.

10. Rehearse your presentation several times, even if it’s only in draft format – let the team coach watch at least one of those rehearsals to help refine it as it develops.
Previous MBA Classes:

For teams …

- Your experience will be greatly impacted by your fellow group members. Ensure the commitment level is as balanced as can be among the team.
- Assign roles and responsibilities, but be flexible. Rather than completing tasks as a team, split up the responsibilities into pairs and share the management roles. Be available by phone or e-mail to keep communication lines as open as possible. But, ensure team commitment and shared responsibility via great team communication. Remember, everyone is responsible for each deliverable.
- Be sure to encourage each other and praise the team’s accomplishments as well as individual contributions. Feedback goes a long way and will only make you and the team better in your future performance.
- Try and get everyone on the same schedule; do you all prefer staying up late or getting up early?
- Make sure you encourage each group member’s input and recognize them when they have a great idea or large contribution.
- Pick a quiet place to work as distractions cost too much time.
- Either bring food and snacks to your working area or have the phone numbers of a few places that deliver.
- Talk a lot! Let the team know your ideas and your opinions; our best ideas came from the “melting pot” rather than from just one team member.

For individuals …

- Take criticism constructively, not personally.
- Don’t be afraid to make mistakes. The process is supposed to be a learning one.
- The project is designed so that you will fail many times during its duration, so try not to get frustrated as you are asked to climb insurmountable obstacles on your way to the finish line.
- G3 is designed by outside executives to be consistent with the “pressure to perform” prevalent in global organizations. When asked a question, answer it, explain or elaborate, be professional, and don’t get defensive.
- Research well, improvise a lot, and do not get overwhelmed. Remember that although it is an exercise, you should have your facts right and your ideas should be realistic. Work on the feedback and be ready to face unexpected challenges!!!
- You will be there for long hours and if you’re not prepared for them then you won’t be productive because you will be focused on how long you’ve been there as opposed to the project at hand.
- Be receptive to all viewpoints. You never know when that one unconventional idea might become the winning solution.
- Do what you can to not have hurt feelings or hurt others in your team with criticism. By the end of the program you will all be tired and stressed out so the fuses will be short.
- Get some sleep. Working late is acceptable at times, but eventually fatigue will get the best of you and your performance and quality will diminish, which will be noticed.
- Don’t make any plans during the program because most of your time will be spent at school.
- Take the work you do seriously, but don’t lose your sense of humor.
• G3 decides only one part of your total grade for one (1) class: This being the case – enjoy it.
• When G3 is finished ... you will feel a wonderful sense of relief! Go out ... have some cocktails ... then take a nap for 2 or 3 days.

**On how to best utilize your coach during G3 ...**

• You will be receiving feedback from a number of different sources. At times, this feedback will be conflicting. This is a very common situation business people find themselves in on a daily basis. It will be up to your team to decide how to best exploit the suggestions. Take notes during feedback sessions (including presentation feedback) and analyze/use it as your work progresses.
• Be prepared when you meet with your coaches and experts. Their time is valuable, and you will only have a limited amount of it. Write down questions and ideas prior to your meetings. That being said, it is very likely that your entire strategy could be changed during the meeting so be flexible.
• Even if an expert does not have experience that is specific to your company or industry, they still may have knowledge to help you along the way. Many of these topics overlap so don’t be afraid to utilize all available resources. If you are unsure of who to ask, your coach should be able to point you in the right direction.
• Keep in constant contact with your team coach. Even if they do not reply to an e-mail immediately, it does not mean that they haven’t received it. If your coach is always up to date, they will be able to better aid you when they can.

**On how to best work with your client during G3 ...**

• Consider your client to be a potential reference for you. Always be professional and prepared; put your best foot forward at every meeting, conference call, e-mail and site visit.
• Clients know what your G3 schedule looks like and understand the demands of your program. They will try to be responsive. However, they have jobs to do and deadlines to meet. While G3 is your top priority during these 2 weeks, it might not be theirs.
• Working with your client is an excellent way to understand more about business demands and expectations than just your G3 project. Take advantage of the broader learning that can take place because of your G3 project. While your contact time with your clients may be limited, past experience has shown it can lead to internships, jobs, and the type of experience that stands out in your résumé and in interviews.

Each person critiquing and helping you has your best interest in mind. Always remember that the whole process is designed specifically to help you succeed.
## IV. FEEDBACK FOR G3 DELIVERABLES

**Group:** ___________________________________  **Client:** ___________________________________

**Deliverable:** ____________________________________

**Submitted by:** __________________________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Weak</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strong</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Organization:</strong> Logical flow, reasonable number of slides or pages, appropriate length or timing, balanced coverage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Analysis:</strong> Qualitative and quantitative data, assessments, interpretations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Evidence:</strong> Strength of facts, references, citations, sources, examples and illustrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Critical thinking:</strong> Identifies relevant issues, analyze interrelationships, and conceptualize solutions; see the “big picture” and understand how the various parts fit and function together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Creative, compelling, and convincing:</strong> Emphasizes the interesting and important, grabbing audience attention from introduction through takeaways, unified theme; convincing arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>a) Writing Style:</strong> Design, readability, graphics, error free &lt;br&gt; <strong>or</strong> &lt;br&gt; <strong>b) Visual Appeal:</strong> Design, readability, graphics, error free</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Visually appealing:</strong> Design, readability, graphics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Lessons learned:</strong> Implications of how businesses can succeed by embracing sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>For Presentations: Q&amp;A:</strong> Ability for all group members to answer questions succinctly but with appropriate detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Additional items:</strong> Specific to task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments or questions (continue on back if necessary):
V. GUEST SPEAKER ANALYSIS AND SYNTHESIS

Please choose any 2 guest speakers, representing different problem domains, from your G3 program for this individual assignment. Answers to each question should be between 100 and 300 words. Please answer the following questions based on their presentations and submit them no later than 48 hours after the presentation.

Student Name: _________________________________________________________

Speaker’s name: ___________________ Speaker’s problem domain: ________________

1) **Your “Ah-ha” moment:** What was the most valuable thing you learned from this expert and describe why it was valuable (to you personally? As part of your G3 learning? For your own career?)

2) **Connection with G3:** What did you learn that you can apply to your client’s situation (background understanding, business model, white paper, presentation)?

3) **Presentation analysis:** What was not discussed within this problem domain that you would have liked to hear about? How would that have helped you?

4) **Synthesis and integration:** Relate what you heard to what was covered in at least 3 of your core classes (accounting, finance, organizational behavior, human resources, operations management, information technology management, marketing, global strategic management).
VI. SELF-APPRAISAL/PEER REVIEW FORM FOR GROUP WORK

Your name: ____________________________________________

Client: ________________________________________________

In my opinion, I made the following contributions to my group’s G3 work:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In my evaluation, my team members (excluding myself) have contributed to the G3 deliverables and work in the following way:

<table>
<thead>
<tr>
<th>Team member name</th>
<th>Summary of team member’s contribution</th>
<th>% of overall contribution to the success of your G3 work – must total 100% (note: if everyone contributed equally, everyone would get the same %)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 100%

Additional comments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________