



BUSI 3800A
Business Case Analysis
Fall 2015
COURSE OUTLINE

Instructor: Linda Schweitzer
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Office hours: TBD

CuLearn: This course uses cuLearn to post updates and distribute course information. It is your responsibility to check it regularly.

Class: Wednesdays 11:35 to 2:25
Tutorials: Wednesdays 10:35 to 11:25 OR
Wednesdays 2:35 to 3:25

TAs : TBD

COURSE READINGS

All cases will be available online on CuLearn OR at Harvard Business School Press. For the Harvard Business School Coursepack, a link will be provided.

PREREQUISITES

Minimum 7.0 Major CGPA in B.Com. or B.I.B. and permission of the School. **The School of Business enforces all prerequisites.**

COURSE DESCRIPTION

Analysis, solution and presentation of complex business issues through cases.

This course provides the student with the opportunity to develop the requisite skills for the rigorous analysis of business cases as well as the tools and skills to present recommendations, implementation plans, proposed metrics, and information visualization and risk identification/mitigation strategies emanating from the case analysis. Group team-building, collaboration and decision-making skills as well as individual critical thinking and presentation skills will be introduced and developed. A general goal of this course is to enable the student to flourish in the team environment of the business case competition. While this goal is important, the knowledge and skills gained in this course can be leveraged to many other applications both academic and professional.

LEARNING GOALS

This course aims to provide students with the following skills:

- Critical analysis of information through use of case-based corporate scenarios.

- Development of logical, coherent, and well supported arguments.
- Refined presentation, written and verbal skills for use in the business environment.
- Teamwork and collaboration.

CASE ANALYSIS APPROACH

Each week (after week 1), you will be assigned a case study. For each of those weeks, you will be expected to either:

- prepare a case analysis template and executive summary (individual assignment) OR
- prepare a written case study report (team assignment) OR
- present a case “solution” in class (team assignment).

The schedule for these deliverables will be developed in the first weeks of class.

TEAM APPROACH

Many class and tutorial activities, as well as the written case study reports and presentations will be done in a team format. Teams of 4 students will be formed in the first two weeks of class. Team formation will be facilitated (and must be approved) by the instructors. Please note that students will be members of more than one team.

Good team dynamics are essential. You are strongly advised to speak to the instructors about team problems as soon as they arise, rather than waiting until it is too late for us to help. We will do our best to help you mediate problems as needed.

GRADING SCHEME

| | |
|---|------|
| 1. Tutorials | 10% |
| 2. Lightning Presentation (during tutorial) | 3% |
| 3. Participation and Preparation (incl. Case Templates and executive summaries x 4) | 16% |
| 4. Case Reports X 2 | 18% |
| 5. Case Presentations X 4 | 32% |
| 6. Midterm | 21% |
| <hr/> | |
| TOTAL | 100% |

LATE ASSIGNMENTS POLICY

Assignments must be handed in before the class begins. **Late papers will *not* be accepted.**

TUTORIALS (10%)

Each week, students must attend their scheduled tutorial. Tutorials will be focused on essential skills that contribute to effective analysis and presentation.

LIGHTNING CASE (3%)

During that last three weeks of class, students will attend only ONE tutorial (schedule to be determined) for the lightning case presentation. Students will be expected to do a brief, fast-paced presentation on an assigned topic. This is an individual assignment.

PARTICIPATION & PREPARATION (CASE TEMPLATES AND EXECUTIVE SUMMARIES X 4) (16%)

Much of class time will be devoted to discussions and exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, participate actively, respond thoughtfully to questions, and speak up regularly to receive a high participation grade. In addition, you will be required to complete 4 short case templates and executive summaries. On your assigned weeks, you must come prepared with a short case analysis which will be in the form of

a template (which will be provided) – you must use the template. In addition, you must write an executive summary of the case resolution (1 page, single spaced). This is an individual assignment. You must be present to earn these marks for each class – we will be noting your contributions to the class activities and discussions.

CASE REPORTS X 2 (18%)

Your team will be required to complete 2 written case reports. On your assigned weeks, your team must come prepared with a written case analysis report of no more than 8 pages. This is a team assignment.

CASE PRESENTATIONS X 4 (32%)

Your team will be required to make 4 case presentations. On your assigned weeks, your team must come prepared to present your case resolution to the class (and invited guests). Presentations will be 20 minutes in length followed by an opportunity for Q&A. This is a team assignment.

MIDTERM (21%)

There will be one in-class test held during the class period on Wednesday, November 4th, 2015. The test will be in case template format – you will be expected to provide a written (template-firm) resolution to one case.

The test will cover all material covered in the text, lectures, in-class discussions, and activities, up to and including the material covered during the lecture prior to the test.

If you must miss the test due to verifiable illness (or, in rare cases, due to some other circumstances beyond your control) you may apply to write an alternate test by submitting a medical certificate or other verifiable documentation to the instructor no later than five (5) calendar days after the test date. A deferred test will be scheduled for you. This test may cover more content than the test given to the class.

IN-CLASS EVENTS, GROUP AND INDIVIDUAL

You are expected to be in class and ready to go for both individual and group presentations. If you cannot attend at a scheduled presentation you **MUST**:

- 1) Alert your team members as early as feasible to your absence
- 2) Alert instructors via email as early as feasible
- 3) Make arrangements with your team such that they are not compromised (if a team event). Teams are expected to continue even in the absence of a team member. We want to be very clear on this. If there's only one person not sick, it's a go! If everyone is sick, then, well, we'll have to talk.
- 4) You must, if you miss a scheduled event, obtain a doctor's note and bring the original (which you must keep for your records) to show to your instructor, as well as a copy for your instructors' records at the earliest possible time.
- 5) The weight of the grade of the missed presentation will be added to that of the final exam.

SATISFACTORY IN-TERM PERFORMANCE

1. The requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, tests etc.).
2. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the Final exam or final project) .

TENTATIVE COURSE SCHEDULE*

| Class | Week of | Class Topics, Readings and Case | Deliverables | Tutorial |
|-------|---------|--|---|---------------------------|
| 1 | Sept 2 | Introduction to Cases, Intro to Analysis | | NO TUTORIAL |
| 2 | Sept 9 | Analysis (PESTL, SWOT, Mapping, CSF, MOST, KPIs, Boston Box, Resource Audit, VRIO, etc.) | <ul style="list-style-type: none"> ▪ Prepare template for in-class discussion (not for hand-in) | Power Point Presentations |
| 3 | Sept 16 | Identifying and Evaluating Alternatives (Strategy) | <ul style="list-style-type: none"> ▪ Template & Executive Summary | Power Point Presentations |
| 4 | Sept 23 | Recommendations, Risk Assessment and Implementation | <ul style="list-style-type: none"> ▪ Template & Executive Summary | Research |
| 5 | Sept 30 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template & Executive Summary OR ▪ Written Report OR ▪ Presentation | Financial Analysis |
| 6 | Oct 7 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template & Executive Summary OR ▪ Written Report OR ▪ Presentation | Model Building & Excel |
| 7 | Oct 14 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template & Executive Summary OR ▪ Written Report OR ▪ Presentation | Team Dynamics |
| 8 | Oct 21 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template & Executive Summary OR ▪ Written Report OR ▪ Presentation | Dance & Body Language |
| | Oct 28 | FALL BREAK | | |
| 9 | Nov 4 | MIDTERM | | NO TUTORIAL |

| Class | Week of | Class Topics, Readings and Case | Deliverables | Tutorial |
|--------------|----------------|---|---|-----------------|
| 10 | Nov 11 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template & Executive Summary OR ▪ Written Report OR ▪ Presentation | Infographics |
| 10 | Nov 18 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template OR ▪ Written Report OR ▪ Presentation | Lightning Case* |
| 11 | Nov 25 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template OR ▪ Written Report OR ▪ Presentation | Lightning Case* |
| 12 | Dec 2 | Presentation of cases, Q&A and follow-up discussion | <ul style="list-style-type: none"> ▪ Template OR ▪ Written Report OR ▪ Presentation | Lightning Case* |

*Note: You will be assigned to attend only ONE Lightning Case tutorial. The schedule will be developed in the first few weeks of class.

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Group work

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

| | | | |
|--------------|-------------|-------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 | | | |

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is November 6, 2015 and for the April 2016 exam period is March 6, 2016.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to

succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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