



**BUSI 5106D**  
**Business Case Analysis and Presentation**  
**Fall 2018 (F1)**

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**Seminar:** Mondays - 6:05pm to 8:55pm, DT 701  
**Office Hours:** By appointment, Monday to Friday 9am to 4pm.  
Please email to set up a mutually convenient time.

**Class Location:** Room 2400 Canal Building

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**COURSE CALENDAR ENTRY FROM 2018/2019 GRADUATE CALENDAR:**

Introduction to, and practical application of, the methods and tools of rigorous business case analysis and the design of strategic responses, including the preparation and delivery of presentations designed to convince decision makers of the validity of the analysis and strategic response.

**LEARNING GOALS:**

Using a variety of case studies and scenarios from real-world business environments, 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.

NOTE: This course is considered a prerequisite for MBA students that are interested in competing in the MBA Games academic case competition which will take place the first week of January 2019, through our prestigious Sprott Competes training program (<http://sprottcompetes.ca>).

**COURSE PREREQUISITES:**

Enrolment in the MBA program. The Sprott School of Business enforces all prerequisites.

**REQUIRED READINGS:**

Reading materials for this course will be in the form of case studies. There will be 6 cases in total during the course and they can be purchased for approximately \$4.25 each. The Course Pack of required cases can be purchased at:

<https://hbsp.harvard.edu/import/554082>

There is no required text book for this course although the following books would be an excellent supplement to the course material and are on loan from the Carleton Library, or can be purchased in hard copy or on-line format from various sellers:

- Elliot, William (2007). *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*. Cambridge, MA: Harvard Business school Press
- Mauffette-Leenders, Louise., James A. Erskine, and Micheil R. Leenders (2007). *Learning with Cases* (4<sup>th</sup> ed.). London, ON: Richard Ivey School of Business

## GRADING SCHEME

1. Short Case Analyses Memo (2 X 15% each)	30% individual
2. Participation	10% individual
3. Peer Evaluation (Group Work)	10% individual / group
4. Personal Lesson Learned Memo	20% individual
5. Final Case Presentation and Memo	30% group
<u>TOTAL</u>	<u>100%</u>

## COURSE STRUCTURE

### **Short Case Analyses Memo (30%) Individual**

It will be your responsibility to come prepared with a short case analysis which will be in the form of a written memo, no more than 2 pages in length. A short case analysis template will be provided. Students are only required to complete the case memo on the weeks that they are NOT presenting in class (therefore, only two memos). The assignment is to be handed in BEFORE the class begins.

### **Participation (10%) Individual**

Each week, the class will actively discuss cases, concepts and present analyses and recommendations. Participation marks will depend on overall attendance during classes and class participation during presentations and discussions.

Students who do not attend class OR arrive late/leave early will not be awarded attendance participation marks for that week. Students who attend class but do not contribute in a positive manner to class discussions will also lose marks. Preparation and active participation in this hands-on and practice-focused course, is the expectation.

Marks will be allocated as follows:

- 3.0% for attendance (6 classes, 0.5% each week)
- 7.0% for participation from week to week (includes being prepared for class, discussions, feedback during presentations, etc. – instructor will allocate grades according to level and frequency of engagement)

### **Peer Evaluation (10%) Individual / Group**

Students will be required to complete a peer evaluation for themselves and of their experience working with their team, based on their work for the duration of the course. This portion of the peer evaluation will be specifically linked to the work in class from weeks 1 through to 5. A separate evaluation for the final group assignment and memo will take place at the end of the course as part of the Final group project. Marks allocated by peers will be added to the mark you assign to yourself and the overall average will be your mark for the peer evaluation.

### **Personal Lesson Learned Memo (20%) Individual**

Each student will be required to submit an individual memo that will be due at the start of the class on October 29<sup>th</sup>. This memo will highlight lessons learned at various stages of the course and how it will benefit them for the duration of their program and in the workforce. More details will be provided at the start of the course.

### **Final Case Presentation and Memo (30%) Group**

The group presentation and assignment takes the place of the final exam. In addition to a group presentation, each group will be required to submit one written memo before the presentations begin, along with a printed copy of the presentation being made. The memo will be no more than approximately 3-4 pages in length (no more than 2,000 words).

There will be an additional peer evaluation of team members and self, based on group work specific to the final group presentation and memo. This evaluation will be provided with the final group assignment and will be required to be uploaded with final deliverables.

The group presentation will be 20 minutes in length, followed by 10 minutes of Q&A.

Further details will be provided. Marks will be allocated as follows:

- 13% for group presentation
- 12% for written memo
- 5.0% for peer evaluation of self/group

### **LATE ASSIGNMENTS POLICY**

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

### **FINAL EXAM**

There is NO final exam for this course however there will be a final group presentation, as well as a written case analysis memo. More details will follow on this.

### **COURSE COMMUNICATION**

Information on weekly assignments and other general information will be communicated during class on a regular basis. However all supporting documents, information, updates about the class and details regarding upcoming assignments will be posted to the course webpage through (<https://carleton.ca/culearn/>). **It is your responsibility to visit cuLearn regularly** to ensure you are keeping up with the course requirements.

## **COURSE SCHEDULE**

**NOTE: This schedule will be updated the week of September 10<sup>th</sup> to reflect final course registration numbers and assigned groups for students.**

You are not required to read a case in preparation for class #1. You will however be required to read the following case, in addition to your group assigned case from week to week, which will be discussed from week to week: **Euro Disney: The First 100 Days**. There is no presentation requirement for this case. It will be used for learning purposes only.

Date	Topic
<b>CLASS #1</b> Mon. Sept. 10 6:05 to 8:55pm RM 2400 CB	Course Overview / Group Assignments / What is a case? / Case Study Process / Writing a Business Memo / Presentation Skills <b>Deliverable:</b> NONE <b>Case for Week 2:</b> Case #1 – <i>Crisis at Binghamton Zoo</i>
<b>CLASS #2</b> Mon. Sept. 17 6:05 to 8:55pm RM 2400 CB	Case analysis – Defining the problem and identifying the issues. <b>Deliverable:</b> <ol style="list-style-type: none"> <li>Group Presentations by groups (TBC) for Case #1 – <i>Crisis at Binghamton Zoo</i></li> <li>Independent Written Short Case Analysis Memo on Case #1 (Groups NOT presenting must submit individual memos)</li> </ol> <b>Case for Week 3:</b> Case #2: <i>Facebook, Inc.</i>
<b>CLASS #3</b> Mon. Sept. 24 6:05 to 8:55pm RM 2400 CB	Case analysis – Exhaustive Analysis. <b>Deliverable:</b> <ol style="list-style-type: none"> <li>Group Presentations by groups (TBC) for Case #2: <i>Facebook, Inc.</i></li> <li>Independent Written Short Case Analysis Memo on Case #2 (Groups NOT presenting must submit individual memos)</li> </ol> <b>Case for Week 4:</b> Case #3: <i>Cirque du Soleil</i>
<b>CLASS #4</b> Mon. Oct. 1 6:05 to 8:55pm RM 2400 CB	Case analysis – Generating alternatives and making recommendations. <b>Deliverable:</b> <ol style="list-style-type: none"> <li>Group Presentations by groups (TBC) for Case #3: <i>Cirque du Soleil</i></li> <li>Independent Written Short Case Analysis Memo on Case #3 (Groups NOT presenting must submit individual memos)</li> </ol> <b>Case for Week 5:</b> Case #4: <i>McDonald's Corporation</i>
<b>There is NO CLASS the week of Mon. Oct. 8<sup>th</sup> due to the Thanksgiving Holiday</b>	
<b>CLASS #5</b> Mon. Oct. 15 6:05 to 8:55pm RM 2400 CB	Case analysis – Action Plans/ Course review / Peer and Course Evaluation Process / Final Project Review <b>Deliverable:</b> <ol style="list-style-type: none"> <li>Group Presentations by groups (TBC) for Case #4: <i>McDonald's Corporation</i></li> <li>Independent Written Short Case Analysis Memo on Case #4 (Groups NOT presenting must submit individual memos)</li> </ol> <b>Case #5 for Final Presentations:</b> <i>Uber Technologies, Inc.</i>
<b>CLASS #6</b> <b>EXAM WEEK</b> Mon. Oct. 29 6:05 to 8:55pm RM 2400 CB	<b>Deliverable:</b> <ol style="list-style-type: none"> <li>Final group presentations for Case #5 – All Groups</li> <li>Final group memo and peer evaluations for final case work</li> <li>Independent Personal Lessons Learned Assignment</li> <li>Peer Evaluations for group work between weeks 1 to 5</li> </ol>

## **IMPORTANT ADDITIONAL INFORMATION**

### **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).

### **Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

### **Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.*

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

#### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

#### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about

the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### **Important dates and deadlines**

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

## BASIC NORMS FOR THIS CLASS:

### A CALL TO ACTION FOR LEARNING AND SUCCESS THROUGH COMMITMENT

*You are investing a lot of time, energy, and money in your education. Your chances of earning a potential return on your investment in each course end when each course does. Learning and success in your education requires your active commitment to it. You will be successful in this course if during class and homework times you are prepared to learn, engage in, and commit to the learning process. I am prepared to do everything I can to help you.*

<b>My Commitment</b>	<b>Your Commitment</b>
Prepare a learning environment for each class.	Come to all classes ready to learn and participate.
Start and finish on time, provide a break	Attend all classes, attend each class in full. Missing classes and/or arriving late or leaving early, except for emergencies and with notification, is rude to the class and disruptive of the learning environment.
Cell phone/PDA switched off throughout class.	Cell phone/PDA switched off throughout class. Laptops are permitted for course work only, no social surfing or activities. This could result in loss of participation marks.
Solicit and encourage participation.	Participate constructively, presenting own ideas and critiquing those of others.
Present opportunities to learn new ideas.	Strive to learn, seek clarification, and ask questions.
Provide opportunities to apply new learning.	Think about how to apply new learning to examples given and share with class.
Provide assistance and opportunities to consult during class breaks, during office hours, by email, and at other times as required subject to availability.	Seek assistance as issues arise. Do not expect 24 hour e-mail feedback, and consider your colleagues – the instructor deals with many students.
Provide detailed instructions on assignments. Provide timely feedback on assignments, exams.	Follow instructions. Hand assignments in on time, learn from feedback.
Treat all course participants as responsible professionals, and act with civility and professionalism at all times.	Treat all course participants as responsible professionals, and act with civility and professionalism at all times.

*Original prepared by Dr. L.A. Heslop; adjusted by Dr. N. Papadopoulos*