



BUSI 5106D
Business Case Analysis and Presentation
Summer 2020

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Seminar: Mondays - 6:05pm to 8:55pm
Office Hours: By email/phone request only.

Class Location: On-line course delivery

COURSE CALENDAR ENTRY FROM 2019/2020 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 2021.

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/720260>

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* (4th ed.). London, ON: Richard Ivey School of Business

ONLINE REQUIREMENTS:

All course content and teaching will take place using Big Blue Button via cuLearn. You will be required to have access to a web camera in order to have a visual presence during the course, and where possible, a head set or ear pods of some sort, which allow you to speak and be seen during each class. For more information on Big Blue Button, please check out:

- BigBlueButton Support for Students (including a short intro video tutorial on the tool): <https://carleton.ca/culearnsupport/students/bigbluebutton/>
- Short Video on How to Setup System Audio: <https://www.screencast.com/t/b7gjsAlo6>

****If you do not have access to a web camera and/or headphones to participate in the class, please contact me BY May 1st and I will work with you, and the School, to ensure that we find a way for you to participate fully.****

GRADING SCHEME

1. Short Case Analyses Memo (4 X 10% each)	40% individual
2. Participation	10% individual
3. Peer Evaluation (Group Work)	10% individual / group
4. Final Case Presentation and Memo	40% individual / group
TOTAL	100%

COURSE STRUCTURE

Short Case Analyses Memo (40%) 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 less than 2 page and no more than 3 pages in length. A short case analysis template will be provided. The assignment is to be email to instructor by 6:00pm on the day of class, no exceptions.

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 engage in conversations, polls, etc. 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 (weeks 1 through 6). 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.

Final Case Presentation and Memo (40%) Individual / Group

The group presentation and individual written assignment takes the place of the final exam. In addition to the group presentation, each person will be required to submit a written business recommendation to the client. The memo will be no less than 2 pages and no more than 4 pages in length (no more than 2,000 words). The group presentation will be 15 minutes in length, followed by up to 10 minutes of Q&A. Further details will be provided. Marks will be allocated as follows:

- 20% for group presentation
- 20% for individual written memo

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 ACTIVITIES:

Please note that this is a highly interactive course, which has been adapted to an on-line format. It requires teamwork and collaboration both during class time as well as outside of class time and students will be assigned a team to collaborate with. Students will be required to review and analyze cases, collaborate on-line to prepare a case analysis presentation which will then be delivered in an on-line format during class time, as well as engage in on-line polls and breakout rooms. There is a requirement to make verbal presentations, and using various mediums for learning. If you have concerns about your ability to engage in these activities for any reason, please contact me directly and we can discuss how to best support your engagement in a way that is meaningful and effective for learning in the course.

COURSE COMMUNICATION

Information on weekly assignments and other general information will be communicated to you by email, during class on a regular basis and through cuLearn. All supporting documents 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 and if you are uncertain at any time of what is required, to please speak with me as soon as possible.

MISSED ASSIGNMENTS, DEFERRED FINAL PRESENTATION AND WRITTEN DELIVERABLES

Students unable to complete course deliverables and/or participate in the final presentation and/or contribute to the final assignment because of illness or other circumstances beyond their control, must contact the instructor in writing to determine alternate arrangements. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

COURSE SCHEDULE

NOTE: This schedule MAY be updated as of May 1st 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: ***Yushan Bicycles: Learning to Ride Abroad***. There is no presentation requirement for this case. It will be used for learning purposes only.

Date	Topic
CLASS #1 Mon. May 4 6:05 to 8:55pm	Course Overview / Group Assignments / What is a case? / Case Study Process / Writing a Business Memo / Presentation Skills Deliverable: NONE Case for Week 2: Case #1 – <i>The Johnsonville Sausage Co. (A)</i>
CLASS #2 Mon. May 11 6:05 to 8:55pm	Case analysis – Defining the problem and identifying the issues. Deliverable: <ol style="list-style-type: none"> 1. Group Presentations by groups for Case #1 – <i>The Johnsonville Sausage Co.</i> 2. Independent Written Short Case Analysis Memo on Case #1 Case for Week 3: Case #2: <i>Facebook, Inc.</i>
There is NO CLASS the week of Mon. May 18th due to the May Long Weekend	
CLASS #3 Mon. May 25 6:05 to 8:55pm	Case analysis – Exhaustive Analysis. Deliverable: <ol style="list-style-type: none"> 1. Group Presentations by groups for Case #2: <i>Facebook, Inc.</i> 2. Independent Written Short Case Analysis Memo on Case #2 Case for Week 4: Case #3: <i>Lululemon Athletica</i>
CLASS #4 Mon. June 1 6:05 to 8:55pm	Case analysis – Generating alternatives and making recommendations. Deliverable: <ol style="list-style-type: none"> 1. Group Presentations by groups for Case #3: <i>Lululemon Athletica</i> 2. Independent Written Short Case Analysis Memo on Case #3 Case for Week 5: Case #4: <i>Me to We: A Social Enterprise and Its Future Growth</i>
CLASS #5 Mon. June 8 6:05 to 8:55pm	Case analysis – Action Plans/ Course review / Peer and Course Evaluation Process / Final Project Review Deliverable: <ol style="list-style-type: none"> 1. Group Presentations by groups (TBC) for Case #4: <i>Me to We: A Social Enterprise and Its Future Growth</i> 2. Independent Written Short Case Analysis Memo on Case #4 Case #5 for Final Presentations: <i>Euro Disney: The First 100 Days</i>
CLASS #6 EXAM WEEK Mon. June 15 6:05 to 8:55pm	Deliverable: <ol style="list-style-type: none"> 1. Final group presentations for Case #5 – All Groups Deliverable for Wednesday, June 17th by 11:59pm <ol style="list-style-type: none"> 1. Final individual memo 2. Peer Evaluations for group work between weeks 1 to 6

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 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, 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

- **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

- **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 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

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 its 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

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

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 on 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: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas

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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

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.

My Commitment	Your Commitment
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