



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 393 H1 L0101 and L0201

Strategic Case Analysis

Winter 2019

Course Meets:

L0101: Thursdays / 9am – 12pm / OI 4422

L0201: Thursdays / 1pm – 4pm / SK 720

Instructor: Katherine Magee
Off Campus
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Webpage: <https://q.utoronto.ca>
Phone: 416.575.3089
Office Hours: Available as requested
Teaching Assistant: [TBC]

Course Scope and Mission

This course provides students with an opportunity to hone the critical skills of business acumen, decisiveness and effective presentation. The course focuses on learning-by-doing. Students will analyze and recommend solution to business problems, and develop their abilities to present and defend their recommendations in an impactful and effective manner. There is a strong emphasis on teamwork throughout the course.

Course Prerequisites

RSM 392 H1. Completion of 10.0 full-course equivalents.

Required Readings

Chapters 1 – 3, “The Case Study Handbook: How To Read, Discuss and Write Persuasively About Cases”, William Ellet, Harvard Business Press, 2007

Case Package: cases will be distributed throughout the course. The total cost for these readings will be no more than \$40.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

| <u>Work</u> | | <u>Team/Individual</u> | <u>Due Date</u> |
|--------------------------------|-----|------------------------|-----------------|
| Team Charter | 5% | Team | January 31 |
| Class Participation/Attendance | 25% | Individual | Ongoing |
| In-class Case Analysis | 15% | Individual | March 21 |
| Presentation Self-Assessment | 15% | Individual | March 21 |

| | | | |
|--------------------------|-----|------|-------------------------------------|
| Audience Report | 10% | Team | February 7 or 14 |
| Presentation of Analysis | 15% | Team | February 28 or March 7; March 28 |
| Written Case Analysis | 15% | Team | February 28 or March 7; March 28 |

COURSE FORMAT AND EXPECTATIONS

Audience Report: To increase your ability to develop audience-centric presentations, in Session 5 or 6 (depending on your team number) your team will prepare a written Audience Report instead of a presentation. In each of these classes, certain teams will do a presentation and the other teams will work on the Audience Report. A paper copy of Part A of the Audience Report is due at **9am**. After the presentations, the presenting teams will stay back in the classroom for feedback, while the remaining teams will have time to complete Part B. An emailed copy of the full report is due at **9am** the following day.

Presentation Self-Assessment: An important aspect of experiential learning is reflecting on the performance of others and yourself. To encourage this activity, each student will prepare a self-assessment. We will be videotaping at least two of your team presentations in earlier classes and on March 21st (Session 10) you will be required to hand in an analysis of your personal key learnings on effective presentation analysis and presentation.

In-class Case Analysis: A key component of this course is further developing the ability to analyze a business problem or situation and provide a realistic and well-thought out recommendation. On March 21st (Session 10), you will be given a case upon arrival in class and will have until the end of the class to read the case and write up your individual recommendation with appropriate support. The time allocated in class will be sufficient to review the case and write up your analysis.

Presentation of Analysis and Written Case Analysis: You will be assigned to teams each made of 4 to 6 students by January 24th and you will be expected to stay in the same team for the duration of the course. Your team grade will be based on your team's ability to analyze a case effectively and present your analysis and recommendations in a professional and impactful manner, both in written and presentation formats. Each team will have the opportunity to present their case analysis and recommendations once to receive feedback before the two graded presentations. Each team is also responsible for two written case analyses throughout the course.

Class Contribution: Your class contribution grade for this course will be based on your contribution to a positive learning environment. This includes regular attendance, the quality of your participation during in-class discussions, the quality of in-class feedback you provide other students and your adherence to class norms.

Peer Evaluation: Each student is required to email me a peer evaluation form by the end of the day Friday April 5 2019. There will be a short peer evaluation sheet to provide input to the course instructor in assigning final grades for the team assignments and to encourage all students to do their fair share of the work. You need to provide a peer evaluation for every member of your group (excluding yourself), rating your peer's contributions, using a scale of 0 (terrible) to 5 (excellent). As this is a rating, not a ranking, if all members of your group have made strong contributions, you can rate them all with a 5. The ratings for other members of your team will have no impact on your grade. Note that any score of 0, 1 or 2 must be accompanied by a short-written explanation (max 75 words) of why you marked your team mate with that score. All ratings and explanations will be confidential, and I will consider the evaluation when assigning final grades.

For Written Assignments:

Please note that clear, concise, and correct writing will be considered in the evaluation of the Audience Report, Written Case Analyses and Presentation Self-Assessment. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work:

The following assignments -Team Charter, Case Analyses, Audience Report and Written Case Analyses - require students to work in assigned teams of 4 to 6 students.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach’s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Electronic Course Materials

This course will be using readings and case studies which you will be required to purchase online from Ivey. These total cost for these materials will be no more than \$40. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Weekly Schedule (EXAMPLE)

| Session | Date | Topic | Readings / Due |
|---------|-------------|---|--|
| 1 | January 10 | Course Introduction | |
| 2 | January 17 | Case Analysis | Reading: Chapters 1 – 3 “The Case Study Handbook: How to Read, Discuss and Write Persuasively About Cases.”, William Ellet |
| 3 | January 24 | Applying Strategy to Analysis | Due: Team Charter (January 31) Assignment: Mini-cases |
| 4 | January 31 | Audience Orientation | Due: Team Charter (January 31) Due: Mini case presentations |
| 5 | February 7 | Delivery Skills | Due: Case Presentations or Audience Report (Part A by 9am and Part B February 8th)(depending on team assignment) |
| 6 | February 14 | Storyboarding | Due: Case Presentations or Audience Report (Part A by 9am and Part B February 15th) (depending on team assignment) |
| 7 | February 28 | Implementation & Risk | Due: Case Presentation or Written Analysis (depending on team assignment) |
| 8 | March 7 | Reality Check / Alignment | Due: Case Presentation or Written Analysis (depending on team assignment) |
| 9 | March 14 | Bringing It All Together | Due: Preparation for in-class case discussion |
| 10 | March 21 | In-Class Case Analysis | Due: Individual self-assessment |
| 11 | March 28 | Team Presentations (in front of judges) | Due: Case Presentation. Bring printed copies of presentations for judges at beginning of class. |
| 12 | April 4 | Wrap up and debrief | Due: Written Analysis |

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. The Request for Special Consideration Form and supporting documentation must be submitted in a timely manner in order for the request to be reviewed.

In such cases, students must notify the Rotman Commerce Program Office on the date of the course deliverable such as a missed test, or assignment missed class (in the case of participation marks), or due date. They must then complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Office within **2 business days** of the originally scheduled

course deliverable. Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician.

If you are unable to make the class on March 21st (In Class Case Analysis), please be advised that the Individual Self-Assessment will be re-weighted to make up 30% of your final mark.

Late Assignments

All group assignments are due at the beginning of class on the date specified in the Course Outline. Late submissions for the Individual Self-Assessment will normally be penalized by 10% if the assignment is not received on the specified due date (March 21st), at the specified time. A further penalty of 5% will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

accessibility.services@utoronto.ca or <http://www.studentlife.utoronto.ca/as>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.