COURSE INFORMATION

Course title:	**CONSULTING SIMULATION**		
Course code:	BASM510	Credits:	2.0
Session, term, period:		Class location:	ANGU-337
Section(s):	001	Class times:	Nov 22: 5pm to 9:30pm; Nov 23/24: 8:30am to 5:30pm
Course duration:	Nov 22nd - 24th, 2024		
Division:	Strategy & Business Economics		
Program:	Full-Time MBA		

INSTRUCTOR INFORMATION

Instructor:	Philippe Arrata		
Phone:	778-987-7643	Office location:	N/A
Email:	Phil@lexma.ca	Office hours:	By appointment before or after class

COURSE DESCRIPTION

THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS A SIMULATED LIFE-LIKE CONSULTING EXPERIENCE. THIS PROVIDES PARTICIPANTS WITH FIRSTHAND EXPERIENCE OF THE INTENSITY, CREATIVITY, AND CHANGE IN DIRECTION INHERENT TO CONSULTING.

COURSE FORMAT

The weekend is an entire simulation. Teams will work on one case and conduct primary research, analysis, and presentation of a recommendation. Phil will work with the teams to provide input, suggestions, and assist in the problem-solving activities. Phil will spend a significant amount of hands-on time with students to help shape analysis and develop deliverables. This course will require students to work collaboratively in a group and apply a cross-functional approach to solving the client's question (i.e., strategy, finance, operations). The majority of the time will be working with groups. There is limited formal classroom time.

LEARNING OBJECTIVES

This course is designed for students with the following objectives and interests

- Seeking a career in management consulting, corporate strategy, or corporate finance
- Enjoy problem solving
- Would like a "real-life" example of what to expect on the job
- Prepared to fully invest themselves in the weekend session

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals.

Please note that students will be given a choice of cases, and the specific topics to which they wish to address will be at their discretion. Possible topics that can be explored in the case analysis include:

Goal 12: Responsible Consumption and Production 	***Ensure sustainable consumption and production patterns*** Topics that can be included as part of case studies**:** sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, recycling and reuse, corporate social responsibility, and circular economy.
Goal 16: Peace, Justice, and Strong Institutions 	***Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*** Topics that can be included as part of case studies**:** governance, leadership, accountable and transparent institutions, ethical institutions, responsive and inclusive decision making, ESG, data usage and transparency, transparency in financial reporting, environmental disclosure, codes of ethics
Goal 17: Partnerships for the goals 	***Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*** Topics that can be included as part of case studies**:** international cooperation, trade, cross-sector collaboration, cooperation, collaboration, partnerships

ASSESSMENTS

Summary

Component	Weight
Case Presentation	25%
Case Submission	40%
Class Participation	20%
Peer assessment	15%
Total	100%

Final grades are not open for discussion and are not negotiable

Please note **peer assessments and class participation scores are confidential** (if I gave you one score you could calculate the other). I will not share peer assessment information and you have no responsibility to share that information with your group.

Details of Assessments

Teaching Method

- Students will need to form groups of 5-6 people – preferably in advance of the course. In a professional context, whether consulting or industry, work is often conducted in cross-functional teams. This structure benefits participants by problem solving through debate, discussion, and knowledge sharing.
- The course is based on a simulated case. A pre-prepared case will not be used and students will be expected to conduct primary research.
- There is a minimal formal lecture component of the class. The time will be focused on the specific problem solving and communication steps inherent in this type of business situation. The instructor will spend time working with each group on problem solving and building deliverables.
- Students need to act professionally throughout the class. Students need to be punctual, respectful, thoughtful, and engaged.

Assessment activities

There are three key deliverables:

1- **Case Presentation:** On the final day of the weekend session each group will be asked to present their recommendations. This presentation should take the form of a PowerPoint presentation (stay at or above a 10 point font). The expectation is that teams will prepare a document 15-20 slides in length. The instructor will work with the teams to provide live feedback. Teams can have as much backup / appendix material as they see fit.

2- **Case submission:** Approximately a week following the final class teams must submit their final document. The presentation should form a substantive part of the final deliverable. Teams are encouraged to refine their analyses and presentations, incorporate feedback from the class discussion and add new analyses as they see fit. The core document must be around 30-50 slides. There is no limit on appendix / backup material. This document will be in a PDF and submitted on CANVAS no later than **9am on December 4, 2024. Late submissions will not be accepted and will receive a zero.**

3- **Peer assessment**: At the end of this syllabus there is a peer assessment form. You must grade the performance of each member of your group (do not grade yourself). **Failure to submit a peer assessment forms will result in a 0% score in your peer assessment. Late submissions will not be accepted and will receive a zero.** Peer assessments are to sent to me on CANVAS no later than **9am on December 4, 2024.**

LEARNING MATERIALS

Required: *N/A – see Canvas for information*
Technology Requirements: *Laptop*
Activity Fees: *N/A*

NO DISTRIBUTION OF RECORDINGS

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions Policy

If you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by UBC's Academic Concession Policy, complete and submit the Academic Concession Request & Declaration Form. Concessions are time-sensitive and the online form should be submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the RHL and you will also receive an email with further instructions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession that you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession for. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

Code Plagiarism

Code plagiarism falls under the UBC policy for Academic Misconduct. Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.
Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having

received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and

acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI (Including ChatGPT) Not Permitted

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

ALL TIMES ARE APPROXIMATE AND SUBJECT TO CHANGE

PLEASE PRE-READ THE CASES IN THE CASE PACKAGE FOR BACKGROUND CONTEXT

Day 1 – Friday 5pm – 9:30pm		
Topic	**Description**	***Time***
Overview	• Review course outline • Discuss expectations • General Q&A	5:00-5:15
Case set-up	• Review "letter of proposal". What is expected by the client from the teams • NOTE: CASES ARE SET IN THE PRESENT DAY – CASE PACKAGE IS SIMPLY BACKGROUND INFORMATION • Q&A	5:15-6:00
Team setup	• Finalize groups & select a case	6:00-6:15
Break & team learning	• Discuss goals for the weekend	6:15-6:45
Problem solving loop & building a hypothesis	• Review / refresher of the problem solving • Review how to structure a problem and develop a hypothesis tree	6:45-7:15
Problem statement & hypothesis	• Team break-out to work on their problem statement & form an initial hypothesis	7:15-8:45
Wrap-up	• Debrief of the evening – what went well (continue), what to change (stop), what to add (start)	8:45-9:30

Day 2 – Saturday 9am – 5pm		
Topic	**Description**	***Time***
Kick-off	• Review the agenda for the day • Discuss any questions (content, logistics) • Review issue/hypothesis tree	9:00-10:15
Problem structuring & Storyboard	• Quick overview on problem structuring • Storyboard	
Team learning	• Breakout for teams to: (1) discuss what went well / needs to improve from day 1; (2) agree on team norms (breaks, meeting management, working styles); (3) plan for the day (dividing responsibilities; leadership roles)	
Analysis	• Form hypothesis • Assign workstreams • Teams prepare first draft of storyboard • Working time to conduct research and analysis	10:15-3:30
Check-in	• Debrief of the day – what is going well (continue), what needs to change (stop), what to add (start)	3:30-4:00

Q&A	• Check in with individual teams	4:00
Team time	• *Work on deliverables*	*Evening*

Day 3 – Sunday 9am – 5pm		
Topic	**Description**	***Time***
Kickoff	• Review the agenda & presentation logistics for the day • Discuss any questions	9:00-9:10
Prep for presentations– part 3	• Finalize presentation • Build presentation • Dry-run of presentation. Refine as required	9:10-1:00
SUBMISSION	• **EMAIL AND SEND THROUGH CANVAS PRESENTATION BY 12:45PM**	**1:00**
Team presentations	• Teams present their work (15-20 minutes each depending on class size) with Q&A period (5-10 minutes depending on class size)	1:00-4:00
Next steps	• Discuss expectations for final assignment	4:00-4:30
Wrap-up	• Debrief of the weekend – observations, feedback	4:30-5:00

OTHER INFORMATION: PEER ASSESSMENT FORM

Your name: _____

Please complete the table below. **Please provide each team member a score between 0 and 10 for each assessment criteria**. **Do not rate yourself.**

Team member name:	**Score** Based on professionalism, work effort and overall contribution	**Comments/Rationale for score**