

COURSE INFORMATION

Course title:	MANAGEMENT CONSULTING & CORPORATE DECISION SUPPORT		
Course code:	BASM 523	Class location:	ANGU 254
Session, term, period:	2023 W1 P6	Credit:	2.0
Course duration:	Sep 5 – Oct 14, 2023	Class times:	Monday 6:00 to 9:30 pm
Division:	Strategy & Business Economics		Sep 4 (Mon) class Rescheduled to Sep 5 (Tue) Oct 2 (Mon) class Rescheduled to Oct 6 (Fri)
Program:	Full-Time MBA		

INSTRUCTOR INFORMATION

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

COURSE DESCRIPTION

The purpose of this course is to prepare students to enter management consulting or a similar corporate role (e.g., business development, corporate decision support). This course will require students to use the knowledge and tools acquired in the MBA program and apply them in a variety of business cases. The course is entirely case based. Students are expected to read and prepare two cases a week. Teams will be asked to present case analyses, share their thoughts and opinions. It is critical to be well prepared for class.

COURSE FORMAT

This course will be based on cases. All classes include general business discussions.

The first half of the class will be the discussion of a case where groups will present their work in different formats. After the class break we will discuss a topic relevant to management consulting. The final part of the class will be a review and workshop of the second case prepared for the week.

Guest speakers will be invited to present in class and the instructor will let students know a week in advance.





LEARNING OBJECTIVES

Upon completion of this course students should be comfortable with:

- Diagnosing a business program
- Using a structure to develop hypotheses on potential solutions
- Conducting analyses to prove or disprove the hypothesis
- Communicating findings and recommendations in an effective manner

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](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<p>Goal 5: Gender Equality</p> 	<p><i>Achieve gender equality and empower all women and girls</i></p> <p>Throughout the course (except week 5) we will have guest speakers from different corporate organizations. It is an excellent opportunity to ask these leaders how their companies are addressing this objective.</p>
<p>Goal 6: Clean Water and Sanitation</p> 	<p><i>Ensure availability and sustainable management of water and sanitation for all</i></p> <p>This topic is touched upon in the IKEA case study.</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Throughout the course (except week 5) we will have guest speakers from different corporate organizations. It is an excellent opportunity to ask these leaders how their companies are addressing this objective. Specifically, one of the guest speakers who is scheduled (always subject to change) works in infrastructure for BCI.</p>
<p>Goal 12: Responsible Consumption and Production</p> 	<p><i>Ensure sustainable consumption and production patterns</i></p> <p>This topic is the cornerstone of the IKEA case study and how the organization is developing its ESG plan. We will be discussing IKEA's alternatives, how the company addressed the topic, and potential paths forward.</p>

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Case written ups:	
Cases 1-4: 5% each (20% in total)	20%
Cases 5-8: 10 % each (40% in total)	40%
Class participation	15%
Peer assessment	10%
Case Summary Letter	<u>15%</u>
Total	<u>100%</u>

Details of Assessments

Group Assignments

Students will need to form groups of approximately 6 people. The reason for the group nature of this class is multifaceted – consulting is done in groups (the majority of the time); problem solving is best conducted through debate, discussion, and knowledge sharing; and there is a need to balance the workload between team members. Recommendation is to split your team in two with each sub-group taking the lead on one of the cases for the week.

Based on student feedback, one can expect to spend anywhere from 7 to 14 hours/week on your primary case and 1-3 hours/week on the secondary case. The range is wide as it depends on the case, the team’s effectiveness, working approach and desire for a high grade.

Both case assignments are to be emailed in by the group to phil@lexma.ca (in PowerPoint or PDF format) prior to the start of class.

At the end of the course, you will be asked to give each of your group members a grade on their performance within your group. **Failure to submit a peer assessment form on time will result in a 0% score in your peer assessment.**

I strongly suggest that in your first group meeting you have a “team learning session” to discuss:

- Personal expectations from this course
- Expectations of one another’s performance and behaviors
- Working style and approach

You are to score your team members from 0-10 on the assessment form.

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 obligation to share that information with your group members.

Case write-ups

Each group must submit case write-ups at the beginning of class. ALL CASES need to have a write-up and all cases are graded. Case write-ups should take the form of a **PowerPoint presentation**. You should take the perspective of an external consultant to the case decision maker(s) such as the CEO, CFO or Board of Directors. Your case solutions are recommendations concerning the appropriate course of action. Case write-ups should take the following form:

- One-page executive summary stating your understanding of the situation; the problem(s) the company faces; any key assumptions; and the recommended course of action
- Slides that support your understanding of the situation and recommendation
- Appendix with any backup spreadsheet or key analyses

Case write-ups are limited to 10 slides and no more than 3 slides in the Appendix (e.g., supporting spreadsheets or analysis). Do not go below a 10-point font in your document. The presentation needs to be visible to all the students in the room. This requires some thought in formatting and sizing of your slides.

Like any business consulting situation, there is no “right answer”, but some answers are certainly better than others! Case write-ups will be graded based on the quality of the executive summary (sharp, clear, with fact-based recommendations) and the analysis and facts supporting the executive summary. To score well on cases, I will be looking for insights, high-quality analyses, and a few “aha moments”. Original analyses, new perspectives, and out of the box thinking will clearly stand out. Do not be afraid to take risks and be creative in your thinking! Avoid the old consulting joke – he took my watch and told me the time (i.e., just regurgitating the facts).

External research is not required or expected for preparing cases. You may look up general information to better understand the case; for example, population of a country, or understanding industry terminology. However, building the fact base beyond what is provided in the case is not expected nor will provide a higher score.

Class participation

Class participation grades will be based on the quality and quantity of in-class participation. Discussions before or after class do not count. Obviously, if you are not in class you cannot participate.

In every class, groups will be asked to present their case write-ups. These presentations influence but are a small subset of your overall class participation score.

My general guideline for class participation grades is:

Not engaged:	0-5
Only spoke in group presentations:	5-10
Sometimes participated in an insightful manner:	8-12
Regularly participated in an insightful manner:	10-14
Consistently participated in an insightful manner:	12-15

Case summary letter

In addition to participating in class, you will also be graded on a three-page case summary as your final **individual** assignment. This is a three-page memo (Word document). You can include 3 backup slides/exhibits (can be PowerPoint charts or Excel tables). This letter is an opportunity to provide your own perspective on a case. It is also the only individual assignment during the term.

Please ensure your case summary letter is original and brings in new insights to the case.

Grading for the case summary letters is done relative to your classmates. That is, after reading all the letters I rank the submissions based on clarity, level of insight, creativity, and originality.

LEARNING MATERIALS

Required: Case Package

Technology Requirements: Laptop

Activity Fees: N/A

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

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

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

In-Person Regulations:

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.

On-Line Lecture Regulations:

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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 Indigeneity (including identification as First Nation, Métis, or Inuit), 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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is

strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>

Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

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 x^wməθk^wəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course might be taught using Zoom for synchronous classes and office hours.

For this course, you might be required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name.

Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact

CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE
(Subject to change)

Class#	CLASS TOPICS	ACTIVITIES	WHAT'S DUE / REQUIRED READING
CLASS 1 - SEPTEMBER 5, 2023			
Part 1	Introductions & Course overview	<ol style="list-style-type: none"> Review of course syllabus Any questions related to the class 	
Part 2	Overview of the consulting industry	<p>prepared to discuss:</p> <ol style="list-style-type: none"> Key Success Factors to enter management consulting Industry understanding– economics, market positions, strategies of different firms Career questions – progression, lifestyle, income? 	
Part 3	Case Example: El-Cerito: Driving Growth	<ol style="list-style-type: none"> Should Michael Belden redo his plan? Why or why not? What would you do in his situation? What strategies would you employ to accelerate growth to meet Sara Jansen’s expectations? 	Read El-Cerito Case and reflect on the discussion questions
CLASS 2 - SEPTEMBER 11, 2023			
Part 1	Clayton Industries (Case 1)	<ol style="list-style-type: none"> Evaluate Peter Arnell’s first two months as general manager of Clayton SpA. What are the main challenges he faces? How is he dealing with them? Review the three possible courses of action on the last page of the case. As Arnell’s advisor, which would you suggest he recommends to Briggs and Buis? What problems and constraints limit your recommendations? How would you deal with those issues? 	

		3. Do you believe that Arnell is the best choice as country manager for Clayton SpA? Note : Questions 1 & 2 must be part of your case write-up.	
Part 2	Presentation /Discussion topics	1. Use Clayton case to discuss forecasting methodologies 2. Discuss elements of an effective slides Discussion: Reading an Annual Report	How To Efficiently Read An Annual Report http://www.investopedia.com/articles/basics/10/efficiently-read-annual-report.asp How to Listen to Earnings Conference Calls By Scott Rothbort https://www.thestreet.com/investing/the-finance-professor-beginners-guide-to-earnings-calls-10353956
Part 3	Sustainability at IKEA Group (Case 2)	1. How would you assess IKEA Group’s People & Planet Positive sustainability plan? Is the plan likely to help the company transform its business? Are the plan’s targets too limited, appropriate, or ambitious?	

		2. How do you feel about the progress IKEA Group has made implementing its plan? 3. How does IKEA’s sustainability strategy align with its business model? What are the points of synergy? What are the points of conflict? 4. Which option(s) should IKEA Group pursue to address IKEA’s Wood Supply Chain sustainability? Note: Question 4 should be part of your case write-up	
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CLASS 3 - SEPTEMBER 18, 2023

Part 1	Zipcar (Case 3)	1. Evaluate this potential venture and the progress made thus far. 2. What is the business model and how has it changed thus far? What does the data from actual operations in September indicate about how the business model is playing out? Do the results give you comfort or concern? 3. What actions should be taken based on the results to date? 1. Note: Pretend that you are Chase and you are presenting to potential investors.	Case write-up
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Part 2	Rogers' Acquisition of Shaw (Case 4) Note: Case will be posted on Canvas	Please come prepared for a class discussion: 1. Why is the acquisition of Shaw advantageous for Rogers? 2. Why is it a risk for the competitors? Case write up (PowerPoint): 1. Should CRTC allow this deal to go through? 2. Is this good for the consumer? 3. How does this impact market competition? 4. Is Rogers offering a reasonable price? (no need to do a discounted cash flow, use multiples)	Case write-up
Part 3	Guest Speaker	Ravi Bhosale, Manager, Strategy and Execution at Telus; Board Member at Modo; Sauder MBA Post MBA journey <ul style="list-style-type: none"> ● Career pathing ● Job transitions internally and between companies 2. Lessons learned	
CLASS 4 – SEPTEMBER 25, 2023			
Part 1	Full Psyche (Case 5)	<ul style="list-style-type: none"> • What are the reasons for Full Psyche's success? • What is Harmeling's existing approach to expansion? What are the benefits and downsides? • If your team represented Hameling, which expansion approach would you recommend? What is the second best option? Note: Focus on question 3 with a clear rationale.	Case write-up
Part 2	Guest Speaker	Arash Kojouri, Entrepreneur, Sauder MBA, CFA Making the transition from the classroom to the Boardroom <ul style="list-style-type: none"> ● Corporate Strategy ● Finance vs. Operations Education beyond your MBA (CFA, CPA)	
Part 3	Birks: The Sparkle of a Cherished Brand (Case 6)	1. What are key success factors in jewelry retailing? 2. Think about Birks' heritage. What is the 'DNA' of the Birks brand? Does Birks' DNA help it succeed going forward? 3. How should Birks position itself for future growth? What are some short- and long-term growth initiatives they can pursue? What are ways Birks can increase bottom-line profitability and ensure continued financial health?	Case write-up
CLASS 5 – OCTOBER 6, 2023			

Part 1	Hansson Private Label (Case 7)	<ol style="list-style-type: none"> 3. How would you describe HPL and its position within the private label personal care industry? 4. Using the assumptions from the Executive VP of Manufacturing, Robert Gates, estimate the projects FCF. Are the projections realistic? What assumptions would you debate? What do you believe to be a more realistic forecast? 5. Using CFO Sheila Dowling’s projected WACC schedule, what discount rate would you choose? What flaws, if any, are inherent in using WACC as the discount rate? 6. Estimate the project’s NPV. Would you recommend that Tucker Hansson proceed with this investment? Note: Make sure you answer questions 2 and 4 in a quantitative manner and include them in your write-up. 	Case write-up
Part 2	Presentation	<ol style="list-style-type: none"> 1. Consulting interview tips 2. Inductive and Deductive presentation approach <ul style="list-style-type: none"> • Discussion Topic: Career Planning 	<p>Charting Your Motivational Map: How to Find Your Ideal Career by Douglas B. Richardson, Certified Master Coach http://www.careercast.com/career-news/charting-your-motivational-map-how-find-your-ideal-career</p> <p>Charting a Five-Year Career Plan is Pointless by Ellyn Shook http://fortune.com/2016/05/16/careers-women/</p> <p>The Reverse Interview: How To Choose Your Next Company https://www.reforge.com/blog/reverse-interview</p>
Part 3	Dollarama (Case 8)	<ol style="list-style-type: none"> 1. How is Dollarama differentiated as a retailer? Reflect on sourcing, merchandising, and pricing. 2. Reflect on the unit economics on new stores 	Case write-up
		<ol style="list-style-type: none"> 3. Based on your new store analysis, do you believe the company is overvalued or undervalued? Consider a simple ratio analysis. A DCF analysis is not necessary. <p>Note: The above 3 questions should be part of your case writeup</p>	
FINAL ASSIGNMENT			

	Cadbury Schweppes (A&B)	<p>Please submit a three-page letter (with up to 3 backup exhibits) addressed to the Board of Directors of Cadbury Schweppes commenting on:</p> <ol style="list-style-type: none"> 1. Would you recommend a bid of more than \$4 billion for Adams? Why or why not? 2. What are is your strategic and financial rationale for pursuing Adams or not bidding on the company? 3. Writing summary letters is a key element of consulting. You need to be able to respectfully communicate to your client areas of strength and opportunities. Be sure to use facts and be insightful. 	<p>Individual Case Write-up AND Peer Assessment DUE: October 13, 2023 @9AM PST</p>
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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