

Course Outline

Course Code	RSM 393 H1S L0101, L0201, L0301
Course Name	Strategic Case Analysis
Term, Year	Winter, 2025
Course Meets	L0101: Thursdays / 9am-11amET (In Class: OI 4422, 252 Bloor Street West) L0201: Thursdays / 11am-1pmET (In Class: OI 5160, 252 Bloor Street West) L0301: Thursdays / 1pm – 3pmET (In Class: OI 2295, 252 Bloor Street West)
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours
Katherine Magee	katherine@mageeresourcegroup.ca katherine.magee@utoronto.ca	416.575.3089	Available as requested, online mechanism preferred

Course Description

By the end of this course, students will have developed the critical skills of analyzing and synthesizing business situations to present strategic recommendations with confidence to organizational leaders and key stakeholders, which are fundamental to business success.

Learning Outcomes

Specific course objectives:

- To increase your ability to analyze business situations using models and tools
- To develop strong strategic recommendations in both written and presentation formats
- To increase your confidence in presenting and defending your recommendations
- To leverage team strengths to create the best possible strategic recommendations

Course Prerequisites

RSM392 H1 and Completion of 9.0 credits

Course Materials

Required Readings

Case Package: this is available to download at the beginning of the course and individual cases will be assigned throughout the course.

Electronic Course Materials

This course will be using the following electronic course materials:

Cases (link to case package will be made available before the start of the course for downloading)

These materials will not exceed a total of \$65.00. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Team / Individual	Due Date
Class Participation	20%	Individual	Ongoing
Reflection & Preparation	20%	Individual	Ongoing
Audience Orientation Report	5%	Team	January 30 th / February 6 th
Written Case Analysis #1	5%	Team	February 13 th / February 27 th
Case Presentation #1	5%	Team	February 13 th / February 27 th
Presentation Self-Assessment	10%	Individual	March 6 th
Individual Case Analysis	15%	Individual	March 13 th
Written Case Analysis #2	10%	Team	March 20 th / March 27 th
Case Presentation #2	10%	Team	March 20 th / March 27 th

Course Format and Expectations

Audience Report: To increase your ability to develop audience-centric presentations, in Session 4 or 5 (depending on your team number) your team will prepare a written Audience Orientation 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 by **the beginning of the class**. An emailed copy of the full report is due the following day (deadline determined by section).

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 recording two of your team presentations in earlier classes and on March 6th (Session 8) you will be required to hand in an analysis of your personal key learnings on effective presentation analysis and presentation.

Individual 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 13th (Session 9), you will be provided with a case at beginning of class and will have until the end of the class to read and analyze the case and create your individual recommendation with appropriate support. The time allocated in class will be sufficient to review the case and develop your analysis.

Presentation of Analysis and Written Case Analysis: You will be assigned to teams each made of 4 to 6 students by January 16th 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.

Teams will also be required to complete and submit a Skills Audit & Team Contract by January 23rd.

Reflection and Preparation: A key part of learning is the ability to take time to prepare for upcoming meetings as well as to reflect on key takeaways from past meetings. You will be asked to complete an individual weekly assignment starting in advance of our 2nd class on January 16th to briefly answer a maximum of 3 questions in preparation for the following week's class, and to briefly summarize your 3 key takeaways from the previous class. There will be 10 of these assignments throughout the course.

Class Contribution: Your class contribution grade for this course will be based on your engagement in, and contribution to, a positive learning environment. This includes 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.

Writing Assignments or Presentations

All written assignments are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The following assignments – Skills Audit & Team Contract, Audience Orientation Report, and Cases Analyses (both written and presented) - requires students to work in teams of 4 to 6 members. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses that are additive to the overall discussion and collective learning
- Understanding and analysis of topic
- Idea generation
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Missed Tests and Assignments

Students who miss a term test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Late Assignments

All assignments are due by the beginning of class on the date and at the time specified in Quercus.

Late submissions will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied to each subsequent day.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

Students may use generative Artificial Intelligence (AI) tools for this Course as guidance in creating an outline for an assignment, but the final submitted assignments must be original work produced by the individual student or team alone.

- If used, students must submit, as an appendix with their assignments (either individual or group), what tool(s) were used, the prompt used to generate the content, any content provided by an AI tool, and how the content was used and incorporated into the submitted work
- Any content produced by an AI tool must be cited appropriately. Please reference the following site for guidelines on standard citation formats (<https://style.mla.org/citing-generative-ai/>)

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T 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](#) 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 procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions 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 U of T or RC resources such as the RC Centre for Professional Skills, the 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 U of T 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 ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail 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.

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. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording 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 any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Assignments Due
1	January 9	Course Introduction	
2	January 16	Applying Strategy to Analysis	Due: first Reflection / Preparation (with ongoing weekly due dates) Teams Assigned
3	January 23	Understanding Your Audience is Key	Due: Skills Audit & Team Contract
4	January 30	What Makes A Great Presentation	Due: Case Presentation or Audience Orientation Report (depending on team assignment)
5	February 6	Creating A Compelling Story	Due: Case Presentation or Audience Orientation Report (depending on team assignment)
6	February 13	Risk & Implementation	Due: Case Presentation or Written Case Analysis (depending on team assignment)
7	February 27	Reality Check & Alignment	Due: Case Presentation or Written Case Analysis (depending on team assignment)
8	March 6	Bringing It All Together	Due: Presentation Self-Assessment
9	March 13	Individual Written Case Analysis	In-class
10	March 20	Final Group Presentations / Written Case Analysis	Due: Case Presentation or Written Case Analysis (depending on team assignment)
11	March 27	Final Group Presentations / Written Case Analysis	Due: Case Presentation or Written Case Analysis (depending on team assignment)
12	April 3	Debrief / Preparing For The Future	

Please note that the last day you can drop this course without academic penalty is March 10, 2025.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>