



## **The Business Case for Services Offshoring**

COURSE SYLLABUS

**IBUS 432 / IBUS 726**

Fall 2018

### **Instructor**

**Wolfgang Messner**

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### **Timings**

IBUS 432: Mon/Wed, 12:45-02:00 p.m. (DMSB 122)

IBUS 726: Mon/Wed, 03:55-05:10 p.m. (DMSB 126)

### **Description**

This course points out how to formulate and present a professional judgment on a corporate initiative with a sound business case based on the elements of cost, benefit, risk, and strategic flexibility. A business case is viewed both as a document and as a process. As a document, it can help to provide a top-down justification for a rational decision. As a process, it builds robust and lasting consensus among stakeholders.

Services offshoring is an example of such a corporate initiative, and often a contentious topic. Policy makers, business executives, thought leaders, and even presidential candidates express strong and often conflicting opinions about deploying young college graduates in emerging countries to take over development and service functions that were previously performed in a company's home location. Is it worth it?

This course has been designed to provide you with a practical framework for building business cases, and increase your skills of writing and presenting compelling reports for management approval. While we take services offshoring as an example, the concepts, frameworks, and tools covered in this course are useful all the way from market expansion scenarios, marketing campaigns, information technology investments, and also sales situations.

### **Student Learning Outcomes**

1. Outline business case terminology for corporate decision making; structure business cases along benefits, costs, risks, and future strategic flexibility options.
2. Build business case calculations; present the business case in management-consulting style.
3. Contribute to the – often contentious – offshoring discussion in a learned manner.

## Course Evaluation Components

This course has individual and group components:

- Attendance and participation (individual; 10%)
- Report on a services offshoring company (individual; 25%)
- PowerPoint summarizing your report (individual; 5%)
- Offshoring business case (group; 15%)
- Peer evaluation of business case project (group/individual; 10%)
- Mid-term exam (individual; 35%)

I reserve the right to make minor adjustments to the above component percentages.

In keeping with the University of South Carolina grading standards, grades will be issued as:

A = 90 to 100%	C+ = 75 to 79%	D = 60 to 64%
B+ = 85 to 89%	C = 70 to 74%	F = below 60%
B = 80 to 84%	D+ = 65 to 69%	

If you achieve an overall percentage in the ranges above, you will receive the letter grade associated with that range.

### **Attendance and participation (individual; 10%)**

In this course, we will (a) review theoretical concepts in class, and (b) immediately apply them to course work. This is intended to enhance your practical understanding of the management concepts covered in class. I am hoping that you will raise relevant points that will help move the conversation forward in a constructive and thoughtful manner. Feel free to question what I or someone else says or the conclusions that are being drawn. “Simply talking” does not represent a contribution to classroom participation. Please see the appendix for detailed grading criteria.

To make classroom discussions work, it is crucial that you regularly come to class. Absence affects participation grades (you obviously cannot participate if you are absent). As per the university’s attendance policy, you may have a maximum of 10 percent absences of regularly scheduled class hours (excused or unexcused). If your absence exceeds 3 scheduled classes, your Attendance and participation grade is capped at a D+; if it exceeds 5 scheduled classes, you will automatically get an F (0 points) for Attendance and participation. Please note that asking someone else to sign the attendance sheet for you (or signing the attendance sheet for someone else) is a form of academic dishonesty; see the section on course policies in this syllabus.

Learning in the classroom is a social activity. Some behaviors can be distracting and degrade the ability of others to learn, and my ability to teach effectively. Chief among these is the use of electronic devices such as laptops, tablets, and mobile phones. Please do not use any kind of electronic devices during class unless you are instructed to do so. There is ample evidence that use of laptops in university classes diminishes performance. Check out these links:

- <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>
- <https://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms>
- <http://ideas.time.com/2013/10/09/why-i-banned-laptops-from-the-lecture-hall/>

I realize that some students prefer to use laptops to take notes, but there is no exception for that activity. Failure to comply will lower your Attendance and participation grade.

**Report on a services offshoring company (individual; 25%)**

With this activity, I ask you to analyze and report on an IT (information technology) or BPO (business process outsourcing) provider with delivery capabilities in India. Examples of such companies are:

- Accenture
- Atos
- Capgemini
- Cognizant
- Deloitte
- DXC Technology
- HCL Technologies
- Hexaware
- IBM
- Infosys
- NTT Data
- Sonata
- Tata Consultancy Services
- Tech Mahindra
- Virtusa and Polaris
- Wipro
- Zensar

One of these companies will be assigned to you randomly. I want you to write a report of 2,000 to 2,500 words (plus references and other appendices; a meaningful self-created diagram counts as 200 words) about this company and specifically about its India offshore capabilities. Imagine you are writing this as input for the vendor selection process of a multi-national company, which plans to offshore some of its information technology or business processes to India. Please see the appendix for a short guideline on how to approach firm analysis.

Short style guide:

- Title, your name, keywords, abstract, references.
- Figures and tables with captions, referenced in the text.
- Font type 11-point Times Roman, double-spaced, left-aligned
- All pages numbered.
- APA 6<sup>th</sup> ed. as citation style.

Here is something to get you started (note that you have access to Gartner via our library website):

- Mishra, D., Ng, F., & Roy, A. (2017) Magic quadrant for data center outsourcing and infrastructure utility services, Asia/Pacific. Gartner Group, ID G00315584.
- Matson, S. & Heiden van der, G. (2017) Magic Quadrant for Application Testing Services, Worldwide. Gartner Group, ID G00321447.
- NASSCOM, [www.nasscom.in](http://www.nasscom.in)

Please see the appendix for detailed grading criteria.

I encourage you to utilize the Center for Business Communication (CBC) as a resource for all of your writing assignments and oral presentations. The CBC is a business-specific writing center located here in the Moore School that provides free consultations for students. CBC consultants are expert writers who are also business communication faculty members. It is best to make an appointment early in the process since they can help you plan your work even before you start writing. You can make an appointment in person at the CBC on the 2nd floor or by sending an email to [cbc@moore.sc.edu](mailto:cbc@moore.sc.edu).

**PowerPoint summarizing your report (individual; 5%)**

Summarize this article on one slide. Please see the guidelines and examples on Blackboard on how to build good and self-explanatory management-consulting slides. In class and on your assigned date, you are expected to present about the company for approximately 5 to 10 minutes. The time limit will be enforced.

You should distribute your one slide summary as a handout (black-and-white only) to all students on the day you present.

Please see the appendix for detailed grading criteria.

**Offshoring business case (group; 15%)**

This is a management consulting project focusing on the business case of services offshoring. You will be assigned to groups of about 3 to 5 students. The duration is about 5 to 6 weeks (see the course schedule for details). During this time, you will have to plan the assignment, set intermediate deadlines, coordinate, and deliver the results. I will devote time during lectures to discuss progress, address concerns, and answer questions.

While I will provide you with an outline of the business scenario in class, you will need to put in some additional assumptions, effort estimations, and associated costs. These have to be grounded in research, and clearly documented.

On the date the project is due (see Course schedule), you will need to submit:

- Your project report (a slide deck) to me via email and as a black-and-white print-out (simple stapling, no fancy folders).

Please note that this project is designed to be a management consulting exercise. My primary concern is your learning through your involvement, data estimation, analysis, development of recommendations, and putting together the whole thing in a management consulting presentation. Please see the appendix for detailed grading criteria.

**Peer evaluation of Offshoring business case (group/individual; 10%)**

A signed, completed peer-evaluation form (hard copy, see Appendix A) is due on the day you are handing in your project report for Offshoring business case.

The grade for this component is meant to be an individual adjustment for the group grade, it is not an independent grade.

**Mid-term Exam (individual; 35%)**

Wednesday, November, 14, 2018 during regular class hours

The exam will be of 60 minutes duration. It is a closed book exam; notes, books, and any kind of electronic devices are not allowed. Questions will be in multiple choice or true/false format; they cover all materials and topics from this course, i.e. all readings, presentations, class-notes, discussions, exercises, case studies, and videos. This exam is meant to test your knowledge of basic theory needed to build business cases; I want to see that you have gained a solid understanding of the concepts and frameworks of this course. The topic of offshoring is not a focus area of the exam.

**Course Textbook**

Messner, W. (2013). *Making the compelling business case. Decision-making techniques for successful business growth*. Houndmills: Palgrave Macmillan. <http://amzn.to/29Lz3J8>

Book companion website with downloads: [www.thebusinesscase.info](http://www.thebusinesscase.info)

Our library has a reference copy of the book.

Please note that the course follows the main text book, and you are encouraged to go through the book diligently – both as preparation for your final exam, as well as for the group work (the Offshoring business case).

## **Course Policies**

### **Academic honor code**

You are expected to practice the highest possible standards of academic integrity. All forms of academic dishonesty are prohibited. This includes improper citation of sources, using another student's work, cheating, and plagiarism, lying in academic matters, fraud, bribery, unauthorized access to tests and examinations, and any other form of academic misrepresentation. Students suspected of such a violation will be reported to department officials and the Office of Academic Integrity.

In cases of academic misconduct, you will receive an F on the assignment in question. For serious and severe cases, you will receive an F for the entire course.

The academic honor code can be found here:

<https://www.sa.sc.edu/academicintegrity/honor-code-policy-information/>

### **Meeting and interacting with me**

I am very happy to meet with you outside the classroom, but I would appreciate if you could please schedule an appointment through the web portal (use link provided on page 1). If you do not keep scheduled appointments, do not cancel them, and do not have a very valid (documented) excuse, it will negatively affect your Attendance and participation grade. If my scheduled office hours are inconvenient (e.g. because of other classes), please do let me know, and we'll find a solution.

If you send me an email, I will try my best to get back to you, but I may not always be able to respond immediately. If you can't attend classes because of sickness or job interviews, please do not send me an email; the attendance policy – refer to page 2 – should take care of it.

### **If you don't agree with a grade ...**

I do not entertain "grade-grabbing" discussions. If you believe that you have been unfairly evaluated, please revert back in writing within one week of receiving the grade making a clear and succinct argument for your case. I will then re-evaluate your work taking your reasoning into account, and discuss my re-evaluation with you. As a result, your grade can go up or down.

### **Student grievances process**

Per university policy, the following process is available to address grading concerns:

[http://sc.edu/study/colleges\\_schools/moore/internal/rights\\_and\\_responsibilities/grievances.php](http://sc.edu/study/colleges_schools/moore/internal/rights_and_responsibilities/grievances.php)

### **Student disability services policy statement**

Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations. Please also let me know.

## Course Schedule

Please note that the below schedule and topics are subject to change.

#	Date	Topics, Activities, Readings, and Prep-Work
1 + 2	Aug 27 Aug 29	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Review syllabus.</li> <li>Explain assignment: Business article (individual).</li> <li>Explain assignment: Offshore business case (group).</li> </ul> <p><b>Management consulting</b></p> <ul style="list-style-type: none"> <li>Purpose of management consulting.</li> <li>Client engagement process.</li> <li>Management consulting presentations.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>Review material on consulting presentations on Blackboard.</li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>Turner, A. N. (1982). Consulting is more than giving advice. <i>Harvard Business Review</i> (Sep-Oct), 60/5, pp. 120-129. <a href="https://hbr.org/1982/09/consulting-is-more-than-giving-advice">https://hbr.org/1982/09/consulting-is-more-than-giving-advice</a></li> <li>Christensen, C. M., Wang, D., &amp; van Bever, D. (2013). Consulting on the cusp of disruption. <i>Harvard Business Review</i> (Oct), 91/10, pp. 106-114.</li> </ul>
3 + 4	Sep 03 Sep 04	<p><b>Introduction to services offshoring</b></p> <ul style="list-style-type: none"> <li>Definitions: Offshoring terminology.</li> <li>Drivers, benefits, and risks of global sourcing.</li> <li>Country attractiveness for sourcing.</li> <li>Critical assessment of India's IT &amp; BPO industry.</li> </ul> <p><b>Clarification on Report on a services offshoring company</b></p> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>Get started with Report on a services offshoring company</li> <li>Read &amp; prepare: Rehak, J. (2002, Mar 23). Tylenol made a hero of Johnson &amp; Johnson: The recall that started them all. Retrieved from: <i>The New York Times</i>. <a href="http://www.nytimes.com/2002/03/23/your-money/23iht-mjj_ed3.html">http://www.nytimes.com/2002/03/23/your-money/23iht-mjj_ed3.html</a></li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>Messner, W. (2010). <i>Intelligent IT offshoring to India. Roadmaps for emerging business landscapes</i>. Houndmills: Palgrave Macmillan. <a href="http://amzn.to/29MctQV">http://amzn.to/29MctQV</a></li> <li>Oshri, I., Kotlarsky, J., &amp; Willcocks L. P. (2015). <i>The handbook of global outsourcing and offshoring</i>. 3<sup>rd</sup> ed., Houndmills: Palgrave Macmillan. <a href="http://amzn.to/2akLFsA">http://amzn.to/2akLFsA</a></li> </ul>

5	Sep 05	<p><b>Corporate strategy and financial management</b></p> <ul style="list-style-type: none"> <li>• Corporate strategy and financial goals.</li> <li>• What is an investment decision?</li> <li>• Why do investment decisions go wrong?</li> <li>• Difference business plan and business case.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 1.1 to 1.2</li> <li>• Read &amp; prepapre: Schwartz, J.; Taylor, E.; &amp; Hardcastle, E. (2014). Opel factory closure to cost more than 550 million Euros. Retrieved May 18, 2014 from <i>Reuters</i>. <a href="http://www.reuters.com/article/us-gm-opel-bochum-idUSBREA4F0G020140516">http://www.reuters.com/article/us-gm-opel-bochum-idUSBREA4F0G020140516</a></li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>• Rumelt, R. (2011). <i>Good Strategy, bad strategy: The difference and why it matters</i>. New York, NY: Crown Business. <a href="http://amzn.to/1PQd11M">http://amzn.to/1PQd11M</a></li> </ul>
6 + 7	Sep 17 Sep 19	<p><b>Introduction to business cases</b></p> <ul style="list-style-type: none"> <li>• Types of investments.</li> <li>• Business case concept and process.</li> <li>• Consensus and stakeholder management.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 1.3 - 1.10</li> <li>• Please bring your laptop to the next two classes.</li> </ul>
8	Sep 24	<p><b>!! PLEASE BRING YOUR LAPTOP TO THIS CLASS !!</b></p> <p><b>Review of key financial concepts needed for business cases</b></p> <ul style="list-style-type: none"> <li>• Time value of money.</li> <li>• Net present value (NPV) concept.</li> <li>• Calculating NPV with a spreadsheet; hands-on exercise.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 2.1 - 2.2</li> <li>• Review spreadsheets available on <a href="http://www.thebusinesscase.info">www.thebusinesscase.info</a> (Downloads; For professionals and students)</li> <li>• Homework: Using the NPV spreadsheet, calculate a business case for the following question: After my undergraduate studies, should I directly join the industry, or take up postgraduate studies?</li> </ul>

9	Sep 26	<p><b><u>!! PLEASE BRING YOUR LAPTOP TO THIS CLASS !!</u></b></p> <p><b>NPV spreadsheet and estimations</b></p> <ul style="list-style-type: none"> <li>• <i>Learnings from homework.</i></li> </ul> <p><b>Review of key financial concepts needed for business cases (cont'd.)</b></p> <ul style="list-style-type: none"> <li>• Alternatives to the NPV concept, e.g. payback method, return on investment (ROI), internal rate of return (IRR).</li> <li>• Advantage of using NPV for business cases.</li> <li>• Special topics in NPV calculation</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 2, Ch. 5.1 to 5.4</li> </ul>
10 + 11	Oct 10 Oct 11	<p><b>Offshore service providers</b></p> <p><b><u>!!! Due today !!!</u></b></p> <ul style="list-style-type: none"> <li>• <i>19 Feb: Report on a services offshoring provider &amp; PowerPoint</i></li> <li>• <i>19 Feb &amp; 21 Feb: Individual presentations of PowerPoint</i></li> </ul> <p><b>Introduction to group project: Offshoring business case</b></p> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Read project briefing</li> </ul>
12 + 13	Oct 08 Oct 10	<p><b>Costs in a business case</b></p> <ul style="list-style-type: none"> <li>• Cost stages.</li> <li>• Estimating costs.</li> <li>• Economies of scale.</li> <li>• Taxes in a business case.</li> <li>• Leasing vs. buying.</li> <li>• Example: Microsoft Lync implementation</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 3</li> </ul>
14	Oct 15	<p><b>Introduction to group project: Offshoring business case</b></p> <p><b>Finalizing groups for group project</b></p> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Get started with group project</li> </ul>
15 + 16	Oct 17 Oct 22	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Benefit taxonomy.</li> <li>• Identifying benefits: strategic benefit identification map, value panel, benefit discovery chart.</li> <li>• Managing and converting non-monetary benefits.</li> <li>• Ensuring benefit completeness.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 4.1 to 4.5, Ch. 4.7</li> <li>• Read and prepare Deutsche Bank case (see Blackboard)</li> </ul>

17	Oct 24	<p><b>Business case presentation</b></p> <ul style="list-style-type: none"> <li>• Executive decision making.</li> <li>• Ideal structure of a business case.</li> <li>• Art of storytelling.</li> <li>• Importance of consensus management.</li> <li>• Case: Deutsche Bank’s new international strategy 2015.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 8</li> <li>• Read &amp; prepare: North, J. (2010, Nov). <i>The Total Economic Impact of Microsoft Lync Server 2010</i>. Forrester Consulting. Retrieved from Microsoft: <a href="http://download.microsoft.com/download/0/5/E/05EF0605-38A2-449D-873E-706B765299FD/TEI%20of%20Lync%202010%20v8_30March2011.pdf">http://download.microsoft.com/download/0/5/E/05EF0605-38A2-449D-873E-706B765299FD/TEI%20of%20Lync%202010%20v8_30March2011.pdf</a></li> </ul> <p>Optional readings as follow-up of the Deutsche Bank case:</p> <ul style="list-style-type: none"> <li>• Sinha, S., &amp; Rangan G (2015). Anshu Jain convinced he has once again done right by his bank: Nikesh Arora, Softbank. Retrieved Aug 9, 2015, from <i>The Economic Times</i>: <a href="http://economictimes.indiatimes.com/news/international/business/an-shu-jain-convinced-he-has-once-again-done-right-by-his-bank-nikesh-arora-softbank/articleshow/47622771.cms">http://economictimes.indiatimes.com/news/international/business/an-shu-jain-convinced-he-has-once-again-done-right-by-his-bank-nikesh-arora-softbank/articleshow/47622771.cms</a></li> <li>• Elliott, D. (2015). Anshu Jain’s Painful Lessons for New Deutsche Boss. Retrieved Aug 9, 2015, from <i>The New York Times</i>: <a href="http://www.nytimes.com/2015/06/09/business/dealbook/an-shu-jains-painful-lessons-for-new-deutsche-boss.html?_r=0">http://www.nytimes.com/2015/06/09/business/dealbook/an-shu-jains-painful-lessons-for-new-deutsche-boss.html?_r=0</a></li> <li>• Enrich, D., &amp; Henning, E. (2015). Deutsche Bank Co-CEOs Jain and Fitschen Resign. Retrieved from <i>The Wall Street Journal</i>: <a href="http://www.wsj.com/articles/deutsche-bank-co-ceos-to-announce-resignations-1433674815">http://www.wsj.com/articles/deutsche-bank-co-ceos-to-announce-resignations-1433674815</a></li> </ul>
18	Oct 29	<p><b>Exam preparation</b></p> <ul style="list-style-type: none"> <li>• Sample question types, and review of selected concepts</li> </ul> <p><b>Case study: Unified office communication</b></p> <ul style="list-style-type: none"> <li>• Revision of concepts along case study.</li> <li>• Critique of a published business case.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 5.7</li> </ul>
19	Oct 31	<p><b>Project clinic</b></p> <p><b>!!! Due today !!!</b></p> <ul style="list-style-type: none"> <li>• <i>Bring in your current group project status for questions &amp; answers (no grading)</i></li> </ul>

20 + 21	Nov 05 Nov 07	<p><b>Risk – Introduction</b></p> <ul style="list-style-type: none"> <li>• Definition of risk</li> <li>• Types of risks</li> <li>• Risk preferences of business decision makers.</li> <li>• Role of assumptions in a business case.</li> <li>• Measuring the level of risk built into the business case.</li> </ul> <p><b>Sensitivity and scenario analysis</b></p> <ul style="list-style-type: none"> <li>• Understand how the business case responds to a change in parameters.</li> <li>• Conduct sensitivity analysis with spreadsheets.</li> <li>• Building scenarios.</li> <li>• Forecasting a factor’s range of values.</li> <li>• Calculating the expected net present value (ENPV).</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 6.1 to 6.7</li> </ul>
22	Nov 12	<p><b>Stochastic models</b></p> <ul style="list-style-type: none"> <li>• Difference deterministic vs. stochastic model.</li> <li>• Business case simulation using the Monte Carlo approach.</li> <li>• Using spreadsheets for simple simulations.</li> </ul> <p><b>Probability and decision trees</b></p> <ul style="list-style-type: none"> <li>• Laying out events in a systematic way.</li> <li>• Assigning probabilities.</li> <li>• Taking dynamic investment decisions.</li> <li>• Empirical validation to test business case assumptions.</li> </ul> <p><b>Risk of international business</b></p> <ul style="list-style-type: none"> <li>• Risk of international business and contracts.</li> <li>• Volatility of currency exchange rates.</li> <li>• Estimating country risk, and building it into the business case.</li> </ul> <p>To-dos after class:</p> <ul style="list-style-type: none"> <li>• Messner (2013) – Ch. 6.8 to 6.11; Ch. 6.13 to 6.14</li> </ul>
23	<b>Nov 14</b>	<b>!!! Mid-term exam !!!</b>
24	Nov 19	<p><b>Research presentation</b></p> <ul style="list-style-type: none"> <li>• Importance of value for money for customer satisfaction in emerging vs. developed markets</li> </ul>
25 + 26	Nov 26 Nov 28	<p><b>Project clinic</b></p> <p><u>!!! Due this week !!!</u></p> <ul style="list-style-type: none"> <li>• <i>Bring in your current group project status for questions &amp; answers (no grading). Bring printouts of your slides (black &amp; white, 1 slide per page, single sided), and we will tape them to the wall. This will help us work on the flow of your presentation.</i></li> </ul>



27	Dec 03	<p><b>Strategic flexibility</b></p> <ul style="list-style-type: none"><li>• Strategic real-options analysis.</li><li>• Black-Scholes formula and calculation in a spreadsheet.</li><li>• Importance of industry volatility for valuing strategic flexibility.</li><li>• Real options management.</li></ul> <p><b>Bottom-up business case</b></p> <ul style="list-style-type: none"><li>• Using the business case as a project management and controlling framework (bottom-up approach) to check the course of the implementation.</li></ul> <p><b>Value-oriented selling</b></p> <ul style="list-style-type: none"><li>• Turning selling around by providing business cases in a sales pitch.</li></ul> <p><b>Course summary &amp; wrap-up</b></p> <p>To-dos after class:</p> <ul style="list-style-type: none"><li>• Messner (2013) – Ch. 7; Ch. 9; Ch. 10</li></ul>
28	Dec 05	<p><b>Offshoring business case</b></p> <ul style="list-style-type: none"><li>• Teams present their approach, methodology, and findings. Discuss results and recommendations. Review slide design and storyline.</li></ul> <p><u>!!! Due today !!!</u></p> <ul style="list-style-type: none"><li>• <i>Project report (PowerPoint)</i></li><li>• <i>Peer evaluation of group project</i></li></ul>

There is no final exam.



### Appendix A: Peer Evaluation Sheet

Your name / Student number: \_\_\_\_\_ / \_\_\_\_\_

Assignment Topic: \_\_\_\_\_

Assessing your fellow team members should be taken seriously, as it is your input into how well your team members performed during your team assignment in this course. You can reward those members, who did an outstanding job. Also, you can let me know about members who did less than they should have when performing team assignments. Some points you might want to keep in mind are as follows:

- The individual’s attendance at group meetings
- Their flexibility when scheduling group meetings
- Their preparedness at group meetings
- Their contribution at meetings (e.g., quality of discussion, ideas)
- Taking an active part in outside research (e.g., library searches)
- Overall contribution towards team assignment

List all team members **alphabetically by last name, followed by the first name**. Include yourself in the list, but **do not rate yourself** (leave the score beside your name blank). Scores can range from **0.0** (no contribution at all on this project) to **1.5**. The sum of the scores for all team members must equal the number of members in your team minus 1.0 (i.e., yourself). For example, if you have a 5-person team, you can allocate 4 points (i.e., 5-1) among your four team members. If everyone contributed equally, you would assign each team member a 1.

#	Last name, first name	Student number	Score (0.0 ... 1.5)
1			
2			
3			
4			
5			
6			
7			
<b>Total</b>			
(must equal the number of team members minus 1)			

Note: If you assigned any team member a very low score (0.3 or less), you need to be able to back up your marking with written evidence (e.g., logs of meetings, emails) attached to this sheet.

\_\_\_\_\_  
Your signature

\_\_\_\_\_  
Date



## Appendix B: Grading Grid for Services Offshoring Company (Report)

	A+ (100) .. A (95) .. A- (90)	B+ (87) .. B (83) .. B- (80)	C+ (77) .. C (73) .. C- (70)	D+ (67) .. D (63) .. D- (60)	F (40, 20, 0)
<b>Usefulness of report for target audience</b>	Demonstrates a detailed understanding of the company and the market it operates in; makes appropriate and powerful connections. Supports analysis with strong evidence. Presents a balanced and critical view. Interpretation is both reasonable and objective. Very helpful write-up for senior management involved in making a vendor decision.	Demonstrates an acceptable understanding of the company and the market it operates in; makes appropriate connections. Supports analysis with reasons and evidence. Presents a fairly balanced view. Interpretation is both reasonable and objective. Starting point for a vendor decision.	Demonstrates a valid but somewhat incomplete understanding of the company and the market it operates in; makes appropriate but somewhat vague connections. Supports analysis with limited reasons and evidence. Presents a somewhat one-sided argument. Overall, the report does not add much value for a vendor selection process.	Demonstrates an inadequate understanding of the company and the market it operates in; makes little connections. Supports analysis with opinions and only few reasons or evidence. Argument is one-sided and not objective. The report cannot be used in a vendor selection process.	Total inadequacy of understanding; makes hardly any valid connections. No or insufficient support for analysis.
<b>Structure and completeness of report</b>	Extremely well organized report analyzing the organization's competitive stance with relevant sections.	Well organized report analyzing the organization's competitive stance.	Structure of report not sophisticated enough to fully cover the organization's competitive stance.	Report lacks coherent structure, incomplete analysis of organization's competitive stance.	Report confused, incomplete analysis of organization's competitive stance.
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness. Includes important details and relevant data and information. Easily accessible, and extremely well organized.	Writing is accomplished in terms of clarity and conciseness. Contains only very few errors (grammar, spelling, punctuation, style). Includes sufficient details and relevant data and information. Well-organized.	Writing lacks clarity or conciseness. Contains some errors (grammar, spelling, punctuation, style). Lacks organization. Gives insufficient details and lacks data.	Writing lacks clarity or conciseness. Contains several errors (grammar, spelling, punctuation, style). Lacks organization. Gives insufficient details and lacks data.	Writing is unfocused, rambling, or contains serious errors. Lacks detail and relevant data. Unorganized.
<b>Quality of supporting figures</b>	Uses high-quality charts and diagrams whenever necessary to structure and support information. All diagrams are self-created with appropriate sources.	Some use of charts and diagrams to structure and support information. All diagrams are self-created with appropriate sources, but somewhat lack professionalism.	All charts and diagrams are self-created; some issues with reference to the source of information. Not always the most appropriate diagram chosen.	Most charts and diagrams are copy & paste from external sources (which would be a violation of copyright laws).	The report only consists of text with insufficient or inappropriate use of charts or diagrams. Charts and diagrams are mostly copy & paste from external sources.
<b>Depth of research conducted</b>	Relevant and extensive exploration of the company and market environment. Reliable and valuable sources found, both from inside and outside of the company. Quality databases accessed, does not only rely on Google search. Clearly and thoroughly documents all sources of information. Uses citation guidelines accurately and consistently.	Relevant exploration of the company and market environment. Reliable and valuable sources found. Sources of information are generally well documented. Uses citation guidelines accurately with some inconsistencies.	Conducted a somewhat superficial research. Sources insufficiently documented. Many inconsistencies in citation style.	Incomplete research. Plenty of inconsistencies in citation guidelines.	Research inappropriate. Very poor referencing.



### Appendix C: Grading Grid for Services Offshoring Company (PPT)

	A+ (100) .. A (95) .. A- (90)	B+ (87) .. B (83) .. B- (80)	C+ (77) .. C (73) .. C- (70)	D+ (67) .. D (63) .. D- (60)	F (40, 20, 0)
<b>Storyline</b>	Storyline demonstrates a sophisticated clarity, conciseness, and correctness. Slide body connected to storyline.	Storyline is accomplished in terms of clarity, conciseness, and correctness. Sufficient interlinkage between storyline and slide body.	Storyline lacks clarity or conciseness, and contains numerous errors. It does not sufficiently link with slide body.	Storyline is unfocused and imprecise. It contains serious errors and spelling or grammar mistakes. Storyline is either too long or too short.	Storyline contains irrelevant information, or is badly written. Difference between headline and storyline not understood.
<b>Content</b>	Presents detailed and appropriate information. Well structured. Overall, a very useful slide for the corporate decision maker.	Overall, a slide which is useful, but does not quite meet the high standards of a PowerPoint by a leading management consulting firm.	Incomplete in some respects; overly simple structure.	Incomplete in many respects. Poorly structured (e.g. mostly bullet points).	Incomplete in most respects; does not reflect requirements.
<b>Layout and precision</b>	All elements properly aligned, consistent font type and size, smart use of colors. Text short and crisp, yet easy to understand. Professional command of English.	Most elements properly aligned with minor mistakes. There are instances where the text could be rephrased to make it more easily accessible. Good command of English.	Weakness in alignment of some elements, inconsistencies in font type and size. Overreliance on fancy elements instead of content. Good command of English.	Poor slide building skills. Many elements not aligned, frequent inconsistencies. English needs proofreading.	Generally bad slide design. Poor English.
Note: Regardless of the reason, 10 percentage points will be subtracted for every day of late submission.					

### Appendix D: Grading Grid for Attendance and Participation

	A+ (100) .. A (95) .. A- (90)	B+ (87) .. B (83) .. B- (80)	C+ (77) .. C (73) .. C- (70)	D+ (67) .. D (63) .. D- (60)	F (40, 20, 0)
<b>Usefulness of report for target audience</b>	Consistently adds insight to the class, which moves class discussion to a new level. Active contribution to group or coursework discussions, which clearly move things further. Takes initiative in group discussions or coursework. Thoroughly prepared for every class, especially case discussions. Helps other learn. Outstanding factual knowledge about revision questions. Perfect and punctual attendance.	Adds informed insight to the class. Occasionally states or restates the obvious. Is thoroughly prepared for each class. Contributes to group and coursework discussions. Takes responsibilities in group discussions or coursework. Factual knowledge about revision questions. Some classes may have been missed, but does not exceed the university mandated limit of 3 absences.	Contributes to classroom discussion, but often just states the obvious. Is relatively passive in group or coursework discussions. Some classes may have been missed, but does not exceed the university mandated limit of 3 absences.	Does not proactively contribute to classroom discussion, group discussions, or coursework. Is often lost when called upon. Contributions are repetitive or non-value adding. Often unprepared. Does not recall topics from previous classes. Missed more than 3 scheduled classes, but not more than 5.	Destructive classroom behavior or commentary. Prevents others from learning. Missed more than 5 scheduled classes (excused, unexcused).



## Appendix E: Grading Grid for Offshoring Business Case

	A+ (100) .. A (95) .. A- (90)	B+ (87) .. B (83) .. B- (80)	C+ (77) .. C (73) .. C- (70)	D+ (67) .. D (63) .. D- (60)	F (40, 20, 0)
<b>Storyline</b>	Storyline demonstrates a sophisticated clarity, conciseness, and correctness. Connects slides into a story extremely well. Slide body always connected to storyline.	Storyline is accomplished in terms of clarity, conciseness, and correctness. Slides are well organized along the storyline. Sufficient interlinkage between storyline and slide body.	Storyline lacks clarity or conciseness, and contains numerous errors. It lacks ability to organize the slide deck in a meaningful and easily accessible manner; does not sufficiently link with slide body.	Storyline is unfocused, often confused, and generally poorly organized. It contains serious errors and spelling or grammar mistakes. Storyline is not of uniform length across slides.	Storyline contains irrelevant information, chaotic structure, and is generally badly written. Difference between headline and storyline not understood.
<b>Content</b>	Complete in all respects; reflects all requirements for a compelling business case. Makes appropriate and powerful connections between the possible issues of the case and the concepts discussed in class. Demonstrates complete command of services offshoring frameworks. Presents detailed, realistic, and appropriate recommendations clearly supported by business case methodology. Overall, a very useful document for the corporate decision maker.	Complete in most respects; reflects most requirements for a compelling business case. Makes appropriate connections between the possible issues of the case and the concepts discussed in class. Demonstrates understanding of services offshoring frameworks. Recommendations are generally supported by business case methodology, and presented in a rather well-organized way. Overall, a document which is useful, but does not meet the high standards of a leading management consulting firm.	Incomplete in some respects; does not meet all requirements for a compelling business case. Connections between the possible issues of the case and the concepts discussed in class are appropriate but somewhat vague. Gaps in understanding of the offshoring framework. Recommendations are realistic, but not always fully supported by the business case.	Incomplete in many respects; requirements for a compelling business case not met. Makes little or no connection between the issues of the case and the concepts discussed in class. Understanding of offshoring insufficient.	Incomplete in most respects; does not reflect requirements.
<b>Analysis and research</b>	Supplements information from the case study with relevant and extensive exploration of the situation. Presents an insightful and thorough analysis of all quantitative issues. Includes all necessary quantitative calculations. Clearly and thoroughly documents all sources of information and assumptions.	Supplements information from the case study with relevant exploration of the situation. Presents a thorough analysis of most quantitative issues; includes most necessary quantitative calculations. Sources of information and assumptions (if necessary) are generally well documented.	Presents a superficial analysis of the situation; some issues identified. Some necessary quantitative calculations omitted. Sources and assumptions insufficiently documented.	Presents an incomplete analysis of the situation. Not all necessary calculations performed. Assumptions only vaguely documented.	Incomplete in most respects; does not reflect requirements.
<b>Business case methodology</b>	Demonstrates complete command of business case methodology. High level of evaluation and diagnosis; uses multiple ways of examining the business case dynamics. Ability to extrapolate and interrelate theory and practice. Fully examines the risk contained in the business case.	Demonstrates substantial understanding of business case methodology. Straightforward examination of business case. Risk in business case covered from at least one aspect.	Clear grasp of business case concepts. Some of the business case aspects analyzed. Risk in business case insufficiently analyzed.	Insufficient understanding of business case concepts. Significant mistakes in analyzing the business case. Aspect of risk not covered.	Inadequate understanding of business case concepts leading to an invalid business case.
<b>Layout</b>	Consists of highly professional management consulting slides. Uses charts and diagrams whenever necessary to structure and support information.	Consists of professional management consulting slides. Some use of charts and diagrams to structure and support information.	Mix of professional and inadequate management consulting slides. Slide deck cannot be fully understood by a reader without context information. Charts and diagrams not always appropriate.	Inadequate slide structure.	Chaotic slide structure.
<b>Precision and neatness</b>	All elements properly aligned, consistent font type and size, smart use of colors. Text short and crisp, yet easy to understand. Professional command of English.	Most elements properly aligned with minor mistakes. There are instances where the text could be rephrased to make it more easily accessible. Good command of English.	Weakness in alignment of some elements, inconsistencies in font type and size. Overreliance on fancy elements instead of content.	Poor slide building skills. Many elements not aligned, frequent inconsistencies. English needs proofreading.	Generally bad slide design. Poor English.

Note: Regardless of the reason, 10 percentage points will be subtracted for every day of late submission.

## **Appendix F: Firm Analysis**

The purpose of this appendix is to provide an outline for the analysis of a firm as it is usually taught in a strategic management course. The scope of firm analysis is to understand the strengths and weaknesses of a firm, and to determine the firm's core competence that can be built on to establish a competitive advantage in the marketplace.

Each firm is unique, what follows is only a guideline. It is your responsibility to adapt this guideline to fit the circumstances of the firm that you are analyzing.

Brief firm history. When was the firm founded? How did it enter India? Is there a history of acquisitions? What partnerships does it have (especially with software product vendors, e.g. SAP, Microsoft)?

Strategic posture. What is the firm's current mission? What kind of clients and segments does it target? What services does it offer? Or does it also offer products? What capabilities does it have? Is all this clearly stated, or does one have to deduce it? Is it appropriate for the competitive environment? How does the firm differentiate itself from its competitors? In what geographies and industry segments is the firm active? What is the firm's reputation, how is it ranked?

Management. The objective of the management function is to ensure long-term survival of the firm within a competitive environment. How does management address and support this objective?

The CEO and top management. What knowledge, skills, background, and style do they bring to the table? What is the degree of stock/firm ownership?

Board of directors. The objective of the board is to provide oversight of the firm. Is this board appropriate for the competitive environment of the organization? What is the board size and composition, what are their skills? Do they own a significant percentage of stock? What is their level of involvement in the oversight of the corporations?

Organizational structure. What is the firm's structure? Does it align with the services offered, and the firm's strategy and mission?

Culture. Is there a well-defined or emerging culture of shared beliefs, expectations, and values? Does it support the firm's strategy?

Marketing. The objective of the marketing and sales function is to maximize market share. What is the firm's market share (as compared to other firms or the industry)? How does it develop? How informative is the website?

Operations. The objective of the operations function is to increase productivity, and to achieve industrialization effects. To achieve this, the firm must be investing in itself. Does the firm develop processes or frameworks, does it publish thought-leadership articles?

Finance. The objective of the finance function is to maximize shareholder wealth. Are they achieving this objective? How does it develop over time? What trends are emerging? – Crunching of numbers is not the objective here, you are basically looking for significant trends that can impact the survivability of the firm.

Strategic problem. From the above analysis, what is the firm's number one strategic problem?