



***Business Cases Analysis II***  
*Teaching guide 2026-27*

## INTRODUCTION

The objective of this course is to provide the student with a thorough understanding of how to analyze business cases, and how to present their analysis effectively. Emphasis will be placed on the oral presentation of case analysis and recommendations. Students will participate in a time-limited case preparation and presentation format.

The course aims to develop students' skills in solving case studies from real businesses in teams and improve their presentation skills. This course will give the students fundamental knowledge, skills, and practice in preparing and presenting case studies for classes and the real world (and possibly case competitions). This course will explore ways that can better prepare the students for case studies, including professor coaching, preparation and presentation feedback, debating, persuasive communications, and cross-disciplinary work. Students will acquire presentation, leadership, team building, analytical, and logical thinking skills. Participation and attendance are essential for this course to be a success. Learning from others and providing feedback are crucial learning elements. Participation does not simply mean "speaking". Quality, as opposed to quantity, has to be stressed here. Contributing valuable insights and experiences, providing direct feedback, making strong recommendations, and asking high-gain questions all constitute high-quality participation.

Business Case Analysis is a comprehensive course that delves into essential concepts and analytical techniques aimed at creating a sustainable advantage in highly competitive environments. The course focuses on the perspective of top-level managers who bear ultimate responsibility for their firm's overall performance or a specific business unit within the organization. These managers must possess a profound understanding of the factors driving the firm's present performance and be capable of identifying potential changes—internal or external—that may adversely impact future performance or present opportunities for improvement.

Managers must leverage the firm's resources to develop and implement effective strategies to thrive in a new environment. These strategies must delineate the scope of the firm's activities, articulate the underlying logic that drives enhanced performance through these activities, and highlight the unique strengths that set the firm apart from its competitors. Acquiring a robust grasp of strategic principles is not only crucial for top managers but also holds significant value for external consultants, auditors, financial analysts, and bankers who are involved in evaluating and assessing the worth of other companies.

### Course description:

- **Degree:** Business
- **Module in the Degree Program**
- **ECTS:** 3 ECTS
- **Year:** Second, second semester
- **Type of course:** Required
- **Instructors:** Jose Luis de Cea-Naharro
- **Language:** English
- **Department:** Business. School of Economics and Business.
- **Lecture schedule:** Thursdays, from 10 am to 12 pm, in Room M2 (Amigos building) and Fridays, from 5 pm to 7 pm, in Room 16 (Amigos building)
- <https://mese.webuntis.com/WebUntis/index.do?school=universidad%20de%20navarra#/basic/timetable?selectedTab=1&id=11770&date=20250108>
- **This is an intensive course in 6 weeks, from March 5 to April 24**

## LEARNING OUTCOMES (Competencies)

The content and coursework in Business Case Analysis are structured to achieve the following learning objectives:



- Develop proficiency in business strategy concepts, tools, and frameworks.
- Develop data-gathering and analytical skills to identify strategic problems and opportunities.
- Develop leadership and interpersonal skills as a team member.
- Develop integrative thinking about the concepts learned in other courses.
- Develop teamwork skills.
- Develop critical thinking.
- Develop problem-solving skills.
- Learn how to provide meaningful feedback.

## GRADE COMPETENCES

- **CEOP7:** Analyze the current trends in goal and/or strategy setting within a company
- **CEOP8:** Develop objectives, strategies and/or projects in production, logistics, or marketing
- **CEOP9:** Identify new trends in marketing, operations and/or business models
- **CEOP10:** Create practical cases that describe a company's strategy and the key factors of business competitiveness
- **CEOP 11:** Master project management and process analysis methodologies, as they are basic tools to make decisions in a company

## PROGRAM

DATE	TOPIC
March 5	Introduction
March 6	Case Discussion. FlyBig
March 12	Case Discussion: Starbucks
March 13	Case Discussion: Kaarü's Greek Yogurt
March 19	Holiday St. Joseph (Father's Day in Spain)
March 20	Final. University of Navarra International Case Competition
March 26	Teamwork: Cocuus
March 27	Teams presentations: Cocuus
April 16	Case Discussion: Brompton



April 17	Teamwork: Osasuna
April 23	Teams presentation: Osasuna
April 24	Case discussion: Le Grand Hotel
April 30	Final Exam

## EDUCATIONAL ACTIVITIES

### 1 Case study discussions

Case studies offer the opportunity to apply the concepts learned in other courses and further develop the ability to think about strategic decisions. How much is learned from these cases will depend on the student's prior preparation outside the class and active class participation.

Therefore, students are responsible for being fully prepared for each class. Everyone is expected to participate effectively in each class to comment, question, and analyze the problem under consideration with the principles of strategy and the frameworks that capture them.

Students must prepare the case using Artificial Intelligence tools. Before the discussion session, they must submit a report following the template provided in ADI, in which they will indicate the questions asked to the Artificial Intelligence tool, the responses obtained, and the student's evaluation of the responses received.

It will be essential to submit the report beforehand in order to receive a grade for the case discussion. Attending the case discussion without having submitted the report will result in a zero for that case grade.

### 2 Teams presentations

Students will be grouped in teams. Each team will make 2 in-class presentations of cases. They will be expected, on the honor system, to spend no more than 3 hours preparing a PowerPoint presentation of the assigned case and make a 10-minute presentation to the rest of the class.

These presentations will last 10 minutes and will be evaluated according to:

- Comprehensiveness
- Straight-to-the-point contribution
- Appropriate use of theoretical frameworks and concepts
- Logical, clear, and engaging presentation style

Other students will be assigned as judges for each session, and they will have the primary responsibility for rebuttal of each case, along with the instructor.

Everybody is expected to have read all the assigned cases prior to class so that everyone is capable of making a positive contribution.

### 3 Peer evaluation



Peer evaluation of your effort by group members will influence your individual grades on the final presentation. The grade will then be adjusted based on the peer evaluation of each group member's efforts and contributions. For the peer evaluation, each student will be asked to distribute 100 points among the group members (including yourself) and provide specific comments on each member's efforts and contributions.

## ASSESSMENT

### ORDINARY CALL

Evaluation Component	Weight (%)	Description
Participation in case discussions	40%	Assessment of contributions, ability to argue, and active participation in group discussions.
Team presentations	30%	Case analysis, quality of proposals, AI integration, clarity, and defense of ideas.
Final exam	30%	Detailed individual analysis of a case and action plan proposal with AI usage.

#### Case Discussions (40%):

- Participation in class discussions (60%):
  - Criteria: Frequency and quality of contributions, logical argumentation, and respect for others' opinions.
  - Scale: 0 (no attendance or attending without submitting the report), 1 (no participation) to 10 (outstanding and critical contributions).
- Preparation for class discussions: (40%)
  - Students must prepare the case using Artificial Intelligence tools. Before the discussion session, they must submit a report following the template provided in ADI, in which they will indicate the questions asked to the Artificial Intelligence tool, the responses obtained, and the student's evaluation of the responses received.

#### Group Presentations (30%):

- Individual work (50%)
  - Preparation report (25%). Students must submit a report, following the template provided in ADI, with their analysis and proposal for the case.
  - Reflection report (25%). Students will submit a report evaluating the process followed in the teamwork, the use of AI, and the contribution of their peers.
- Group presentation (50%)
  - Case Analysis (15%): Clarity in problem diagnosis.



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- Action Plan Proposal (15%): Innovation and feasibility of solutions.
- AI Integration (5%): Relevant and effective use of AI tools.
- Presentation Quality (15%): Structure, clarity, and communication skills.

## Final Exam (30%):

Students will analyze a case individually, and they will submit a handwritten report following the same structure used in the cases during the course, Computer, internet, AI or any other external help will not be allowed.

- Case Analysis (50%): Identification of key problems and context.
- Action Plan Proposal (50%): Originality and logical reasoning.

## Criteria to pass the course

- Students whose final grade is 5 points or more will pass the course.
- Students whose final grade is below 5 points will not pass the course and will be graded as *Suspensa*.

## RETAKE EXAM

For those who did not pass the course in May or did not take the exam (grades *Suspensa* or *No presentado*) there will be a retake exam in June. Students will have to analyze a case individually and submit a handwritten report with their analysis and proposal, similar to the ones during the semester and in the final exam.

## OFFICE HOURS

José Luis de Cea-Naharro

jlcea@unav.es

Please send an email to schedule a meeting.

## BIBLIOGRAPHY AND RESOURCES

### [Cracked it! How to solve big problems and sell solutions like top strategy consultants](#)

Garrette, Bernard. author.

**Bulletproof Problem Solving: the one skill that changes everything.** Charles Conn and Robert McLean. Published by John Wiley & Sons, Inc.

### [Thanks for the feedback : the science and art of receiving feedback well \(even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood\)](#)

Stone, Douglas, author New York : Penguin Books; 2015

### [Beyond bullet points : using Microsoft PowerPoint to create presentations that inform, motivate and inspire](#)

Atkinson, Cliff



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**[Slide:ology : the art and science of creating great presentations](#)**

Duarte, Nancy

**In the Line of Fire – How to Handle Tough Questions When It Counts.** Weissman, Jerry.  
Pearson Prentice Hall.

**TED Talks: The Official TED Guide to Public Speaking.** Anderson, Houghton ISBN:;  
0544664361 or 9780544664364

**The Minto Pyramid Principle: Logic in Thinking, Writing & Problem-solving.** Minto, Barbara.

**Six Thinking Hats.** Bono, Edward.

**Teach Yourself to Think.** Bono, Edward.

**Lateral Thinking.** Bono, Edward

**Case in Point.** Cosentino, Marc. Burgee Press. 2013

**Flawless Consulting.** Block, Peter