

New world

New skills

Teaching Guide: Consulting Case Study

Business Case Study Challenges



Teaching Guide

Overview

Through the use of a fictional case study, this lesson is designed to increase students' awareness of the different aspects of society that affect businesses and the decision they would be required to make.

Using what they learn, students will pitch what they think the key problem areas are what their recommendations are to solve the challenge this client is facing. They will have the opportunity to evaluate different options in line with the case study context.

At the end of the session students will reflect on the skills and knowledge they have developed.

Purpose

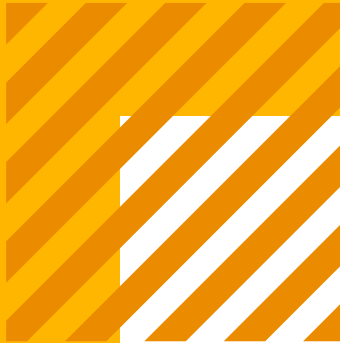
The purpose of the lesson is to allow students to think about how issues such as food waste impact businesses.

This session will give students an insight into the type of work completed within our Consulting teams, whilst developing key employability skills.

Objectives

By the end of the session, students will be able to:

- Understand important environmental issues and learn why this is important to businesses.
- Weigh up business options considering impacts on a wide range business areas.
- Work within a team to deliver a pitch to a fictional client.



Preparation / Materials Needed

- Chart Paper
- Marker pens
- Download the session PowerPoint
- Activity Pack - print 1 per group

Lesson structure

Getting started (5 mins)

- Introduction to the fictional client and the case study

Case Study Challenge (50 mins)

- Research, plan and practise the pitch
- Deliver the pitch

Wrap up & reflection (5 mins)

- Reflection on the lesson
- Time for questions

Key Vocabulary

- **Market share:** the portion of a market controlled by a particular company or product.
- **Annual revenue:** money/income created before any expenses or costs are taken away.
- **Profit:** amount of money made after expenses/costs have been taken away.
- **Short life produce:** refers to the length of time a product may be on sale for until becoming unsuitable for sale, examples are fruit and veg.

Teacher Guide

This guide includes a suggested script (in pink) and outline for the session. However, please feel free to tailor and adapt this accordingly when delivering.

Getting Started (5 mins)

Good morning/afternoon everyone. My name is _____. Thank you for having me in your class today. Today we are going to step into the role of consultants!

Share the objectives of the session on the screen (slide 2).

(Slide 3) Today you are going to be working in teams, as consultants, to help your client with addressing the issues they have identified. First let's learn a little bit more about the client.

Talk through slides 4 and 5, which introduce the client (Freshways Supermarket). Introduce and position the context of the client. Encourage students to consider their own shopping experiences. Prompt them to reflect on how they choose where they shop etc.

You may wish to then discuss the below keywords or any further aspects related to the client background.

- > **Market share:** the portion of a market controlled by a particular company or product.
- > **Annual revenue:** money/income created before any expenses or costs are taken away.
- > **Profit:** amount of money made after expenses/costs have been taken away.
- > **Short life produce:** examples are fruit and veg.

Talk through slides 6 and 7, which introduce the problem the client is trying to solve and what the task requires. Students will be given background information and research materials to help them understand the issues and evaluate the potential solutions.

Within your groups, you should assign roles to ensure you work effectively and meet the requirements of the challenge.

- > **Team Leader** - To facilitate the discussion and make sure everyone is involved
- > **Scribe** - To take notes of the discussions and complete any relevant information within the activity pack
- > **Time Keeper** - To ensure you complete the task in time

Once you have agreed the team roles, agree upon 'three golden rules' to ensure you work well together and produce the best work possible.

Case Study Challenge (50 mins)

Research and Background Information (10 minutes)

Before getting started, possible discussion opportunities:

- > The nature of consulting work usually being project based and focused around an organisation wanting to make a change
- > The need to look at potential solutions to challenges in the context of a client business - and listen to the client and their people before forming a view
- > The need to bring staff with you on a journey in making a change to a business, and that the people impact sits alongside the commercial
- > Ways in which we might weigh up different options - understanding the risks vs opportunities etc

Talk through slide 9, which explains what students need to do. Give the students **10 minutes** to research:

- > Food waste
- > What other supermarkets are doing
- > Look through the article excerpts provided (see activity pack - links are provided for the whole articles)

Within your groups, consider your approach. Will you all read everything, or might you break the reading down into small groups and share what you have learnt? Which approach will you take?

Prompt students to think about how they can use their research in the pitch and strengthen arguments.

Optimisation solution: Fully automated system which analyses stock at the store (how much product is left), then forecasts demand (how much the systems think will be sold that day), analyses past trends and gives recommendations with a flexible rate for each individual product

Shelf life and distribution solution: for deliveries from outside the UK, - arrives at port, disassembled, handled in warehouse, then supplier deliver to supermarket warehouse, then to shop floor. (temperature, staffing, tech we can use to speed up).

Pitch Planning (10 minutes)

Talk through slide 10 and explain what students need to do.

Ask students to refer to pages 7-9 in their activity pack. On page 8, there are four possible solutions that the students need to evaluate, before deciding which one will be their key recommendation in their pitch. Encourage students to write down opinions and come to a group agreement.

Students need to cover the following areas in their pitch:

- **Assess** the current challenges faced by Freshways
- **What other supermarkets** are doing to reduce their waste
- Provide **1 key recommendation** (based upon their evaluation) that the supermarket should prioritise to reduce their food waste - they should highlight any potential implications of the changes e.g. cost
- You should convince the CEO about **why** they should make these changes (the strategic business value and the potential environmental impact) and **why** the PwC team would be better to help them than other consultancy firms

Within your groups, consider your approach. How will you make sure everyone contributes to the discussion? How will you make sure everyone is listened to? How will you manage any conflicts of ideas, or differences of opinions?

Here are some suggestions on evaluating the 4 options:

A:

Pros: recycled, liquified and then used to create as fuel. Getting something valuable, which could be profitable.
Cons: assumes there will still be waste, and there will still be burning so there is a carbon footprint.

B:

Pros: socially acceptable/beneficial activity. Good for brand/reputation
Cons: unpredictable as based on free time of charities to pick up food waste. Not profitable. Can't donate anything that is over the use-by date, so there will still be waste.

C:

Pros: could potentially eliminate waste for supermarket. Improve profitability. Doesn't require external parties (like charities), so easier to implement and control. Helps people on lower incomes with food shop.
Cons: food waste may occur at the end user, as people who purchase the reduced products only have a short amount of time to consume.

D:

Pros: good quality of produce on shelves, which might encourage additional sales. Waste reduced.
Cons: cost of employing staff is expensive.

We would recommend C as it seems that it would have the biggest impact with least practical implementation problems (but there is no right or wrong answer).

- A has no waste reduction.
- B is dependent on charities so hard to control/maintain.
- D is expensive.

Pitch Delivery (20 minutes)

Each group will now have 10 minutes to prepare their pitch, followed by time to deliver their pitch to "the client" (i.e. you!). Briefly talk through the tips on slide 11. Be prepared to ask one question and deliver feedback to the group on their presentation.

All groups should be ready to answer questions on their pitch. Each group has **3 minutes**.

Wrap up and Reflection (5 minutes)

Time for students to reflect on what they have learnt from this session and what employability skills they have developed (use slide 13 and 14 as a reference or discussion starter).

Ask students to share a key learning with a partner. If time allows, ask for volunteers to share with the wider group.

Disclaimer: This content is for general information purposes only, and should not be used as a substitute for consultation with professional advisors. Information available here is not to be relied upon as professional advice or for the rendering of professional services.

Certain links in this Site connect to other Web Sites maintained by third parties over whom PricewaterhouseCoopers LLP has no control. PricewaterhouseCoopers LLP makes no representations as to the accuracy or any other aspect of information contained in other Web Sites. © 2023 PricewaterhouseCoopers LLP. All rights reserved. 'PwC' refers to the UK member firm, and may sometimes refer to the PwC network. Each member firm is a separate legal entity. Please see www.pwc.com/structure for further details.