

## EVENT LOCATION

New York University, Kimmel Center  
60 Washington Square South, 10<sup>th</sup> Floor  
New York, NY 10012

## SCHEDULE

Student Check-in	7:45 A.M.-8:30 A.M.	Lunch	11:15 A.M.-1:00 P.M.
		Announcement of Finalists	1:00 P.M.
Opening Ceremony	8:30 A.M.- 9:00 A.M.	Championship Round	2:00 P.M.-3:30 P.M.
Team Preparation	9:00 A.M.-11:00 A.M.		
Preliminary Round	11:15 A.M.-1:00 P.M.	Awards Ceremony	3:30 P.M.-4:00 P.M.

## COMPETITION DETAILS

Enclosed in this packet is a business case study about FROGBOX (and links to supplemental information about the company) for students to review prior to the competition. Students are urged to review these materials thoroughly prior to the day of the event (see “Preparing for the Challenge” below).

On the day of the Global Business Challenge (GBC), students will be assigned to a multinational team and given “The Challenge.” “The Challenge” consists of a set of questions and recommendations about the company profiled in the case study that the team must address in a **10-minute oral presentation** and accompanying **slide show**, delivered to a panel of judges. After the presentation, judges will follow up with a **five-minute question-and-answer session (Q&A)**. Teams will be given two hours to prepare for the presentation and Q&A.

During the two-hour preparation period, students will discuss the information to be included in the presentation, review the presentation format, develop a script, create slides, and rehearse their presentation.

Approximately 30 teams will compete in Round One, scheduled for the morning. In the afternoon, the six highest-scoring teams will compete in the GBC Championship Round.



## **FROGBOX: Case Synopsis**

On Friday, October 5, 2012, Doug Burgoyne, co-founder and president of the environmentally friendly moving supply company, FROGBOX Incorporated (FROGBOX), was faced with the challenge of how to expand his company's brand moving forward. FROGBOX branded itself as providing a convenient, affordable and eco-friendly alternative to cardboard moving boxes.<sup>1</sup> Established in 2008, with one pilot location in Vancouver, Canada, FROGBOX had since experienced rapid growth, expanding to 22 different locations in major North American cities, including 17 locations in Canada and five in the United States. FROGBOX had maintained a simple product offering to focus on perfecting operational efficiencies. Its products included reusable plastics boxes with interlocking lids, reusable plastic wardrobe boxes, recyclable packing paper and moving dollies.

With plans to aggressively pursue new locations in the United States, FROGBOX's expansion could be achieved through either the establishment of corporate stores or by selling individual franchises. However, in addition to expanding geographically, Burgoyne also contemplated the option of focusing his efforts on dominating and revolutionizing the Canadian moving industry through the types of products and services the company offered to customers. Thinking ahead long term, Burgoyne focused on the customer experience and simplifying their moving experience, while also remaining open to the possibility of eventually selling FROGBOX to a larger organization. In considering the different options available, Burgoyne desired to sustain the integrity and success of the FROGBOX brand he had worked so hard to build, ensuring that any future expansion in location or services maintained his commitment to providing consumers with value, high quality and superior customer service.

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<sup>1</sup> FROGBOX, <http://frogbox.xom/about-us>, accessed January 27, 2013

## Preparing for “The Challenge”

Read the FROGBOX case study included in this packet and review the supplemental information found in the definition of terms and following links:

### **Definition of Terms**

**Corporate-owned store** – This term refers to stores that are owned and operated by the company. The corporation takes on the responsibility of opening and operating the store along with all of the profit or loss associated with that location. In the fast food industry, most McDonald’s locations are corporate-owned stores.

**Franchise store** – Franchising means that instead of adding a new company-owned location or business unit, you allow someone else to pay for the rights to use your name to develop a new location. The franchisor (the corporation) will license the trademarks and methods to an independent entrepreneur (the franchisee). Examples of popular franchises are Subway and Dunkin’ Donuts.

### **Franchise stores vs. Corporate-owned stores**

<http://www.thefranchisebuilders.com/franchise-vs-company-owned-benefits-2/>  
<http://smallbusiness.chron.com/company-owned-vs-franchised-chains-10389.html>  
<http://www.businessweek.com/stories/2003-08-25/the-pros-and-cons-of-franchising>

**Non-proprietary market** – Not protected by trademark or patent or copyright; "Nonproprietary products are in the public domain and anyone can produce or distribute them;" a non-proprietary market would be one in which there may be existing competition or entering competitors.

**Value proposition** – A business or marketing statement that summarizes why a consumer should buy a product or use a service. This statement should convince a potential consumer that one particular product or service will add more value or better solve a problem than other similar offerings. (Taken from Investopedia.com, <http://www.investopedia.com/terms/v/valueproposition.asp>)

**Search Engine Optimization (SEO)** – The process of maximizing the number of visitors to a particular website by ensuring that the site appears high on the list of results returned by a search engine.

## Scoring

Each team will receive a score between one and 10 points in each of four categories (see below) for its performance, which includes delivering the presentation and participating in the Q&A. Forty points is the highest score any team can receive. The four categories are:

1. Explanation of the information in the case study, supplemental information and related business issues
2. Responses to judges’ questions
3. Presentation skills
4. Quality of the arguments presented

### The Scoring Rubric

Category	10	8-9	5-6-7	3-4	1-2
Explanation of the information in the case study, supplemental information and related business issues	<ul style="list-style-type: none"> <li>* Always explains information accurately</li> <li>* Demonstrates an excellent understanding of business-related issues</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently explains information accurately</li> <li>* Demonstrates a good understanding of business-related issues</li> </ul>	<ul style="list-style-type: none"> <li>* Mostly explains information accurately</li> <li>* Demonstrates some understanding of business-related issues</li> </ul>	<ul style="list-style-type: none"> <li>* Mixes accurate and inaccurate information</li> <li>* Demonstrates less than average understanding of business-related issues</li> </ul>	<ul style="list-style-type: none"> <li>* Provides little accurate information</li> <li>* Demonstrates poor understanding of business-related issues</li> </ul>
Response to judges' questions	<ul style="list-style-type: none"> <li>* Always answers to the point and shows poise under pressure</li> <li>* Always demonstrates the ability to think quickly</li> <li>* Extremely persuasive in defending positions that are challenged</li> <li>* Each team member plays a substantial role</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently answers to the point and shows poise under pressure</li> <li>* Consistently demonstrates the ability to think quickly</li> <li>* Convincing in defending positions that are challenged</li> <li>* Although some team members play a greater role than others, each student contributes significantly</li> </ul>	<ul style="list-style-type: none"> <li>* Mostly answers to the point and shows decent poise under pressure</li> <li>* Frequently, demonstrates the ability to think quickly.</li> <li>* Adequately defends positions that are challenged</li> <li>* Some team members dominate, while the others contribute to varying degrees</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally answers to the point and shows little poise under pressure</li> <li>* Occasionally demonstrates the ability to think quickly</li> <li>* Less that adequately defends positions that are challenged</li> <li>* Some team members dominate, while the others make limited contributions</li> </ul>	<ul style="list-style-type: none"> <li>* Rarely answers to the point and shows no poise under pressure.</li> <li>* Rarely demonstrates the ability to think quickly</li> <li>* Poorly defends positions that are challenged</li> <li>* One or two team members dominate, while the others contribute negligibly</li> </ul>
Presentation skills	<ul style="list-style-type: none"> <li>* Always demonstrates logical and coherent organization</li> <li>* Each student speaks with great confidence and with sufficient volume to be heard by all</li> <li>* Always integrates audio-visual aids/media appropriately.</li> <li>* Each team member plays a substantial role</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently demonstrates logical and coherent organization</li> <li>* Most students speak with confidence and with sufficient volume to be heard by all</li> <li>* Consistently integrates audio-visual aids/media appropriately</li> <li>* Although some team members play a greater role than others, each student contributes significantly</li> </ul>	<ul style="list-style-type: none"> <li>* Mostly demonstrates logical and coherent organization</li> <li>* Some students speak with confidence and with sufficient volume to be heard by all</li> <li>* Frequently integrates audio-visual aids/media appropriately</li> <li>* Some team members dominate, while the others contribute to varying degrees</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally demonstrates logical and coherent organization</li> <li>* Few students speak with confidence and with sufficient volume to be heard by all</li> <li>* Occasionally integrates audio-visual aids/media appropriately</li> <li>* Some team members dominate, while the others make insignificant contributions</li> </ul>	<ul style="list-style-type: none"> <li>* Rarely demonstrates logical and coherent organization</li> <li>* Students speak with no confidence and insufficient volume to be heard by all</li> <li>* Rarely integrates audio-visual aids/media appropriately</li> <li>* One or two team members dominate, while the others do not contribute</li> </ul>
Quality of the arguments presented	<ul style="list-style-type: none"> <li>* Extremely persuasive</li> <li>* Conclusions drawn from the data are always logical and insightful</li> <li>* Recommendations are always supported by relevant data and convincing evidence</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently persuasive</li> <li>* Conclusions drawn from the data are, consistently logical and insightful</li> <li>* Recommendations are consistently supported by relevant data and convincing evidence</li> </ul>	<ul style="list-style-type: none"> <li>* Mostly persuasive</li> <li>* Conclusions drawn from the data are mostly, logical and insightful</li> <li>* Recommendations are mostly supported by relevant data and convincing evidence</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally persuasive</li> <li>* Conclusions drawn from the data are occasionally logical and insightful</li> <li>* Recommendations are occasionally supported by relevant data and convincing evidence</li> </ul>	<ul style="list-style-type: none"> <li>* Rarely persuasive</li> <li>* Conclusions drawn from the data lack logic and insight</li> <li>* Recommendations are rarely supported by relevant data and convincing evidence</li> </ul>