

**BUSINESS 4417**  
**CORPORATE FINANCIAL REPORTING**  
 Professor Mitch Stein – Office #3305 – 519-661-3012  
 Professor Kun Huo – Office #3329 – 519-661-3220  
 20 Sessions

**TARGET AUDIENCE:** HBA Students

The course is designed for individuals seeking to enhance their ability to read, understand and interpret financial statements.

**PURPOSE/OBJECTIVES**

1. Prepare students to become better users of financial statements that are prepared under contemporary accounting models. Participants will study the accounting concepts, principles and institutions that impact the preparation of financial statements and other financial reporting documents.
2. Develop a managerial perspective of financial disclosure. Participants will develop the ability to identify major financial reporting issues in particular situations and be able to resolve these issues in an operational manner.
3. Build on students' financial reporting knowledge by developing a comprehensive understanding of the financial reporting system, the major constituents and forces that impact the financial statements.
4. Facilitate students' understanding of how financial reporting systems operate and the role of the users, managers, auditors and others in such systems.

**OVERVIEW**

The course is oriented to users of financial statements and concentrates on the measurement and communication of financial data to individuals outside the firm. Since these reports are prepared by management, an understanding of management's choices is essential. Considerable attention is therefore devoted to corporate financial statements, together with their underlying accounting principles, and to guidelines and standards of the professional accounting bodies, the securities commissions and various government agencies.

**MATERIALS/EQUIPMENT**

No materials are required beyond the course casebook. The course is based on discussion of the assigned cases, course notes and other readings.

**WORKLOAD/EVALUATION**

Component	Weight %
Group Report	35%
Class Contribution	30%
Final Exam	35%

**BUSINESS 4421**  
**BUSINESS TO BUSINESS MARKETING**  
 Professor Michael Taylor  
 Office Rm No. 3310 – mtaylor@ivey.ca  
 20 Sessions

**TARGET AUDIENCE:** HBA STUDENTS

Students planning careers:

- In marketing; sales or sales mgmt.; general mgmt.; or consulting will benefit from this course.
- In companies whose customers are other organizations, rather than individual consumers.
- In companies that go-to-market using a channel or market network
- With organizations that rely on a sales force to grow the business.

**PURPOSE/OBJECTIVES**

To enhance each student's ability to solve strategic and tactical problems in marketing or selling to organizations:

1. To create effective growth strategies for products or services marketed to organizations
2. To diagnose and solve marketing and sales related problems in organizations.
3. To understand organizational buying behaviour to help develop more effective marketing and sales strategies
4. To understand barriers to acceptance and adoption of new product innovations in the market
5. To create effective implementation plans to overcome the challenges of delivering market value through a channel or a sales force
6. To appreciation of the challenges of inter-organization relationship management that conduct on-going business with each other beyond individual transactions
7. To understand and solve sales management issues, such as; principles of the most effective design of compensation plans, sales structures, responsibility divisions between marketing and sales, etc.
8. To make insightful decisions regarding marketing and sales plans, implementation plans and performance management related to business marketing.

**OVERVIEW**

Most Ivey graduates pursue careers in companies whose primary customers are businesses rather than consumers. This requires a keen understanding of business buying behaviour, which is quite different than consumer behaviour. In addition, many of these companies employ as sales force as their chief means of competing for market share and growing the business. This is the elective at Ivey that is designed specifically for this segment.

This elective focuses on marketing to,- and through,- businesses. Although it starts with a value-added product or service, a growth strategy requires best practice tactics to allow end-user customers, and market-chain partners, to extract the value, ... and allow the company to capture value in the form of growing profits...while, (maybe most importantly) doing it better than any competitors. This course is focused on best practice tactics to create and capture value, and high return on the investment in marketing and sales costs in B2B market arenas.

**MATERIALS/EQUIPMENT:** Casebook

**WORKLOAD/EVALUATION**

COMPONENT	Due Date	Weight
Class Contribution	Throughout	45%
Negotiation Exercise*	During a special scheduled class early in the term	5%
Analyst Report: Company-In-The News – Group Report	Second Last Class	20%
Reflection on Learnings or Case Writing	Last Class Of The Term	30%

\*Note: The Negotiation Exercise is a mandatory event and may be scheduled outside of normal class time, in January or February.

**BUSINESS 4433**  
**PORTFOLIO MANAGEMENT**  
 Professor Saurin Patel  
 20 Sessions

**TARGET AUDIENCE**

This is an introductory portfolio management course that will provide students with an understanding of the theory and practice of investment decision making. In particular, the course focuses on understanding important portfolio management concepts/topics such as Risk-Return tradeoff, optimal asset allocation decisions, and diversification. The course helps students develop a deeper understanding of general asset pricing models as well as various trading strategies used in the industry. Students will learn how to implement these trading strategies in MS Excel. The course is targeted at students who are contemplating a career in the investment industry or who are interested in further developing their finance skills which can be useful for their personal asset allocation and portfolio management decisions. The target group includes those interested in working at investment institutions, financial services (e.g., pension funds, mutual funds, hedge funds, insurance companies, etc.) and those interested in obtaining a broader understanding of portfolio management in practice.

**PURPOSE/OBJECTIVES**

The course has four major objectives:

1. Teach students a framework for assessing the risk and corresponding return for investments in equities securities.
2. Introduce students to portfolio management theories/concepts such as Portfolio Mathematics, Modern Portfolio Theory, Capital Asset Pricing Models, Market Efficiency and Portfolio Performance /Manager Selection Models.
3. Introduce students to popular investment strategies used by portfolio managers in the industry.
4. Teach students how to implement these portfolio management concepts/trading strategies in real-life using MS Excel.

The goal is to ensure all students gain an appreciation for the challenges faced by portfolio managers in making investment decisions and how to use analytical tools in addressing these challenges.

**OVERVIEW**

The course has five major modules: (1) Introduction to Portfolio Theory: Risk, Returns, Portfolio Mathematics and Asset Allocation; (2) Understand CAPM and its Limitation; (3) Theory of Market Efficiency and Issues in Practice; (4) General Asset Pricing Models and Alternative Portfolio Management Strategies; (5) Evaluate Portfolio Performance and Manager Selection Benchmarks

**MATERIALS/EQUIPMENT**

There is a casebook supplemented by research from publicly available sources. The text book "Investments" by Bodie, Kane and Marcus is a required textbook for this course as it provides students with a deeper understanding of technical and theoretical concepts.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Participation	30%
Individual & Group Assignments	30%
Final Exam (Multiple Choice Questions)	40%

Business 4439  
**ENTREPRENEURIAL FINANCE**  
 Professor David Simpson  
 Office Rm. No. 2320 – Tel. Number 519-661-3080  
 20 Sessions

**TARGET AUDIENCE**

If you plan to be an entrepreneur at some point in your life, this course will benefit you. Students who plan on acquiring or starting a business are the key target audience. Secondary audience are the students who will work in financial institutions that finance entrepreneurs, or will be advisors and consultants to entrepreneurs.

**PURPOSE/OBJECTIVES**

- Provide students with the skills and knowledge to design and evaluate financial "deals" between the firm and various suppliers of funds. Particular emphasis is placed on understanding the risk and return associated with a firm and how that risk and return can be allocated among the various parties to the deal.
- Expose students to a wide range of financing vehicles available to meet the needs of potentially rapidly growing companies.
- Provide practical insights into the valuation of closely held companies.
- Develop skills at utilizing Excel models as a tool to structure deals.

**OVERVIEW**

This course focuses on the financial challenges facing entrepreneurs of mid-sized companies that are growing rapidly or have the potential for rapid growth. A conceptual model for making deals will be introduced at the outset, which will serve as a framework for all subsequent learning exercises. The primary setting of the new cases written especially for this course will be on the entrepreneur's perspective. How does the entrepreneur value a firm, how does he/she make an acquisition and what role does finance play in the entrepreneurs deal making skills. Students will complete leveraged buyouts, structure offer sheets for buying businesses and structure term sheets from financial institutions. We will examine the role of private and public capital markets and the role of angel investors in entrepreneurial ventures. The final class is a live acquisition presentation where students will hear from a business owner and construct a deal to purchase their company.

**MATERIALS/EQUIPMENT**

A self-contained casebook is provided complete with cases, readings, and EXCEL spread sheets for many of the cases.

**WORKLOAD/EVALUATION**

There are expected to be two classes per week. The majority of classes will involve cases, but there will be a number of lecture/discussion sessions as well. Students will be evaluated based on course contribution (30%). The remainder of the grade is based on an in class final exercise (40%) and a group report (30%).

Component	Due Date	Weight
Final Exercise	In class	40%
Contribution Report	Final day	30%
		30%

**BUSINESS 4441**  
**ENTREPRENEURIAL MARKETING**  
 Professor Colin McDougall

**TARGET AUDIENCE: HBA2 STUDENTS**

Students planning careers:

- In marketing; sales or sales mgmt.; general mgmt.; or consulting will benefit from this course.
- In small companies whose customers market themselves and have high growth aspirations
- Start-up venture aspirations
- Small to medium sized ventures needing greater working knowledge in the marketing area

**PURPOSE/OBJECTIVES**

The course focuses on the issues of achieving growth milestones in high-potential ventures through effective marketing and sales development planning and execution.

Cases will include several high-potential growth ventures and the conflicts between the expectations of employees and investors and the constraints of cash and time. An array of industries will be looked throughout the course and a special module has been added that will focus on developing low-cost/high-return performance results.

Entrepreneurial marketing will build upon the foundations taught in HBA1 with greater focus on the positioning/strategy and tactical elements of the marketing mix including:

1. Heightened focus on achieving rapid growth in sales and profits with limited resources
2. Establishing a brand from the ground up
3. Marketing decisions under difficult financial pressures
4. Sales programming

**OVERVIEW**

This course will help show how entrepreneurs can effectively compete in existing or new markets with extremely low budgets (relative to established firms). It has never been more possible for new ventures to succeed given the incredible democratization of media and the sophisticated marketing tools now available across social media platforms. Our goal is to enlighten students as to what the market holds for a new venture and just how effective you can be at developing your brand with few resources.

This elective focuses on developing skills in the areas of digital marketing, guerrilla marketing and the managerial decision making involved with succeeding in any high potential start-up operation.

**MATERIALS/EQUIPMENT: Casebook**

**WORKLOAD/EVALUATION**

COMPONENT	Due Date	Weight
Class Contribution	Throughout	40%
Team Digital Marketing Presentation	During a special scheduled class (mid-semester)	20%
In-Class Reflection Activity	TBD	40%

**BUSINESS 4450**  
**BUSINESS LAW**  
 Professor Robin-Lee Norris  
 robin@rlnorris.ca  
 (20 Sessions)

**TARGET AUDIENCE**

All HBA students, especially those considering careers in finance, accounting or consulting.

**PURPOSE/OBJECTIVES**

The objectives of this course are: to introduce students to Canadian business law; to give students an understanding of general legal principles as they apply to business; to develop the ability to identify and analyze legal issues that are often found in business; to understand the legal character of various business relationships; to develop an understanding of risk management and good corporate governance from a legal perspective; and to understand dispute resolution and the mechanisms used to resolve legal disputes.

**OVERVIEW**

Topics to be covered include: The Canadian Legal System; Tort Law and Negligence; Contract Law; Employment Law; Agency and Partnership Law; Property Law, Intellectual Property Law; Internet Law and e-Business; Debtor and Creditor Law and the Law of Corporate Finance, Forms of Business Organization; Corporate Governance; and Alternative Dispute Resolution.

**MATERIALS/EQUIPMENT**

*Canadian Business and the Law, 6th Edition*, by DuPlessis, Dorothy (Nelson). Required.

**WORKLOAD/EVALUATION**

Class time is spent discussing assigned readings/cases and the business and legal problems raised. Students are expected to read assigned materials and to be prepared for classroom discussion.

Component	Weight %
Midterm Exam	30%
Final Exam	50%
Participation	20%

**BUSINESS 4454  
OPERATIONS STRATEGY**

David Wood  
Office Rm No. 3366 - Tel. Number 519-661-4052  
20 Sessions - Fall

**TARGET AUDIENCE**

Students with career interests in operations, marketing, international business, general management, venture capital, consulting, or operations management should consider taking this course.

**PURPOSE/OBJECTIVES**

The Operations Strategy course aims to enhance abilities to:

- a) Determine the level of congruence between marketing, finance and operations strategy;
- b) Recommend changes to operations strategy to increase support for corporate strategy;
- c) Recommend changes to business strategy to exploit operations' capabilities;
- d) Diagnose the impacts of changing competitive environments, devise maximally supportive changes to the organization's operations strategy, and analyze the implications for business strategy;
- e) Identify and hone core competencies, including flexibility, flow and focus; and analyze the impact of developing or outsourcing other competencies; and
- f) Position operations to be a key source of sustainable, competitive advantage.

**OVERVIEW**

Organizations employ most of their human, physical and financial resources in the production and delivery of their products and/or services. Organizationally, these resources are broadly categorized as operations. However, rather than view operations as a cost center, successful firms have found operations to be a source of sustainable competitive advantage. The pivotal concern is not whether the development and integration of operations strategy is needed, but how to define and enact these strategies and policies effectively. The course is focused at the level of a senior executive with responsibilities in one or more of operations, finance, marketing, human resources, supply chain, or distribution. It critically addresses high-level issues such as implementing strategy, operations infrastructure, operational design, and operating in a crisis.

This course will rely primarily on cases to illustrate the necessary topics across many industries, including health care, insurance, financial services, technology, and consumer discretionary, retail, and others. Selected readings are used in lieu of a required textbook.

**MATERIALS/EQUIPMENT**

Casebook

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	50%
Individual Case Briefs	50%

**BUSINESS 4458**  
**LEADING CHANGE**  
 Professor Cara Maurer  
 20 Sessions

**TARGET AUDIENCE: HBA 2**

This course is relevant for HBA students who are interested in learning how to lead organizations through successful and lasting change. The course lies at the intersection of strategy and organizational behaviour. The topic is particularly relevant to those aiming for general management or consulting careers.

**PURPOSE/OBJECTIVES**

The major objectives of the course are:

1. To understand the dynamic nature of change and why most change efforts fail (individual, organizational, and societal factors).
2. To learn the critical, specific steps needed to lead successful and lasting organizational change, including organizational design, organizational culture and persuasion strategies.
3. To learn how to design and executing plans for different types of changes, including crisis, anticipatory change, and continuous learning.

**OVERVIEW**

The global economy has become fast changing and more unpredictable, increasing the need for organizations to be able to adapt to these changes with successful strategies. We explore many possible sources of change, including technology, competition, growth, M&A's, and social shifts. Yet, despite the importance of change and the staggering sums of money paid for consulting, most change efforts fail. The course draws from a range of research, including findings from strategy, organizational behaviour, and psychology, to highlight the underlying reasons for these failures. We address the range of challenges faced by leaders as they plan and execute change. The course emphasizes the critical elements needed for successful and lasting change, that stems from individual, organizational, and societal levels. Topics to be covered include, but are not limited to, the following:

- Leading continuous, anticipatory change versus dramatic, unanticipated change
- The role of individuals, including organizational leaders, in organizational change
- Changing behaviour by impacting affect and cognition
- Leaders' role: their values and beliefs, their operating mindset, and their interpersonal abilities
- Influence and persuasion tactics to build support and engagement
- The role of organizational designs and organizational culture in organizational change
- Systems thinking

Change management is an applied aspect of leadership that cannot be developed fully by traditional teaching methods. In this course, we will draw from a combination of methods (cases, exercises, an online simulation, role plays, discussions, guest speakers, lectures) and will emphasize reflective practice (individual and group change projects). A high level of engagement is essential!

**MATERIALS/EQUIPMENT**

**Casebook:** 4506 Casebook

**WORKLOAD/EVALUATION**

COMPONENT	Due Date	Weight
Classroom Contribution	throughout the course	40%
Individual Assignment: Personal reflection paper based on 30-day change challenge	end of course	30%
Group Consulting Assignment: presentation and report	middle to end of course	30%



**BUSINESS 4464**  
**Global Supply Chain Management**  
 David Wood  
 Office Rm No. 3366 - Tel. Number 519-661-4052  
 20 Sessions

**TARGET AUDIENCE**

Students interested in general management as well as those interested in supply chain management, operations, logistics, purchasing, consulting and marketing.

**PURPOSE/OBJECTIVES**

The main objectives of this course are to give students the ability to:

1. Assess and evaluate the contribution of the supply chain.
2. Identify the opportunities available for organizations to use their supply chains to create competitive advantage.
3. Assess the interrelationships among other organizational functional activities and the supply chain and the effects of changes in strategies, policies and practices on one another.
4. Identify and analyze the major decisions and problems facing managers in this area and to apply the appropriate concepts, tools and techniques in their resolution.

**OVERVIEW**

The course is composed of two parts. Two thirds cover the broad topic of supply chain management focusing on the fundamentals of supply management and logistics from the perspective of the senior manager. Topics covered include supplier selection, supplier management, transportation, distribution, inventory management, organizational issues, planning and forecasting. The balance of the course focuses on supply chain strategy and deals with opportunities to develop and implement initiatives to create competitive advantage.

This course uses a variety of approaches, including cases, exercise, and interactive lectures.

**MATERIALS/EQUIPMENT**

Casebook and Textbook: *Purchasing and Supply Management*, 15th Edition, Johnson and Flynn, published by McGraw-Hill Irwin.

**WORKLOAD/EVALUATION**

Component	Weight %
Contribution	50%
Commodity Report	50%

**BUSINESS (4468)**  
**INTERPERSONAL NEGOTIATIONS**

Professor Ann Frost  
 Office 2365

[afrost@ivey.uwo.ca](mailto:afrost@ivey.uwo.ca)

519-661-3262

**20 Sessions (10 double classes)**

**TARGET AUDIENCE**

The content is relevant to students interested in finance, consulting, marketing, entrepreneurship, and living and working with other people.

**PURPOSE/OBJECTIVES**

The following is a partial list of course objectives:

- To gain a broad, intellectual understanding of a set of central concepts of negotiation.
- To develop confidence in the negotiation process as an effective means for resolving conflict.
- To improve analytical abilities in understanding the behavior of individuals and groups in interdependent situations.
- To improve your understanding of your own negotiation style, build on your strengths and address specific areas for improvement.

**OVERVIEW**

Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their outcomes. The central issues of this course deal with understanding the behavior of individuals, groups, and organizations in the context of interdependent situations.

This course is designed to complement the diagnostic and problem solving skills learned in other courses at Ivey. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. The course will allow participants the opportunity to develop these skills experientially (through participation in negotiation role-play exercises) and to understand negotiation in useful analytical frameworks.

**MATERIALS/EQUIPMENT**

4468 Casebook

“Getting to Yes,” Second Edition (1991). Roger Fisher, William Ury, & Bruce Patton. Penguin Books.

**WORKLOAD/EVALUATION**

Component	Weight %
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Class Contribution	30%
3 Reflection Papers	60%
Real World Negotiation	10%

**SPECIAL NOTE: ATTENDANCE POLICY**

Attendance is **absolutely mandatory** in this course. If you cannot attend all 10 double classes, you will be asked to drop the course. You are expected to be prepared for and participate in all negotiation exercises. This is **crucial** to the success of the class and to your and your classmates' learning. If you are absent or not prepared, your partner (or negotiating group) will be unable to negotiate that day and will not gain the experience and learning of that negotiation.

**BUSINESS 4479**  
**Taxation for Managers**  
**Professor Donald MacDonald**  
**Tel. Number (519-433-6578**  
**(2 Sessions)**

**TARGET AUDIENCE**

Students who pursuing a career as either a Certified Professional Accountant or in the area of corporate finance.

**PURPOSE/OBJECTIVES**

This course emphasizes the fundamentals of the Canadian tax system. Included are topics, such as, effective tax rates for corporations and individuals, integration, income from employment, business, property, capital gains and losses, taxable income, tax payable and GST/HST. A key objective of this course is to assist students in learning to read, interpret and apply provisions of the *Income Tax Act (Canada)* to practical problems and cases.

**OVERVIEW**

The course attempts to balance two different goals. The first is to fulfill the requirements of the Chartered Professional Accountants - Canada relating to material that CPA students should cover in the first of the two required tax courses. To achieve this goal, a fair amount of technical knowledge in the "personal" tax area will be covered in the course.

The second goal relates to those students who wish to enter the area of corporate finance. This group will benefit from the exposure to personal tax as at least a portion of finance relates to maximizing the after-tax returns to individuals. In addition, this group will be served by the discussion of use of corporate form in planning.

Compared to other Ivey School of Business courses, this course has a much greater emphasis on readings from a textbook and application of this knowledge to problems. However, a few cases may be used at times in the course.

**MATERIALS/EQUIPMENT**

BUCKWOLD AND KITUNEN'S CANADIAN INCOME TAXATION, 2018/2019 EDITION

**WORKLOAD/EVALUATION**

Component	Weight
Mid-term exam	30%
Hand-in	10%
Class contribution	20%
Final examination	40%
<b>Total</b>	<b>100%</b>

**BUSINESS 4500**  
**LEARNING FROM LEADERS**  
 Professor Kenneth G. Hardy  
 Email: [khardy@ivey.uwo.ca](mailto:khardy@ivey.uwo.ca)  
 10 Double Sessions

**TARGET AUDIENCE HBA2**

Anyone who aspires to earn major leadership roles and wants to develop strategies for becoming a successful leader should take this course. You will create your own leadership plan by actively drawing from the experiences of in-class interactions with successful industry leaders, the management literature, a popular book and a professor who has led a number of ventures.

**PURPOSES/OBJECTIVES**

The purposes of this course are to help you decide what real leadership entails, if you want to stay in the pursuit of major leadership roles, how to win leadership roles and how to plan to become a truly successful leader.

**OVERVIEW**

By the completion of the course, you will create your own Personal Plan for Leadership. As input, you will read and discuss the real meaning of leadership and analyze (privately) your own leadership experiences to assess your key strengths (and weaknesses) in leading. You will explore possible visions, goals and leadership/education/industry scenarios where you could find your leadership passion over time. You may actively compare your tentative leadership plans to the experiences of the visiting leaders. You will see how they gained senior leadership positions and how they used their positions and skills for the benefit of stakeholders.

**MATERIALS/EQUIPMENT**

- 1) about 10 readings for key concepts and Malcolm Gladwell’s book, *Outliers: The Story of Success*
- 2) the memorable experiences of actively questioning dynamic visiting leaders about their paths to leadership success, including two leaders just five or 10 years in practice,
- 3) your active participation in class discussions, learning reports and development of a tentative plan for leadership.

**WORKLOAD/EVALUATION**

Component	Weight %
Two team learning reports on Visitors	34
Personal Leadership Plan	33
Class contributions, peer evaluation	33

Class contributions: recorded for majority of classes via peer evaluation. Learning reports: for two of the visiting leaders, five-person teams will file six-page team reports of what you learned from the Visitor – due the class immediately following the particular visit. Personal Plan for Leadership: in 10 pages you will describe specifically your self-assessment, your preferences, preparation, tentative goals by stages over a long term horizon, how you will exercise leadership roles and how you might leverage them. These Plans are due by the last day of regular classes.

Professor Hardy is Professor Emeritus and a former Associate Dean at Ivey who has worked with many successful business leaders over many years.

**BUSINESS 4517 End User Modelling  
(Spreadsheet Analytics and Programming)**  
**Kyle Maclean**  
**Office Rm No. 2339- Tel. Number 519 661**  
**2111 x82169**  
**20 Sessions**

**TARGET AUDIENCE**

HBA students who would like to develop advanced modeling and spreadsheet skills, learn VBA (Visual Basic for Applications) programming for Excel, and to scrape information from the internet.

**PURPOSE/OBJECTIVES**

The course will freshen and sharpen Excel and management science modeling concepts and skills, and introduce programming with VBA and provide a variety of applications (e.g., simulation, optimization) from various fields (e.g., finance, sports, operations, service), as well as provide

**OVERVIEW**

- Excel and management science modeling brush-up (this will be done as necessary throughout the course)
- Overview of VBA (e.g., objects, ranges, macros, input, output, VBA editor)
- Programming structures (e.g., variables, assignments, loops, controlling program flow, functions, arrays), and debugging and error handling
- Excel Graphical interface components (e.g., forms, controls, buttons)
- Special topics/hints (e.g., dynamic charts, getting data from Internet, data validation tool, data analysis)
- Topics for management science applications (e.g., solver controls with VBA, simulation with VBA)
- Using Pivot Table to generate insights from complex data
- Overview of website structure (HTML/CSS/Javascript)
- Using Power Query to scrape single / multiple pages of websites
- Other web topics (Cookies, Forms, Network Sniffing)

**MATERIALS/EQUIPMENT**

An up-to-date working copy of Microsoft Excel, Windows Excel is **required**. In addition to Excel, a few Excel add-ins will be used in this course, e.g., solver, data analysis toolpack.

**WORKLOAD/EVALUATION**

Component	Weight %
Class contribution	15
Midterm	45
Group Project	40

**BUSINESS 4535**  
**Integrated Marketing Decisions**  
***Featuring the SABRE Business Simulation***  
**Professor Michael Taylor**  
**Office Rm. No. 3310 – mtaylor@ivey.ca**  
**20 Sessions**

**TARGET AUDIENCE: HBA Students**

Students planning careers in marketing, consulting, or general management will benefit from this course.

**PURPOSE/OBJECTIVES**

- To enhance the ability to understand complex marketing situations, and integrate various aspects of marketing
- To enhance the ability to make sound marketing business decisions based on reliable marketing analysis.
- To provide a situation where students can practice the implementation of their marketing skills.
- This course is focused on practical implementation problem solving which is particularly useful early in a student's career.

**OVERVIEW**

The SABRE Simulation is the major core element of this elective. The focus of this course is integrating a wide range of marketing tools and analyses to drive good business decisions. This elective is a combination of integrated marketing cases, and the renowned SABRE marketing simulation. Each week will normally include one case-class, and 1 or 2 fiscal periods and action rounds within the on-line simulation.

The SABRE simulation is a group activity where student groups compete against each other in a complex simulated real-world environment. Each group operates a firm in a dynamic competitive world. The evolution of your industry and your own performance depend on the strategy you choose and the strategies chosen by your competitors.

The SABRE simulation is a very rich and integrative experience. It demands a broad range of business skills and decisions (R&D, production planning, statistical analysis, financial analysis). It applies a variety of marketing concepts (segmentation / targeting, positioning, competitive analysis, product portfolios, etc.). Unlike case analyses, you will experience the consequences of your decisions, and get a chance to react to your competitor's unfolding strategy. Solid analysis and good strategy will provide clear rewards.

Each week there is one case class, which explores a broad range of integrated marketing issues. Case discussions, will address strategic, tactical, and implementation issues as well as the complexities of developing integrated marketing plans and inter-relate multiple functional areas, such as Strategy, Operations, Marketing, and Leading People.

**MATERIALS/EQUIPMENT**

- Casebook
- Laptop computer - and internet access. ( PC or MAC)

**WORKLOAD/EVALUATION**

COMPONENT	Due Date	Weight
Simulation Performance (Total Cumulative Contribution \$ weight = 85%) (Peer Evaluation = 15%)	End of Simulation Period #10	35%
In-Class Assignment on Individual Learnings	Final class	30%
Case Discussion Class Contribution	Throughout	35%

**BUSINESS (4545)**  
**Sports and Entertainment Analytics**  
 Professor K. Maclean  
 Office Rm No. 2339- Tel. Number 519 661 2111 x82169  
 20 Sessions

**TARGET AUDIENCE**

Sports and Entertainment (S&E) Analytics will be of interest to all students who are interested in quantitatively analyzing the S&E industries or who are interested in developing their analytics skills in a fascinating subject area. The focus of the course is on understanding how S&E differ from traditional industries and developing analytical methods to analyze business situations.

**PURPOSE/OBJECTIVES**

This course builds on concepts covered in the core Decision Making with Analytics (DMA) class. The three main elements of the course include:

1. Learning about the role of chance in S&E, and how to acknowledge and measure chance/luck;
2. Learning how to make better on-field decisions and identify the best plays that a coach/player can make in a game situation; and
3. Analyzing off-field decisions made by managers in sports and entertainment.

Evaluation will consist of class contribution, a midterm exam, and a group project.

**OVERVIEW**

The objectives of the course are as follows:

1. To expand student’s understanding of multiple statistical fallacies (hot-hand, gambler’s, small sample).
2. To enhance understanding of business environments with high variance/risk (entertainment/fashion/sports).
3. To introduce formal game-theoretic modeling and how to find mixed-strategy equilibrium.

**MATERIALS/EQUIPMENT**

Students will be required to have a fully functional recent version of Excel with the standard Solver.

The course will use optimization and regression techniques (as previously seen in DMA). It is the responsibility of students not using Windows-based computers to ensure that their computers have this functionality before enrolling the class.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	30%
Midterm Exam	35%
Final Project (Group)	35%
Total	100%

**BUSINESS 4554**  
**PRIVATE EQUITY**  
**Professor: Wayne Adlam**  
**Email: wadlam@ivey.ca**  
**(20 Sessions)**

**TARGET AUDIENCE:**

This course is for students planning to work for a private equity firm, or those who will have direct dealings with private equity firms, including investment bankers, pension fund managers and managers working at companies where private equity may be a source of capital.

**PURPOSE/OBJECTIVES:**

The course aims to give students an understanding of the role private equity plays in financial markets, how the sector has grown, and how it is structured and operates. In addition, students will learn how private equity has become a unique asset class in the portfolios of many pension funds, university endowments and wealthy individuals, and what expectations/returns are embodied in such investments.

**OVERVIEW:**

This course provides an overview of the world of private equity, and how it fits into both the portfolios of many investors as well as the broader capital markets. The unique terminology, expected returns and challenges facing private equity funds are all examined. The curriculum is arranged to follow the lifecycle of a private equity fund, from structuring the fund and securing commitments from investors, through to investing in and managing a portfolio of companies and, finally, exploring the various means used to exit from investments. Deal structuring techniques, ranging from venture capital rounds through to leveraged buyouts, will be explored. Cases will be used as the main teaching tool, combined with lectures, simulations and guest speakers.

**COURSE MATERIALS/READINGS:**

*Case Package 4554* – compilation of cases and readings

*Private Equity as an Asset Class, 2nd Edition*, Guy Fraser-Sampson, published by John Wiley & Sons, 2010

**WORKLOAD/EVALUATION:**

<b>Component</b>	<b>Weight %</b>
Class Contribution	30%
Two case hand in's (15% each)	30%
Final Take Home Exam	40%
<b>Total</b>	<b>100%</b>

**BUSINESS (4558)**  
**NEW VENTURE CREATION**

Eric Janssen  
Office Rm No. 2335  
(20 Sessions)

**TARGET AUDIENCE**

**The best way to learn more about this course, and see student testimonials is to visit: <http://bit.ly/new-venture-creation>**

This course is for students who want to learn how to start something that's never existed before.

More specifically, it's designed for any student who wants to better understand the entrepreneurial process, and answers questions like:

- How do I come up with good ideas?
- How do I screen them?
- I want to actually start something, what do I do first?
- How do I grow it?

This course is a **must** for any student interested in starting a company, joining a start-up, or becoming 'intrapreneurs' within a large organization.

This course is **not** for any student who wants a hardcore, quantitative, black-or-white, one-size-fits all recipe for entrepreneurial success. Sorry to disappoint, it doesn't exist.

**\*\*\*This course is also mandatory for any Entrepreneurship Certificate student.\*\*\***

**PURPOSE/OBJECTIVES**

The primary objective of this course is to teach students how to recognize opportunities, navigate uncertainty, and build the guts, tools, and discipline to act on new ideas (big or small).

*Here's the reality:* starting new things is really hard (*spoiler alert!*). Seeing them through the 'ups and downs' is even harder. Starting things is about being able to recognize a good idea when it hits you, and then having the courage and the drive to put one foot in front of the other to turn that idea in your head into a reality.

While I can't promise the exact step-by-step process to make any idea successful, we'll uncover the ingredients, learn from those who have brought ideas to fruition (big and small), and model their habits, mindset, and processes.

Students will learn how to:

- Look for problems/ideas
- Screen for 'good' ideas
- Actually start things
- Interact with real customers to get honest feedback
- Create a clear value proposition
- Get buy-in

- Prioritize what to do next (this is not a 90-page business plan)
- Pitch an idea

**OVERVIEW**

This course is about starting new things. Students who enter boldly with energy and an open mind will learn how to recognize opportunities, navigate uncertainty, push themselves, and engage with the outside world to make ideas happen and actually start things. The learning in this course is not done to you; the learning is something you must actively choose to do. Those who excel in this course will have done so because they made the choice to prioritize it.

**Note:** If you’re a passive learner, prefer to be lectured at, or have no desire to bring your ideas into the world, this course is not for you.

**MATERIALS/EQUIPMENT**

You’re busy, I get it. This course has a mix of audio ‘readings’ (you can listen on your walk to class so no excuses!), “podcases” (audio versions of cases), traditional (text) cases, guest speakers, and the occasional rant (...I mean lecture).

**WORKLOAD/EVALUATION**

The work includes submission of an idea log (easy), a summary/outline submission of your idea (fun), a group project including live presentation real-world activity (challenging), and a reflection paper (introspective) on what you learned from the course.

Component	Weight %
Class Contribution	40%
Individual Idea Log & Summary	10%
Group Project	40%
Individual Reflection Paper	10%

**BUSINESS 4559  
RAISING CAPITAL IN THE FINANCIAL MARKETS**

**Professor Wayne Adlam – Fall term (1 section)  
Office 2328 – Tel: (519) 661-4001 [wadlam@ivey.ca](mailto:wadlam@ivey.ca)**

**Professor David Thomas – Winter Term (1 section)  
dthomas@ivey.ca**

**20 Sessions**

**TARGET AUDIENCE**

This course is designed for HBA2s who plan to work for an investment bank, the corporate treasury division of a mature corporation, or a company about to go public. It is also suitable for students pursuing a career in private equity, investments, or consulting. (This course does not cover private equity, which is covered by BUS 4554 Private Equity).

**PURPOSE/OBJECTIVES**

This course places corporate financial decisions in a strategic context, emphasizing the relationship between capital structure and financial markets. This course is designed as a “how to” course on capital raising in domestic and global financial markets. Students learn how managers create shareholder value through their capital structure and financing choices.

**OVERVIEW**

The course builds on the tools introduced in HBA1, namely financial statement analysis, capital budgeting, net present value, and security valuation. The emphasis will be on the institutional arrangements of capital markets, the underwriting and issuance process, and the strategic decisions related to capital structure. Along the way students will learn about the objectives and incentives of market participants – investment bankers, traders, equity analysts, credit rating agencies, institutional investors, private equity, and regulators.

The course combines case studies of capital raisings with presentations by students analysing a recent capital markets transaction. Topics to be covered include:

- Principles of capital structure
- Overview of investment banking
- Debt capital markets
- Equity capital markets
- The new issue process
- Secondary market and cross-border financings
- Banks and regulation
- Leveraged buy-outs (LBOs)
- Strategic issues in capital raising
- Ethics and regulation

**MATERIALS/EQUIPMENT**

Case book

Investment Banking 2nd Edition by Rosenbaum and Pearl (optional).

**WORKLOAD/EVALUATION****Fall Term**

<b>Component</b>	<b>Weight %</b>
Bloomberg Concepts module	5%
Classroom contribution	25%
Case Hand-in's (2)	30%
Take Home Assignment	40%

**Winter Term**

<b>Component</b>	<b>Weight %</b>
Interest rate assignment	5%
Bloomberg Concepts module	5%
IPO Assignment	10%
Midterm	25%
Classroom contribution	25%
Individual project	30%

**BUSINESS 4564**  
**Design Driven Innovation**  
 Colin McDougall  
 Office Rm No. 3306  
 (10 Sessions)

**TARGET AUDIENCE**

This course will benefit any student with entrepreneurial ambitions and / or interest in new product design and development. No technical knowledge is expected of Ivey students.

**PURPOSE/OBJECTIVES**

The purpose of this course is to explore the many perspectives of new product ideation, design-driven innovation, design thinking, and human-centered design. Objectives include understanding:

- The role of design thinking in new ventures and existing businesses
- The use of design thinking and design-driven innovation strategies in a variety of business contexts
- How to integrate creative, critical, and multi-disciplinary thinking processes into a cohesive concept and plan
- The ideation techniques and tactics used by some of the world's best product developers and designers
- The fundamental process of design-driven innovation and its value to new and existing organizations;
- The value of design and the role that design driven innovation plays in creating products and services with powerful, emotional – and profitable – relationships with users and customers.

**OVERVIEW**

The course demonstrates how new and established businesses create and sustain competitive advantage through design driven innovation, design thinking, and human-centered design, which are customer pain / needs focused approach to product and service design, development and launch. The course is taught through the lens of the new product design and development process, from concept to launch (with numerous topics in-between), referencing real-world examples to illustrate key points while encouraging participation, discussion and a shared learning experience. Design Driven Innovation merges theoretical concepts with entrepreneurial, strategic, and practical solutions. Through a combination of **activity-based programming**, industry articles and multimedia resources, students are exposed to the discipline of design, its value to marketing efforts within organizations, the process by which design decisions are made and effective ways to manage the design and innovation process. Students will leave the course able to articulate the value of design and the role that design driven innovation plays in building and managing powerful, emotional – and profitable – brand relationships. There is no technical knowledge assumed for Ivey students.

**MATERIALS/EQUIPMENT**

The course has a mix of cases, readings, guest speakers and lectures, one project (including written and presentation components), and one additional written assignment. There will be an optional session in the Engineering machine shop for which a basic safety course must be completed.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	30%
Reflection Essay	20%
Final Project and Presentation: Design of a New Product	50%



Business 4567  
**WEALTH MANAGEMENT**  
 Course Fact Sheet  
 Professor Chuck Grace  
 20 Sessions

### TARGET AUDIENCE

Students interested in the management of their own finances and investments or pursuing a career in retail financial planning.

### PURPOSE/OBJECTIVES

The principal objective of the course is to provide a framework and sufficient knowledge for *the individual investor* to undertake financial and investment decisions within their overall personal financial plan. Specifically the course aims...

1. To construct a personal financial plan within which investment decisions are made
2. To identify and describe major investment vehicles, both direct (equities, bonds, real estate, mutual funds, etc.)
3. To understand how other financial issues such as debt and risk (insurance) impact investment plans
3. To strengthen understanding of the behavior of asset markets, investments and investors

### OVERVIEW

The course is organized into four basic components,

1. *General concepts and issues*: provides an overview of the course content, starts the process of developing a personal financial plan and examines fundamentals such as the Time Value of Money
2. *Investment Drivers* – the macro themes that drive investment returns and risks,
3. *Products and advice* – provides an overview of the investment vehicles in Canada and who distributes them
4. *Risk* – provides an overview of insurance, debt and other issues that impact investment plans
5. *Integration* – pulls the previous concepts together into comprehensive Investment plans

### MATERIALS/EQUIPMENT

Course materials will be supplemented with presentations from guest speakers working in the investment planning industry.

### WORKLOAD/EVALUATION

Component	Weight
Assignments (in groups)	40%
Participation	30%
Personal Financial Planning Project	30%

**BUSINESS 4590**  
**Introductory Data Science**  
**Professor Joe Naoum-Sawaya**  
**Office Rm No. 2349 - Tel. Number (519) 661-3462**  
**20 Sessions**

**TARGET AUDIENCE**

The past few years have seen an unprecedented increase in investment in computing technologies that enabled broader and deeper analysis of vast amount of data. These advancements have transformed many fields that traditionally relied upon simple data analysis. Every industry is now focused on extracting useful information from large data sets to gain a competitive advantage. This course focuses on the analysis of messy, real life data to perform predictions using statistical and machine learning methods. We learn concepts such as exploratory data analysis, statistical inference and modelling, machine learning, and high dimensional data analysis. This course will also introduce the R programming language. Although, this course does not require any background in R or any other scripting or programming language, however strong motivation to learn R skills is expected and basic knowledge of probability and statistics is also expected. Using real-world examples we show how to design experiments, build predictive models, and present results to clients. We also show you how to apply the R programming language and useful statistical techniques to everyday business situations.

**PURPOSE/OBJECTIVES**

The aim of this course is to expose the most important components of statistics and machine learning that are relevant to data science and to introduce the practical and the theoretical aspects of data science as well as the basic level of computer software skills that are needed turn raw data into valuable insights. These skills are new to the business community which in general is still unaware of their huge potential.

**OVERVIEW**

Students will have an opportunity to develop their skills to become data scientists which is in high demand in the current job market. Particularly the following topics in Data Science will be covered: Statistical learning validation, Supervised and Unsupervised learning, Classification, Clustering, Tree Methods, Forecasting, among others.

**MATERIALS/EQUIPMENT**Statistical Software

In this course, we will using R to explore several statistical learning methods. This is a software that is heavily used in the industry and knowledge of R is in high demand.

Textbooks

The following two books are also recommended as references:

- An Introduction to R
- R For Data Science

**WORKLOAD/EVALUATION**

<b>Component</b>	<b>Weight %</b>
Class Contribution	20%
Class Exercises and Homework Assignments	50%
Group Project and Presentations	30%

**BUSINESS 4592**  
**SPORTS & ENTERTAINMENT MARKETING**  
 Professor Colin McDougall  
 Office - Room 3306 –cmcdougall@ivey.ca  
 20 Sessions

**TARGET AUDIENCE: HBA STUDENTS**

Students planning careers:

- In marketing; sales or sales mgmt.; general mgmt.; or consulting will benefit from this course.
- In companies whose customers market themselves through sports, entertainment, hospitality or tourism
- In companies that derive core revenues from sports or sports and entertainment related products & services
- With organizations directly connected to the sports and entertainment industry

**PURPOSE/OBJECTIVES**

To enhance each student's ability to solve strategic and tactical problems in the sports marketing industry:

1. To enhance skills in promotion, marketing, sales and negotiation as it relates to the sports marketing industry
2. To improve valuation skills as it relates to creation, development and monetization of digital content
3. To understand unique aspects of the sports & entertainment industry and develop strong inter-personal communication skills valued by sports industry professionals
4. To understand barriers to acceptance & adoption of new product innovations in the sports equipment industry
5. To develop greater understanding of social media metrics, personal branding and other recent forms of athlete marketing and promotion
6. To increase understanding of sponsorship as an effective means of brand growth including guidance on current forms of metrics for evaluating ROI
7. To understand and solve common issues faced in the sports and entertainment marketing industry
8. To provide insights on an important sector of the global economy experiencing substantial market growth due to new technologies and growing cultural importance

**OVERVIEW**

The business of sports and entertainment is changing at an incredible rate due to an array of important changes to the technological and socio-cultural environment. For example, commercial free digital content (movies, television series) available to consumers on demand has pushed traditional communications platforms like television to dramatically increase the rights fees it pays for live sports programming in order to keep subscribers. This, in turn, has greatly enhanced the enterprise value of sports and entertainment businesses such as professional sports franchises, media production firms and athlete representation companies.

This elective focuses on developing skills in the areas of marketing tactics, valuation techniques and the managerial decision making involved with succeeding in the highly dynamic sports and entertainment industry.

**MATERIALS/EQUIPMENT: Casebook**

**WORKLOAD/EVALUATION**

COMPONENT	Due Date	Weight
Class Contribution	Throughout	40%
Athlete Representation Pitch	During a special scheduled class early in the term	20%
Athlete Product Launch Plan	TBD	40%

**BUSINESS (4611)**  
**Start-ups: Tricky Issues, Hustle, & Grit**  
Eric Janssen  
Office Rm No. 2335  
(20 Sessions)

**TARGET AUDIENCE:**

The best way to learn more about this course, and see student testimonials is to visit: <http://bit.ly/hustle-and-grit>

This course is for students who have interest in creating their own start-up, or work at one – and who want to know the reality (the real story) of what to expect. Whether you're looking to learn from experts who have built their companies from scratch, or figure out how to make your bold new idea a reality, this class is for you.

**PURPOSE/OBJECTIVES**

This class improves your odds of entrepreneurial success by sharing the stories and lessons learned of world-class entrepreneurs.

Through candid, and thought-provoking conversations with entrepreneurs, we reveal how successful entrepreneurs learned from setbacks, and discovered breakthrough opportunities throughout their journey.

**OVERVIEW**

Often, the best way to learn is to hear the stories, lessons learned, and tips & tricks of those who have been there before you. This class is about hearing these entrepreneurial accounts first-hand.

The course brings in a broad range of entrepreneurs (both successful and not successful) who founded and still operate their businesses. We examine some of the toughest issues entrepreneurs can expect in start-ups.

The course will tackle tricky issues, including things like:

- Bootstrapping (when you cannot afford a team)
- Picking a partner
- Early stage legal challenges
- Intellectual property challenges
- Team challenges (firing a friend)
- Dirty, or questionable capital
- Generating that first sale of an unproven product
- Rejection
- Managing during crisis (personally and professionally)
- Hustle
- Dealing with failure
- Communication nightmares
- Mental health

**MATERIALS/EQUIPMENT**

You're busy, I get it. This course has a mix of audio 'readings' (you can listen on your walk to class so no excuses!), "PodCases" (audio versions of cases), guest speakers, and the occasional rant (...I mean lecture).

**WORKLOAD/EVALUATION**

There are expected to be two classes per week. Classes will involve some cases, but there will be a number of immersive sessions, and top-notch guest speakers. Students will be evaluated based on contribution (40%), a **real** 'roll-up-your sleeves adversity project' (25%), a personal plan / reflection on the course (25%), and one bio/question topics for one of our guest speakers (10%).

<b>Component</b>	<b>Weight %</b>
Class Contribution	40
Individual Adversity Project	25
Personal Plan / Reflection	25
Plan for Guest Speaker	10

**BUSINESS (4613)**  
**FUNDAMENTALS OF COMMERCIAL REAL ESTATE**  
 Professor Christopher Brawn  
 Office Rm No. (Room #) - Tel. Number (Phone #)  
 (20 Sessions)

**TARGET AUDIENCE: HBA2**

This course is aimed at students who may want to pursue a career in commercial real estate as well as for those students who see the importance and value of real estate across other industries (e.g. retail, banking, logistics, etc). The course is intended to cover a broad selection of asset classes including office, industrial, retail and multi-family properties and is meant to appeal to a broad range of interests in real estate including but not limited to lending, development and managing a portfolio of properties.

**PURPOSE/OBJECTIVES**

Initially, the course will provide a framework within which to look at real estate opportunities. Financial modeling is important and will be covered early in the course. However, the bulk of the course will be about the structures, disciplines and processes involved in the ownership, management, development, acquisition and disposition of real estate assets. By the end of the course, students will be able to:

1. Analyze and value commercial real estate assets using a consistent financial framework;
2. Determine the implications of various ownership structures, both financial and practical;
3. Understand the underwriting of commercial mortgages, mezzanine loans and construction financing and their implications on profitability, cash flow and flexibility;
4. Make decisions concerning practical real estate issues relating to development, leasing and property management, utilizing a financial framework to determine their impact on cash flow and valuation.
5. Understand, evaluate and mitigate where possible the risks associated with commercial real estate.

**OVERVIEW**

Real estate is at its core a financial asset and as such, financial analysis is part of every decision. However, the ability to create value in real estate comes not from sophisticated modeling but from a good understanding of the particular market opportunity being studied, an ability to find where the value lies and a willingness to take appropriate risks relative to the returns, as well as knowing when those risks outweigh the returns. This course is intended to focus on the practical side of real estate so that by the end of the course, students will have a very real sense of what it is to make deals in the real estate industry.

**MATERIALS/EQUIPMENT**

All materials are included in the course casebook, including a number of readings.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	40%
Group Report	20%
Group Presentation	10%
Case Briefs (2)	30%

**BUSINESS (4614)**  
**Social Media Analytics and Digital Marketing**  
 Professor (Shane, Wang)  
 Office Rm No. (Room #) - Tel. Number (Phone #)  
 (20 Sessions)

**TARGET AUDIENCE**

**PURPOSE/OBJECTIVES**

- Students will be able to employ different digital marketing tactics to serve different objectives
- Students will be able to use different social media analytical methods, for example search engine optimization, affiliate marketing, and market structure analysis.
- Students will be able to use web analytics to implement a digital marketing strategy

**OVERVIEW**

The first decade of twenty-first century is the era of business analytics and social media. The increasing popularity of social media has resulted in astounding growth in the amount of digital data available, Marketers keep up to date on emerging digital information relevant to business. Marketing managers are now determining how social media platform can be leverage to gain competitive strategy. This course will help you understand online buy behavior, firm advertising strategy and market structure. The most important, the course identifies data sources that allow you to define and track performance indicators for your digital marketing activities. The goal is for students to learn frameworks and methods that will allow them to generate valuable and actionable marketing insights from common social media sources.

**MATERIALS/EQUIPMENT**

**WORKLOAD/EVALUATION**

Component	Weight %
Contribution	30%
Quiz	10%
Group Assignment	25%
Final project (oral and report)	35%

**BUSINESS (4619)**  
**The Performing Leader: The Role of Storytelling in Today's Business World**  
**Professor Jana Seijts**  
**Office Rm No. (Room #3313) - Tel. Number (Phone 519-850-2491)**  
**(20 Sessions)**

**TARGET AUDIENCE**

HBA 2 Students: "The Performing Leader" will focus on developing your ability to "tune in" to other people—to attend to and respond to the multitude of messages that come our way every minute of the day—without falling victim to information overload. More specifically, you will participate in physical, vocal, and verbal improvisations; deliver presentations at every class; watch video examples of passionate speakers; explore an array of disciplines that develop focus and concentration; and learn to use engaging language that holds an audience's attention, highlights important points, and motivates listeners. Every student will deliver an individual, final leadership communication speech on the last day of class.

**\*Antirequisite:** Advanced Presentation Skills 4412 is anti-requisite for this course, meaning that you cannot receive credit for taking both courses since they include similar material.

**PURPOSE/OBJECTIVES**

By the end of this course, students will have an opportunity to:

1. To understand the benefits and applicability of leadership stories to become an authentic and inspirational leader
2. To discover personal values and leadership stories to establish whom you are as a leader.
3. To develop leadership presence, confidence, and communication skills to motivate, inspire and connect to the thoughts and feelings of others.
4. Discover different models of storytelling popular in today's business world.

**OVERVIEW**

Effective leaders must motivate and inspire others to follow their "lead." This course will delve into the concept of "personal charisma"—that hard to pinpoint ability to not only set a clear direction in an organization, but also, communicate the energy and passion to engage others in a process of change. More specifically, you will participate in physical, vocal, and verbal improvisations; deliver presentations in every class; watch video examples of passionate speakers; explore an array of disciplines that develop focus and concentration; and learn to use engaging language that holds an audience's attention, highlights important points, and motivates listeners. Every student will deliver an individual, final leadership communication speech on the last day of class.

You will engage in a number of active exercises and performance techniques, borrowed from theatre, sports, music, and even stand-up comedy

**MATERIALS/EQUIPMENT**

Selected readings from a variety of sources on storytelling and leadership. TED Talk videos will also be used as reference material

**WORKLOAD/EVALUATION**

Component	Weight %
Contribution	20
Small In-class presentations	30
Ivey Catalyst Talk	50
Total	100

**BUSINESS (4620)**  
**ASSESSING THE BROADER IMPACT OF BUSINESS**  
 Professor Diane-Laure Arjaliès  
 Office Rm No. 3337  
 (20 Sessions)

**TARGET AUDIENCE**

This course is particularly suitable for students seeking careers in investment management, accounting and auditing who want to better understand and assess the broader impact of business on its environment. Students contemplating careers in management consultancies related to the adoption of business sustainability or management positions armed with the task of incorporating sustainability into mainstream business will also find the course a valuable addition to their knowledge base and skill set. It can be equally of interest to students who want to launch their own company and want to estimate the expected economic, social and environmental benefits of their activity.

**PURPOSE/OBJECTIVES**

At the end of the course, students will be able to:

- Assess how firms manage their environmental, economic and social performance.
- Develop methods and metrics to assess the broader impact of a product, program, organization or business on its stakeholders.
- Identify and explain how organizations' performance measurement systems shape business practices.

**OVERVIEW**

Organizations increasingly want to assess the impact of their business on the environment in which they operate. Research has shown that investors incorporate this evaluation in their decision-making processes. Customers value corporations whose activities are beneficial to society. Employees appreciate firms that use a broad set of metrics to judge their performance. Despite this growing interest and research support for the benefits to the firm, managers find it difficult to estimate the impact of their organization on its different stakeholders. Not only should they measure the economic benefits of their activities but also the social and environmental footprint of their actions. This course provides students with methods and tools to conduct such assessment – both in the for-profit and non-for-profit sector. This course consists of twenty sessions, six of them being dedicated exclusively to the field project.

**MATERIALS/EQUIPMENT**

This will be primarily a fieldwork and case-based course though we will utilize a variety of media and teaching methods, including guest speakers, debates and simulation exercises. Several sessions will be dedicated to the impact assessment of an existing organization in London (Ontario) or a new venture project.

**WORKLOAD/EVALUATION**

<b>Component</b>	<b>Weight %</b>
Fieldwork project (team based)	60%
Classroom contribution	40%
TOTAL	100%

**BUSINESS (4621)**  
**Technology Management in Creative Economy**  
**Yasser Rahrovani**  
**Room 2309 – 519 661 4280**

**TARGET AUDIENCE:**

This course aims to provide HBA2 students with insights into how to manage individuals, teams, or businesses that sell non-commodity, high-value add products, services, and experiences, that go well beyond mere functionality and often include "cultural content" (e.g., video games, movies, fashion and design firms)

**PURPOSE/OBJECTIVES**

After taking this course, students should be able to:

- Demonstrate an ability to analyze decisions about managing innovative capabilities within firms, taking into account strategy, competitive situation, and operational risk, capabilities, and limitations.
- Persuasively explain and defend a position on issues relevant to managing creative capabilities that are as yet unsettled by research, specifically those issues that we discuss in the course.
- Describe a framework for innovative capability management, and for use of technology to support innovative capabilities, derived from course materials, including points at which the student disagrees or prefers an alternative approach.
- Demonstrate an understanding of the theoretical approaches introduced in the course and an ability to apply them to answer management questions relevant to course scope, content, and issues.

**OVERVIEW**

"Creative Economy Firms" (CEFs) compete, not by generating similar outputs efficiently, but by generating novel outputs more valuable than alternatives. For example, the best-selling game/movie/design cannot be successful next year with minor improvements. Instead, it has to be creatively different. The products, services, and experiences offered by CEFs also have competitively attractive characteristics – many earn high profit margins that are comparatively immune to swings in world commodity prices.

This course examines the nature of these businesses, the effect of technology on their processes, and the management of such firms, units, or individuals. We find examples in many increasingly important industries (design, media, entertainment, pharmaceuticals, sports, luxury car design) and in expanding enclaves (product development, even manufacturing) within industrial firms. By analyzing cases across industries and organizations, we discover a core of common practice that serves as a basis for the development of a general framework with strong practical relevance.

The course unfolds in three modules:

- (1) Introduction to CEFs: Explores how CEFs are different from other firms;
- (2) Work in CEFs: Examines the processes, principles, and practices employed by expert innovators in a range of fields; and,
- (3) Managing in CEFs: Focuses on the management implications of differences between CEFs and other firms.

The course focuses on the potential of technology in enhancing creativity in CEFs. It will also make them mindful on some unintended consequences of relying on tech in creative businesses.

**MATERIALS/EQUIPMENT**  
N/A

**WORKLOAD/EVALUATION**

<b>Component</b>	<b>Weight %</b>
Participation in class discussions	35%
Group take home project	20%
Final exam, which will be a written analysis of a case	45%
<b>Total</b>	<b>100%</b>

## INTERNATIONAL COLLABORATIVE ARRANGEMENTS

Business 4623 — Fall Term 2019

Tuesdays and Thursdays 3:50pm to 5:10pm

Professor: Vanessa C. Hasse

E-mail: vhasse@ivey.ca

### DESCRIPTION

International collaborations are partnerships between firms from different countries. These can take various forms, such as shared research partnerships, licensing arrangements, strategic alliances, and equity joint ventures. Some prominent examples include the joint ventures between General Motors and SAIC, Starbucks and PepsiCo, or the Star Alliance between Air Canada, Lufthansa, and several other airlines. International collaborative arrangements are becoming increasingly crucial for companies' competitive success.

### RELEVANCE

This elective aligns well with Ivey's goal of developing leaders who think *globally* and act *strategically*. In today's global economy, few firms can succeed entirely on their own. Collaborative arrangements are often essential for pooling resources and capabilities needed to build a sustained competitive advantage. Students who are interested in learning how collaboration enhances international competitiveness will benefit, irrespective of whether they desire a career in consulting, a specific industry sector, or a particular business function. Students who will go on exchange, or are currently at Ivey on exchange, will also benefit from this elective.

### PURPOSE

This elective will equip students with advanced knowledge on best management practices across the entire collaboration life-cycle. Through case discussions and in-class exercises, students will learn how to determine strategic fit, select partners, negotiate, structure, staff, successfully operate, and (if necessary) appropriately terminate these partnerships.

### MATERIALS

1. Course pack containing case studies and supplementary readings.
2. Short, reader-friendly textbook: "*Joint Venturing*", Paul W. Beamish, Information Age Publishing, Charlotte, NC, 2008. 167 pages, Softcover ISBN 978-1-59311-965-2.

### EVALUATION

Component	Weight %
Individual class contribution	30%
Case-based midterm exam	30%
Final project	40%