

**Business 4413**  
**DERIVATIVES AND FINANCIAL MARKETS**  
Professor Busaba  
Office Rm. No. 3334- Tel. Number 519-661-4178  
20 Sessions

**TARGET AUDIENCE**

Nearly all financial activities within the modern firm, in the financial and non-financial sectors, involve the use of derivatives. The course is designed to be foundational, providing fundamental knowledge essential for two audiences. The first comprises students going back to, or starting, careers in direct contact with the world of derivatives. Such careers include, but are not limited to, sales and trading, risk management, finance consulting, portfolio management (mutual, pension, and hedge funds), investment banking and corporate finance. The second audience has more of a longer-term, top management outlook, with interest in how the modern corporation utilizes derivatives in various functions to strengthen its strategic positioning.

Derivatives material is part of the CFA curriculum. The course is of immense help to students seeking the certification.

**PURPOSE/OBJECTIVES**

Derivatives are financial instruments, or contracts, whose value *derives* from more fundamental assets such as commodities (energy, agricultural, and metals), foreign exchange, stocks, and bonds (interest rates). Among the most prevalent and fundamental derivative products written on these asset classes are *forwards*, *futures*, *swaps*, and *options*. The objective of the course is to provide a solid understanding of how these products are structured, priced, and used. This knowledge is essential for executives of corporations that use derivatives in financing activities to reduce financing costs, and of corporations that face significant financial or commodity risks and use derivatives to manage these risks; bankers who design, price, produce, and trade derivatives on their own behalf and for their clients; and managers of mutual, pension, and hedge funds who use derivatives as part of active as well as passive investment strategies.

**OVERVIEW**

The course strikes a balance between concepts and applications. To this end, the course material includes cases, textbook chapters, and articles written in practitioners' journals—directed to executives and high-level managers. Relevant and current articles from the public press are discussed as well. The course also includes exercises/projects using real-time data.

Applications span the four markets of commodities and energy products, foreign exchange, stocks, and fixed income instruments. Companies involved include automakers, airlines, energy producers and retailers, hedge funds, university foundations and endowments, power utilities, and commercial and investment banks.

**MATERIALS/EQUIPMENT**

The required textbook for the course is John C. Hull, Foundations of Futures and Options Markets, 9<sup>th</sup> or later Editions, Prentice-Hall. Other materials (cases and readings from professional journals) are sold separately. Lecture notes for some classes and PowerPoint presentations are distributed in class or posted on LEARN.

**WORKLOAD/EVALUATION**

Evaluation is based tentatively on two non-case, two-hour exams (midterm and final), a project, and class participation and presentations.

**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 (4431)**  
**Advertising & Promotion**  
 Professor Kirk Kristofferson  
 Office Rm No. 3349  
 (20 Sessions)

**TARGET AUDIENCE**

At Ivey, this class is for HBA2 students with an interest in marketing. In reality, **EVERYONE EVERYWHERE in business leadership should study advertising at some point in their lives.** There are many more media options today than there have ever been, so some of the terminology and measurement is a throwback to 'days of yore' but if you don't know the basics in an intimate way, there will always be some people who are ahead of you in their understanding of marketing. So, this class is for people who do not want to pretend to understand marketing, but rather want to be ahead of those who choose not to take marketing seriously.

**PURPOSE/OBJECTIVES**

The objective of this course is to practice communication that creates a **connection with potential customers.** We will explore the basics of advertising as "persuasion" and extend those basics into practical examples.

**OVERVIEW**

Advertising and promotion involve every aspect that customers perceive about your brand, company, product, service, as well as any communication put out by you or about you. Managing the image that is created by these perceptions involves the least control of any business function: you cannot buy or sell it outright, cannot rigidly define and operationalize it, and cannot dismantle it. If you succeed or fail, you cannot value it on a balance sheet (though its effects will be felt there). It is truly an art form of shared meaning on a canvas in the collective understanding. And if that makes any sense to you, you are a marketing genius and don't need to take this class. For the rest of us, this class will be an opportunity to explore and practice methods of creating connections with potential customers. Those **connections allow an opportunity for your 'offering' to create sales.**

**MATERIALS/EQUIPMENT**

The required materials for this course are cases and readings in a coursepack. You will also have the strategic **opportunity to use your creativity** with regard to technology and any other costumes, voices, art skills, dramatic tendencies, video editing, design, and other maverick and eccentric talents you or your classmates may have.

**WORKLOAD/EVALUATION**

Component	Weight %
<b>Contribution</b>	30%
<b>Midterm Assignment</b> (Video/Presentation, Group Project)	30%
<b>Final Creative Strategy Project</b> (Group Project: Creative Brief and Creative Execution Drafts + Presentation)	40%
<b>Group Participation Peer Evaluation</b>	15% of each group grade

**BUSINESS 4434**  
**MANAGEMENT OF SERVICE**  
 Professor David Barrett  
 Office Rm. No. 2313 – Tel. Number 519-661-4055  
 20 Sessions

**TARGET AUDIENCE**

HBA2 students whose immediate professional careers and interests will require more in-depth understanding of the management of service firms or the servicing function that exists in non-service organizations (e.g. manufacturers) are the course's intended target audience. The course may also be of general interest to other HBA2 students wishing to enhance their managerial insights on those firms who (1) operate in the most dynamic and growing segment of the economies of industrialized countries, (2) are amongst the largest employers in those countries, and (3) are projected to account for < 70% of all job growth through the next decade.

**PURPOSE/OBJECTIVES**

Welcome to the service economy! In an influential 1972 *Harvard Business Review* article, the marketing guru Theodore Levitt observed then that: "There are no such things as service industries. There are only industries whose service components are greater or less than those of other industries. Everybody is in service." Those observations continue to reflect today's business reality some forty-six years later. Conventional wisdom suggests that success in the management of service is simple—it is all about meeting and exceeding your customers' expectations. Alas, such conventional wisdom is managerially insufficient given that examples of poor service design and delivery are plentiful, and the typical customer experiences a service failure on a daily basis. This course specifically examines an overarching difficulty that many service providers encounter on a daily basis: the management of service is conceptually straightforward except for the few million details. Course participants will have the opportunity to integrate, apply, and meaningfully enhance their HBA-based leadership and management insights—whether from the perspective of the service provider or customer. Topics addressed include a variety of salient strategic and tactical issues and challenges faced by a broad array of service organizations (e.g., service experience, service culture/climate, technology-based service, service quality, professional service, service innovation and growth, etc.). By the end of the course, participants will have gained understanding of relevant management of service complexities and developed productive approaches and practical solutions to address them.

**OVERVIEW**

The overarching framing of the course centers around general opportunities and challenges in managing service excellence. Specific course modules will cover: designing service excellence, delivering service excellence, monitoring service excellence, managing service professionals, service innovation and service firm growth.

**MATERIALS/EQUIPMENT**

This course's learnings primarily emanate from the assimilation and discussion of multi-disciplinary cases and readings on service management. Course participants will also enhance their management of service understanding and skill sets through the submission of a few individual case brief write-ups, practical learning exercises (e.g., writing a service letter, doing a service audit, etc.), and discussions with visiting service firm leaders and managers.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	40%
Individual Case Briefs (2)	20%
Individual Service Letter	10%
Service Audit Group Project	30%

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 (4443)**  
**Value Investing**  
 Professor (George Athanassakos)  
 Office Rm No. (Room 3352) - Tel. Number (Phone 519-661-4096)  
 (20 Sessions)

**TARGET AUDIENCE**

This is an elective course in the HBA program.

**PURPOSE/OBJECTIVES**

The course is intended to teach students the fundamentals of the value investing approach to investment management as developed by Graham and Dodd.

**OVERVIEW**

The substantive areas covered will be (1) the fundamental assumptions and approaches to value investing (2) techniques for assessing fundamental value based on traditional and value investing-based valuation (3) the design of strategies for searching efficiently for value investing opportunities (4) the structuring of value-based portfolios to control for risk.

**MATERIALS/EQUIPMENT**

Benjamin Graham, *The Intelligent Investor*, Revised Edition, Harper Collins, New York, 2003 (BG)

Bruce Greenwald, Judd Kahn, Paul Sonkin, Michael van Biema, *Value Investing*, John Wiley and Sons, New York, 2001 (GKSB)

George Athanassakos, *Equity Valuation: A Guide to Discounted Cash Flows and Relative Valuation Methods*, Wilfrid Laurier University, Waterloo, 1995 (GA) – Printed and Bound at the University of Western Ontario.

George Athanassakos, *Course Package*, University of Western Ontario, 2008—includes class overheads, articles, value investor interviews, cases and annual reports.

**WORKLOAD/EVALUATION**

Component	Weight %
In class contribution	20
One-Page Summaries	30
Student (group) Project	50
Total	100

**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 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**  
**STRATEGIC MARKETING 4461**  
**Professor June Cotte**

Office Room 3660 Tel. Number 519-661-3224 Email (preferred): [jcotte@ivey.ca](mailto:jcotte@ivey.ca)

### TARGET AUDIENCE

Students aiming for a C-level career in business who require a thorough understanding of the link between firm-level strategy and marketing.

### PURPOSE/OBJECTIVES

This course will help students:

- Create competitive customer choice and market share in focused target product/ service/ technology opportunities.
- Build competitive advantage through marketplace activities
- Map and manage market focus for portfolios of products, services, market segments, technologies, and market networks: Creating Positioning and Centrality/Distinctiveness Maps.
- Develop and sustain market-focused planning processes cultures and leadership in companies.
- Integrate digital disruption with market- focused planning and strategies.

### OVERVIEW

This course will examine how ‘downstream’ activities – those in which firms engage with customers and markets – build competitive advantage. We will learn to map markets, innovate in customer interactions, and understand digital disruption’s role in marketing strategy.

### PEDAGOGY

The course consists of a rich mix of topical case discussions and conceptual lecture-discussions. The overarching objective of the pedagogy of this course is to bring the real-world into the classroom and develop mental models for understanding and solving complex, strategic problems in marketing.

### WORKLOAD/EVALUATION

<b>Component</b>	<b>Weight %</b>
Class Contribution	30%
Case Exam	30%
Project/Presentation	40%
<b>Total</b>	<b>100%</b>

**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 4480**  
**GLOBAL STRATEGY**  
 Professor Chengguang Li  
 Office Rm No. 3342 - Tel. Number 519-661-2557  
 20 one-and-half hour sessions

**TARGET AUDIENCE: HBA Students**

Those who aim to pursue a global business career and/or those who wish to incorporate a global dimension into their strategic thinking.

**PURPOSE/OBJECTIVES**

The objective of this course is to analyze why firms expand globally, how they can operate successfully abroad, and how global strategy differs from corporate strategy. It is based on a set of new models that are not covered in corporate strategy.

**OVERVIEW**

This course covers three types of global strategy. The first part examines a wide range of entry strategies, such as licensing, outsourcing, joint ventures and acquisitions. The second part covers the fit between a firm's operation strategy and the foreign environment it operates. The third part investigates a firm's organization strategy that serves to strike the balance between global efficiency and local responsiveness in their foreign operations.

**MATERIALS/EQUIPMENT**

Case studies are the learning vehicle. Through assigned readings, case studies, and class discussions, the students will develop the skills for analyzing situations and formulating viable operation strategies in a global context. Student preparation, presence, and participation are essential for this teaching method to work. Case preparation must go beyond descriptive facts, since we will not have time to explain or reiterate case information in the classroom. In the discussion, however, you must back up your arguments with the facts of the case.

**WORKLOAD/EVALUATION**

Component	Weight %
Class participation	35%
Group project report	30%
Final exam	35%
Total	100%

**BUSINESS (4486)**  
**Financial Analytics**  
**Professor Mehmet Begen**  
**Office Rm No. 3340 - Tel. Number 519-661-2111 Ext. 84146**  
**20 Sessions**

**TARGET AUDIENCE**

- Students who want to further develop the analytic skills covered from DWA.
- Students who need to use mathematical model and advanced analytics for their jobs (e.g. financial risk analyst, traders, bankers, consulting, etc)

**PURPOSE/OBJECTIVES**

- Analytics course with applications drawn from mostly finance, as well as some from operations and marketing.

**OVERVIEW**

We will cover the following analytical techniques:

- Simulation
- Optimization
- Various distributions (e.g. discrete, triangular, uniform, normal, lognormal)
- Binomial tree
- Use of Excel add-ins @Risk and Evolver

We will cover the following applications:

- Finance: Trading strategies, portfolio optimization, Black Scholes Model, option pricing, lognormal stock price.
- Operations: inventory, stocking decision
- Marketing: pricing, product selection

**MATERIALS/EQUIPMENT**

- Textbook: Financial Models Using Simulation and Optimization I & II
- Software: @Risk and Evolver (running on top of Excel)

**WORKLOAD/EVALUATION**

Component	Weight %
Assignments	20%
Class Participation	30%
Quiz	10%
Final Project	40%

Business 4495  
**Building Consumer Brands**  
With **Professor Rod Duclos**, PhD, MBA, MSc  
Contact: [rduclos@ivey.ca](mailto:rduclos@ivey.ca)

**Target audience:** HBA2 students

This course is intended for individuals considering careers at senior levels of corporate management or as consultants in strategy firms, ad agencies, and market research companies.

**Course objectives** (i.e., learning goals)

**Bus 4495** is an elective course designed to help you develop a practical understanding of the tools, rules, and strategies of brand management. By the end of the semester, students will be able to assess critical aspects of a branding strategy such as: how to introduce and name new products; how to measure and interpret brand performance; how to manage a brand over time, product categories, and geographical markets; etc.

In parallel, students will be given ample opportunities to practice and demonstrate their **critical-thinking** skills and **communication** skills. My goal here is to help you develop/sell your ideas convincingly to partners and stakeholders, may they be coworkers, supervisors, clients, suppliers, lenders, regulators, investors, etc.

**Materials & Course format**

The course consists of lectures, exercises, case discussions, case presentations, and a brand audit project. Throughout the semester, I will encourage you to **think critically** about the various branding challenges that organizations face today. I will also provide you ample opportunities to **voice your opinions** about what real managers in these organizations have done or should do. You are expected to speak up during class.

As outlined in the 'evaluation' section, some assignments will be completed individually (e.g., quiz) while others in a team (e.g., case presentations). This mix of individual vs. team-based assignments is intended to replicate what happens in the real world. And as is often the case in the real world, your personal fate will depend in part on your team's fate (i.e., all group members receive the same grade in group-based assignments).

If time permits, I might also invite guest-speakers from industry.

**Evaluation** (subject to minor adjustments)

Component	Weight
Quiz (individual)	10%
Peer review (individual)	20%
Class contribution (individual)	35%
Brand audit (team-based)	35%

I look fwd to seeing you in class! ☺

**BUSINESS (4501)**  
**Competing in and with China**  
 Professor (CHENGGUANG, LI; ARTHUR, LI)  
 Office Rm No. (Room 3342) - Tel. Number (519)661-2557  
 (20 Sessions)

**TARGET AUDIENCE**

HBAs

**PURPOSE/OBJECTIVES**

The aim of the course will be to prepare participants to work in China and/or with Chinese Multinationals. An important objective is to develop your ability to understand institutions, competitions, and collaborations in and with China. By the conclusion of the course, participants should be able to (a) have a better understanding of the contemporary business environment of China, (b) develop the ability to analyze complex business cases in the multinational contexts, (c) evaluate and develop solutions for the context specific challenges that foreign companies face in China, and (d) provoke meaningful inquiry on what we still know little regarding this topic.

**OVERVIEW**

The course is an introduction to the contemporary business experiences in China and with Chinese Multinationals. Increasingly, China has been growing into one of the world's largest market for multinational businesses around the world. At the same time, Chinese enterprises keep accelerating their process of going overseas. As a result of that, they are competing fiercely, in multiple countries, with other leading multinationals that are mainly from advanced economies. To have a grasp of the distinctiveness of the challenges and opportunities in China and with Chinese Multinationals, we will discuss about some of the complex business cases. The cases will cover the overarching theme of firm and contextual heterogeneity, and will prepare you for addressing key gaps to our knowledge on this topic.

**MATERIALS/EQUIPMENT**

1. A collection of readings and cases will be provided for each session; details will be contained in the syllabus. Required readings you can obtain in electronic format.
2. There is no required textbook for this class. But if you are interested in some key concepts, and a general overview of the subjects of this course, the following textbooks will help:

Bartlett, C. A., & Beamish, P. W. (2018). *Transnational Management: Text and Cases in Cross-Border Management* (8<sup>th</sup> ed.). Cambridge: Cambridge University Press.

Peng, M. W., & Meyer, K. (2016). *International Business* (2<sup>nd</sup> ed.). Andover, Hampshire, United Kingdom: Cengage Learning EMEA.

**WORKLOAD/EVALUATION**

Component	Weight %
Class Contribution	35%
Group Project	30%
Final	35%
Total	100%

**BUSINESS 4503**  
**Creative Approaches to Leadership and Communication**

**Professor: Sider, Michael**  
**Office: 2306**  
**Tel. Number: 519-661-3951**  
**Email: msider@ivey.ca**  
**20 Sessions**

**TARGET AUDIENCE:** HBA 2

**PURPOSE/OBJECTIVES**

- To hone leadership and communication skills through exciting engagements with film, music, drama, and the arts

**OVERVIEW**

Some of the most profound and exciting moments of leadership and great leadership communication are those represented in film and literature. Shakespeare's history plays, for example, show warriors and leaders struggling with many of the same leadership problems executives confront today: how to build coalitions among competing parties, how to motivate and persuade, how to articulate strategy, how to problem-solve creatively. Some of the greatest films of all time – for example, Francis Ford Coppola's *The Godfather* and Ridley Scott's *Alien* – explore the character and values of emergent leaders, as well as the creative, strategic, and communication skills necessary to lead others through tough times.

Indeed, the arts can teach us a great deal about leadership and communication. Imagine, for example, the demonstration of both leadership and communication needed for the successful productions of a jazz trio, rock group, or symphony orchestra.

Using film, poetry, drama, music and improv, this course will help participants explore the nature of leadership and the craft of successful leadership communication and ask participants to confront their own readiness to be a great leader and influential communicator.

**MATERIALS/EQUIPMENT**

Film, music, literature

**WORKLOAD/EVALUATION**

Class contribution

Creativity projects using music, literature, film, etc., to explore and articulate an important area of leadership or communication

Component	Weight %
Class Contribution	30%
Group Creativity Project	30%
Individual Creativity Project	40%

**BUSINESS 4518  
PROJECT MANGEMENT**

Professor Ning Su  
Office Rm No. 3332 - Tel. Number 519-661-3934  
20 Sessions

**TARGET AUDIENCE**

Students with an interest in developing a better understanding of project management in today's increasingly *digital* and *global* economy. The course will explore a diverse set of opportunities, challenges, strategies, and tactics, and address both macro-level, policy and industry aspects and micro-level, technical and process aspects related to effectively and efficiently managing projects and programs. Target audience includes anyone interested in consulting, technology, strategy, operations, finance, general management, and/or other areas.

**PURPOSE/OBJECTIVES**

This course is designed to provide students with a holistic, integrative, and global view of project management. Different elements of project managements, including technical elements (e.g., scope and schedules) and the sociocultural elements (e.g., leadership, culture, and politics), will be examined. Students taking this course will advance their understanding of project management. At the completion of the courses you will have the necessary skills needed to become a more productive, sensitive, and mindful member of project and program teams. These skills and mindsets will also be useful later in your career regardless of your industry or function.

**OVERVIEW**

The project has become the primary and focal work unit in many organizations. The use of project related techniques and mindsets has become critical to a wide range of tasks in diverse industries and markets. The course will introduce various concepts, techniques, and case studies of project management. The unique benefits associated with effective project management include improved decision-making, execution, and innovation, efficient use of resources, and more positive impact on business and society worldwide.

**MATERIALS/EQUIPMENT**

Cases, readings, activities, and tools. You will be introduced to the techniques and tools for managing projects. These skills will then be applied to a range of cases that span diverse industries and applications, and vary in scope and complexity.

**WORKLOAD/EVALUATION**

Component	Weight %
Contribution	40%
Major Project (Group)	30%
Individual Project (Report)	30%

**BUSINESS 4520**  
**REVENUE MANAGEMENT**

Professor K. Maclean  
 Office Rm No. 2339- Tel. Number 519 661 2111 x82169  
 (20 Sessions)

**TARGET AUDIENCE**

HBA2 – Students considering a career within Consulting, Marketing, Operations, or as an Entrepreneur.

**PURPOSE/OBJECTIVES**

Introduce students to the principles and practice of revenue management and strategic pricing.

**OVERVIEW**

Basic principles of Revenue Management and Pricing models.  
 Revenue Management and pricing as a strategic competitive advantage.  
 Industry adaptations of Revenue Management.  
 Forecasting and data driven Revenue Management.  
 Conjoint analysis to understand customer needs.

**MATERIALS/EQUIPMENT**

Required: Case book and your text-book from HBA1 Decision Making with Analytics; Optional (on reserve): The Theory and Practice of Revenue Management, K.T. Talluri & G.J. van Ryzin, Kluwer Academic Publishers (2004).

**WORKLOAD/EVALUATION**

Component	Weight %
Classroom Contribution	30%
Group Presentation	35%
Midterm Exam	35%

**BUSINESS 4530**  
**COMPETITION & COMPETITOR ANALYSIS**

Professor Neil Bendle  
 Office Rm No. 2357 - Tel. Number 519-661-3155 (x83155)  
 (20 Sessions)

**TARGET AUDIENCE: HBA 2 Students**

The course is most appropriate for students considering a career in general management, consulting or marketing. Many of the principles we discuss in class will also be useful to entrepreneurs. The course may also be of interest to students seeking knowledge of concepts and development of skills that enable them to understand and respond to the competitive environment.

**PURPOSE/OBJECTIVES**

The primary objective of this course is to enable students to confidently answer the following questions:

1. What are the economic and behavioral foundations of competition?
2. How do managers recognize and shape strategies, including cooperation, to respond to the competitive situations they face?

**OVERVIEW**

This course focuses on competitive interaction. It introduces students to relevant ideas from a number of academic disciplines including economics, psychology and evolutionary studies. Building on the economic foundations of competition, the course uses concepts from game theory and shows how this thinking can be incorporated into the strategy building process. The behavioural aspects of competition will complement the economic view, including examining actual behaviour through the playing of a few games.

**MATERIALS/EQUIPMENT**

The required casebook for the course.

**WORKLOAD/EVALUATION**

Component	Weight %
Class contribution	40%
"Real World" Project (Group Report/Presentation)	20%
Calculations	10%
Final Examination	30%

**BUSINESS 4547**  
**HEALTH SECTOR LEADERSHIP and INNOVATION**

Professor David Barrett

Office Rm No. 2341 - Tel. Number 519-661-4055 – email: [dbarrett@ivey.uwo.ca](mailto:dbarrett@ivey.uwo.ca)  
 20 Sessions

**TARGET AUDIENCE**

This 0.5 credit course is for students who have an interest, or wish to pursue careers, in the health sector. It will be of interest, also, to those seeking insight into challenges that require leadership and innovation, as well as students interested in leveraging their interests in the life sciences.

**PURPOSE/OBJECTIVES**

The purpose of the course is to provide a foundation for students who wish to pursue careers or who have an interest in the health sector. The course is designed to encourage innovation and systems thinking and to help students develop a deep understanding of the how the industries and policy spaces that comprise the health sector interact to deliver value in the form of patient outcomes. Students will be challenged to think strategically with regard to sector issues.

**OVERVIEW**

The course begins with a discussion of the Canadian context; policy, population health issues, globalization and health focusing on a systems view of the health sector. The course then moves to look at specific industries including hospitals, health care deliver, and biotechnology and pharmaceuticals. Most classes consist of cases and/or issue discussions and may include a number of classroom guests who will take part in the discussions.

**MATERIALS/EQUIPMENT**

Readings and cases as described in course outline.

**WORKLOAD/EVALUATION**

There is no final examination. Class contribution, a leadership and innovation thought paper, and a group project form the assessment criteria. Peer evaluations may be utilized as an input into the professors' evaluation of class contribution.

<b>Component</b>	<b>Weight %</b>
Class contribution	60%
Group project	40%
Total	100%

**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%

## HBA 4560 Strategic Investing

Reyer Barel  
Office Rm No. 2303 - Tel. Number x 84188  
(20 Sessions)

### TARGET AUDIENCE

This is an elective course for HBA students.

### PURPOSE/OBJECTIVES

This course explores ways by which aggregate (macro) stock market risk may be assessed within a value investing approach, provides various methods for determining an approximate fair value for the stock market and determines steps to take to manage exposure to such market risk. The course will also review manias and behavioral biases which have affected (and will continue to affect) the stock market.

### OVERVIEW

The substantive areas covered will include: (1) review of the history of financial markets (2) examine several market manias and review behavioral biases which can affect market prices, (3) examine several methods which can be used to assess an approximate fair value for the stock market (4) determine how and when to employ hedging strategies to help mitigate (macro) stock market risk.

### MATERIALS/EQUIPMENT

*Devil Take the Hindmost: A History of Financial Speculation*, Edward Chancellor, Plume, June (2000). ISBN-10: 0452281806.

*Irrational Exuberance*: Revised and expanded 3<sup>rd</sup> edition, Robert J. Shiller, Princeton University Press (2015). ISBN-10: 0691166269. Kindle version available.

*Course Package*, Reyer Barel, University of Western Ontario, 2018.

### WORKLOAD/EVALUATION

Component	Weight %
<i>Group Hand-In Assignment #1</i>	20%
<i>Individual Hand-In Assignment #2</i>	20%
<i>Group Final Project</i>	35%
<i>Class Participation</i>	25%

**BUSINESS 4564**  
**Design Driven Innovation**  
 Professor Darren Meister  
 Office Rm No. 2321  
 (20 Sessions)

**TARGET AUDIENCE**

This course will benefit any student with entrepreneurial ambitions and / or interest in new product design and development. It is also recommended for students planning to take New Venture Project (part of IFP). Students who are interested in working with Engineering students. 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 case studies, 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. Students in the FALL section of this course will work with students in ES 3331, the Engineering version of the course. 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%
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**BUSINESS (4566)**  
**MANAGING HIGH GROWTH COMPANIES**  
 Professor Dominic Lim  
 Office Rm No. 2332 - Tel. Number 519-661-3260  
 (20 Sessions)

**TARGET AUDIENCE**

This elective course is targeted to all HBA students who are currently responsible, or expect to be responsible, for managing or working with a high-growth organization. This includes entrepreneurs, professional managers, management consultants, investors and leaders from family businesses. Though the course focuses on de-novo entrepreneurial companies, many of its principles also have application in the development of entrepreneurial businesses within established organizations.

**PURPOSE/OBJECTIVES**

The purpose of this course is to develop the knowledge, skills, and attitudes that are needed to create and manage a high growth company. In essence, the course addresses the holistic and systemic nature of firm growth and what it takes to create and sustainably manage a high growth company. The students will also develop a real-world perspective on the management and challenges of high growth by studying high-growth firms in various stages of their growth.

**OVERVIEW**

High growth is tough to achieve and even tougher to maintain. The reason: in a high growth environment the management practices that create success are the same that lead to failure as the firm continues to grow. To successfully create and manage a high growth firm a new set of skills and attitudes are required.

Students in this class will, in a hands-on way, learn this new set of skills. Along the way they will practice decision making in a unique setting, where time, money and people shortages demand rapid decisions in the face of uncertainty. They will learn from leaders of firms that have achieved spectacular growth. And leave the course with a clearer picture of the stage of growth their talents are best suited for.

**MATERIALS/EQUIPMENT**

The course will utilize a mix of cases, readings, computer-based simulation, team learning experiences, guest speakers, and projects. There is no exam.

**WORKLOAD/EVALUATION**

<b>Component</b>	<b>Weight %</b>
Class Contribution	<b>25%</b>
In-Class Team Learning Assignments	<b>20%</b>
Individual assignment: High Growth Entrepreneur Interview	<b>25%</b>
Group Project: High Growth Company Case Study	<b>30%</b>

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 (4574)**  
**MERGERS, ACQUISITIONS AND RESTRUCTURINGS**

Professor David A. Turnbull – Spring Term (2 sections)

Office 2335 – Tel: (519) 661-3229 dturnbull@ivey.ca

10 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 an asset manager such as a pension fund, private equity firm, or hedge fund. The course is technical and not advised for students who are uncomfortable with finance.

**PURPOSE/OBJECTIVES**

One of the biggest strategic decisions facing a company is whether to invest and build assets, or to purchase them through an acquisition. Companies also need to know when to divest their assets or to restructure them. This course introduces students to the practice of mergers and acquisitions (M&A) and corporate restructurings. It covers many value creation strategies including spin-offs, asset restructurings, leveraged buy-outs, and going-private transactions. Students will learn why companies engage in such activities, and how investment bankers are involved in the process. By studying actual cases, students will learn the importance of bidding strategies and financing, how to evaluate potential synergies, and defense tactics when facing a hostile bid.

**OVERVIEW**

Topics to be covered include: Intro to M&A, restructurings, spin-offs, and going-private transactions; Valuation techniques; M&A and Strategy; Asset restructuring vs. financial restructuring; Tax, legal and accounting considerations; Negotiations, hostile takeovers and defences; Going private via an MBO or LBO; Financial vs. strategic buyers; Bankruptcies; Post-merger integration This course provides an overview of the strategic rationale for M&A, the process, the valuation techniques, deal structuring and negotiation, and financing. It also highlights the regulatory and corporate governance issues. This course is designed as a “how to” course on M&A and restructurings, with a focus on understanding and valuing actual transactions. The course builds on the tools introduced in HBA1, namely financial statement analysis, capital budgeting, net present value, and valuation.

**MATERIALS/EQUIPMENT**

BUS 4574 Case Package – a compilation of cases and readings

Investment Banking: Valuation, Leveraged Buyouts, and Mergers & Acquisitions, University Second Edition (May 2013; ISBN: 978-1-118-47220-0) by Joshua Rosenbaum and Joshua Pearl.

**WORKLOAD/EVALUATION**

Component	Weight %
Classroom contribution	30
Final exam	40
Group project	30

**BUSINESS (4580)**  
**Reputation Management**  
 Professor Mary Weil  
 Office 2340 – Phone 519-661-4282  
 (20 Sessions)

**TARGET AUDIENCE**

HBA2 students interested in furthering their ability to communicate effectively, build trust and enhance company reputation.

**PURPOSE/OBJECTIVES**

To provide students with a broader understanding of reputation risk and reputation management. Research shows that companies who invest in communications are more profitable.

**OVERVIEW**

CEOs around the world report that reputation and risk to reputation are two of their biggest worries. This course is designed to provide students with opportunities to apply strategic communication skills to analyze current business communication challenges. Recent economic turmoil has caused public trust in companies to decline. All employees – from the CEO to the front-line customer service representatives – need to think strategically and thoughtfully when interacting with the public and all stakeholders. With the advent of citizen journalism and social media, even a small error by a senior executive or front-line employee becomes broadcast and magnified.

The course focuses on three aspects of reputation management:

- on proactively building the public's trust ahead of a possible communications' scandal,
- on skillfully recovering if there is a scandal, and
- on continually fostering a company's reputation once that solid reputation has been established.

**MATERIALS/EQUIPMENT**

Case package plus supplemental readings/articles, guest lectures/discussions with industry professionals.

**WORKLOAD/EVALUATION**

Component	Weight %
Class contribution	25%
Group presentation	30%
Reputation graphic	10%
Written assignment	35%

## 4584 Giving Voice to Your Leadership: Communicating Personal Values in the Workplace

Professor Gerard Seijts  
Office Rm No. 2352 - Tel. Number 519-661-3968  
(10 Sessions – 5 double sessions)

**TARGET AUDIENCE HBA2**

**PURPOSE/OBJECTIVES**

*“In a moment of decision, the best thing you can do is the right thing. The worst thing you can do is nothing.”*  
- Theodore Roosevelt

The goal of this course is to improve students’ capacity to act effectively as leaders when dealing with ethical conflicts and/or opportunities. We will address the question how you can effectively stand up for your ideas and personal values when pressured by your boss, colleagues or shareholders to do the opposite.

**OVERVIEW**

At some point, we all run into conflict situations. For example, a recent news item revealed that call centre employees working for Rogers Communications feel pressure to try to make a sale on every call — even to elderly people who do not understand or need certain products or services. In fact, dozens of Rogers workers said they are under "extreme pressure" to hit sales targets or risk termination. Such pressures, like upselling to customers, often come at the expense of one’s personal ethics. Doing the right thing, however, isn’t always rewarded – telling the truth or standing up for one’s values can expose one to ridicule, scorn, retribution or career derailment. This course provides students with an opportunity to explore their personal values and capabilities, to discover ways of giving these values expression, and to develop a means of communicating these values in their individual and group commitments and conduct, including through leadership opportunities. The course gives students the opportunity to focus on various personally challenging situations which raise “value conflicts,” (e.g. conflicts between and among personal commitments and values) and develop strategies to communicate and act in ways that result in a win/win for all parties involved. The skills developed in this course are important building blocks for personal success, effective interpersonal relationships within organizational settings and authentic leadership and communication. Rather than focusing on ethical analyses, the course focuses on ethical implementation and asks the question: ***What would I say and do if I were going to act on my values?*** This course requires personal curiosity and self-reflection from students and requires them to be open and share their experiences and insights both orally and in writing. Students will be encouraged to learn about their values and the challenges they face or may face in their future business career.

We will have a number of high-profile guests from the public and private sector presenting on their experience with voicing their values in the real world and sharing their hard-won lessons with the students.

**MATERIALS/EQUIPMENT**

1. Giving Voice to Values by Mary Gentile (2010)  
ISBN-10: 0300161182
2. Supplemental readings and cases

**WORKLOAD/EVALUATION**

Component	Weight %
Class contribution	40
One final course insights paper	60

**BUSINESS (4600)**  
**DATA MANAGEMENT FOR DECISION MAKING**  
 Professor Derrick Neufeld  
 Office Rm No. (3368) - Tel. Number (519-661-3258)  
 (20 Sessions)

**TARGET AUDIENCE**

This course provides an applied introduction to cutting-edge techniques and tools used to capture, organize, manage and query data within organizations, with an emphasis on how to design, use, and interpret data via both transactional database and “big data” technologies. The course will be useful to a wide range of graduates including those in marketing, finance, consulting, technology, HR, business development, and anyone interested in “data hacking”.

**PURPOSE/OBJECTIVES**

By the end of this elective you will know how to:

1. design structured data models that reflect real life situations
2. build database structures to enable the optimal capture, organization, management, and retrieval of data
3. query databases using the powerful structured query language (SQL)
4. report findings using cutting-edge techniques and tools

**OVERVIEW**

This course will give you a foundational understanding and skills to work with data. Through the use of hands-on examples, we will explore the design and implementation of the kinds of multi-user transactional databases that you are likely to routinely encounter in your future work. You will learn how to query databases using a powerful computer programming language called SQL, that allows you to combine relatively few operations to answer almost any data question imaginable. We will also explore data visualization technology that will allow you to conduct sophisticated analyses and reveal actionable insights. With the explosion in the number and volume of data sources, and the increased focus on analytics and on “Big Data” in general, it is more important than ever that you develop the skills to understand, design, access and analyze data. These skills will be essential to your future as a decision maker.

**MATERIALS/EQUIPMENT**

- Textbook and readings (TBA)
- Each student will install and configure software (freely available) that will allow them to design and access a transactional database.

**WORKLOAD/EVALUATION**

You will be required to prepare in advance for each class by reading and practicing exercises. Classes will consist of short cases, lectures and discussions to build concepts, and exercises to develop your practical skill set.

Component	Weight %
Contribution	35%
Mid-term quiz	30%
Final project	35%

**BUSINESS (4607)**  
**Microeconomics for Managers**  
 Professor Brandon Schaufele  
 Office No. 3325 – Tel. Number 519-661-3148  
 20 Sessions

**TARGET AUDIENCE**

HBA2 students interested in the economics of strategic decision-making, competition and market structure are encouraged to take this course.

**PURPOSE/OBJECTIVES**

The objective of this course is to introduce students to the foundations of managerial economics. Special emphasis is placed on the microeconomics of competitive strategy, market structure and public policy. Managers need to make economically sound business decisions while recognizing competitive advantages. Understanding markets and firm conduct helps to identify the economic factors that shape firm profitability.

**OVERVIEW**

While students will learn about the economics of markets, incentives and information, this course is NOT a rehash of “econ 101”. Rather than over-emphasizing theory, the microeconomics for managers stresses “thinking economically”. It uses the tools of microeconomics to understand the business environment and to facilitate better managerial decision-making.

Understanding markets helps managers think systematically about strategy and resource allocation. A series of cases and simulations will guide students through real business situations, while forcing them to think methodically about their competitors, customers and the public policy environment in which they operate. Emphasis is on real-world business topics. Current articles from the business press will be used to motivate many sessions. A diverse range of markets will be discussed including the markets for breakfast cereals, bourbon barrels, illicit drugs and internet services.

Students will use diagrams, economic concepts and data analysis to develop frameworks and tools that will help them be better decision-makers. Upon completion of this course, students will be able to:

- Explain a wide-array of business phenomena using economic models and economic thinking.
- Identify the fundamental elements of competitive strategy and pricing decisions.
- Analyze and critique news stories describing public policy and business decisions.
- Apply economic concepts to investment decisions.

**MATERIALS/EQUIPMENT**

Materials for this course will include a casebook, notes and readings that will be posted on Learn.

**WORKLOAD/EVALUATION**

Component	Weight %
Contribution	30%
Midterm Exam	30%
Final Exam	40%

**Business 4610**  
**LEADING FAMILY FIRMS**

**Instructor: David Simpson**  
**Office Rm. No. 2320 – Tel. Number 519-661-3080**  
**20 Sessions**

**TARGET AUDIENCE**

HBA students with two characteristics; First, if you are from an entrepreneurial family this course will benefit your interaction with that family business. Second, if you are interested in consulting, wealth management and investment banking, this course teaches advisory skills for dealing with entrepreneurial families and is ideal for you.

**PURPOSE/OBJECTIVES**

A key purpose of the course is to make students aware of the massive economic role family controlled businesses play in the global economy. It is a virtual certainty that in the students future careers they will deal with an opportunity, a supplier, an employer or a philanthropic endeavour directed and/or controlled by a Business Family. There are unique characteristics of these enterprises, and a key objective is to expose students to these characteristic and identify the strengths, weaknesses and best practices. The goal is to prepare students to be better advisors to entrepreneurial families or to support and enhance their own family business.

**OVERVIEW**

The foundation of the course is the three circle model of family business, which identifies roles of ownership, management and family. These three circles by definition overlap by varying degrees (depending on business stage) in family controlled business. The cases and lectures will focus on the areas of overlap and what is the best approach to good governance within and between each of the three circles. The course takes specific care to identify both the strengths of this business structure and the weaknesses. Upon completion of the course, students should be better equipped to deal positively within their own family business or in their business careers dealing with family controlled enterprise.

This course offers insights that are most helpful to three types of audiences: One; students that come from Business Families and who expect to play a key role in their family enterprises. Two; students that expect a career in investment banking, financial services or consulting, where there will be a high degree of interaction with Business Families. Third; entrepreneurs who recognize that over the next decade a substantial number of family owned companies will change generational ownership, and many of these will be acquisition and merger candidates.

**MATERIALS/EQUIPMENT**

The course has a mix of cases, readings, in class video cases and guest speakers and lectures, and three written assignments (no exam).

**WORKLOAD/EVALUATION**

Component	Weight
2-page summaries (in-class)	25%
Essay	50%
Contribution	25%

**BUSINESS 4618**  
**Decision Making and Risk Management**  
**Professor: Laurel Austin**  
**Office: 2363 - Phone x84005**  
**(20 Sessions)**

**TARGET AUDIENCE**

Students who wish to understand the psychology of decision making, and use that understanding to improve their decision-making and risk management skills in situations that offer risk and uncertainty.

**PURPOSE/OBJECTIVES**

Students will develop an understanding of how intuitive, unconscious thinking can lead to biased risk perceptions and information selection, undermining attempts to make analytical, evidence-based decisions. We will contrast intuitive approaches with normative decision models – i.e., models of how we *ought* to make decisions and manage risk. We will explore ways to bridge the gap between problematic intuitive approaches and normative models in order to improve decision and risk management quality. The overriding objectives are to develop the ability to recognize common problems in decision-making and risk management and develop ways to overcome those. The course provides foundational knowledge relevant to behavioural decision theory, behavioural economics, and behavioural finance.

**OVERVIEW**

Numerous problems, from the 2008 financial crisis to the Fukushima nuclear disaster, have been attributed to systematic problems in decision making and risk management. The quality of organizational outcomes depends on the quality of decision making and risk management processes that guide decisions and behaviours. This course draws on insights from cognitive, experimental, and organizational psychology, economics, statistics, and decision analysis. We will study: emotions in decision making, selective perception, risk perception, and how behaviour is shaped by context and our mental models of a situation. Through case analysis, discussion, exercises, guest presentations and a group project we will study decision-making and risk management, including use of analytical models and management practices to overcome common decision making and risk management deficiencies.

The foundations of the course are based in the work of three winners of the Nobel Prize in Economics: Herbert Simon (in 1978 for his work on bounded rationality), Daniel Kahneman (in 2002 for his work with Amos Tversky on cognitive biases and decision heuristics), and Richard Thaler (in 2017 for his work in behavioural economics).

**MATERIALS/EQUIPMENT**

Course pack with readings and cases. Case simulation: Judgement in a Crisis; Multi-media case: Enterprise risk management at Hydro One.

**WORKLOAD/EVALUATION**

<b>Component</b>	<b>Weight %</b>
Individual Class Contribution	25%
Midterm exam	35%
Group project	40%

**BUSINESS (4622)**  
**CORPORATE STRATEGY**  
 (10 - Three Hour Sessions)  
 Professor W. Glenn Rowe

Office - 3364; Telephone – 519 661 3299; Email – growe@ivey.ca

### TARGET AUDIENCE

This course is designed for those students who intend to work in complex, multi-business enterprises (for example, as product, business unit or general managers, or as professional staff: finance, planning, HR, etc.), or with multi-business enterprises in an advisory role (for example, as consultants or investment bankers). Multi-business firms range from related business firms like Torstar, General Dynamic, and Procter & Gamble to unrelated highly diversified firms like General Electric, Cooper Industries and Hutchison Whampoa Ltd. This type of firm is an important part of the North American and global economies. The average Fortune 500 multi-business enterprise is active in over 10 discrete businesses/industries.

### LEARNING OUTCOMES

Upon completion of the course, students will be able to analyze the formulation of corporate strategy, discuss the design and implementation of a multi-business enterprise's management processes and evaluate the relationships the corporate office of a multi-business enterprise maintains with business unit managers. The learning outcomes for the course are designed to improve your capacity to deal with the opportunities and challenges of:

- Being corporate level managers as you work to add value through the formulation of corporate strategy, the design and implementation of the enterprise's management processes, and the relationships the corporate office maintains with business unit management.
- Being business level managers as you work with corporate-level management to add value through identifying and exploiting business unit opportunities within the context of the corporate value proposition.
- Being advisors/consultants as you work to add value through counsel that suits the economic logic and management realities of a client which is a multi-business enterprise.

### OVERVIEW

The course is based on case analysis and discussion, supplemented with readings and mini-lectures. The cases encompass a range of different multi-business formats and situations and support a multi-level perspective (corporate, business unit, advisor). There is a textbook, readings and, of course, cases for every class. There will be a report requirement. Small groups of three or four students are asked to evaluate the strategy, organization and performance of a multi-business enterprise of their choice. Although it should not be a multi-business enterprise we discuss in class or in the textbook assigned for the class.

### MATERIALS/EQUIPMENT

A loose case/readings package is available from Ivey Publishing which will include all requested cases/readings in hard copy. Two textbooks that will be on reserve in the business library. They are also available on Amazon.ca. The titles are:

Hitt, M., Ireland, D., Hoskisson, R., Rowe, W. G. & Shepherd, J. (2009). **Strategic Management: Competitiveness and Globalization (Concepts)** (3rd Edition), Toronto: Nelson.

Barney, J. B. (2011). **Gaining and Sustaining Competitive Advantage** (4<sup>th</sup> Edition), Prentice Hall.

### WORKLOAD/EVALUATION

The grading scheme is as follows:

Component	Weight %*
Contribution	30-50
Group Report	50-70

\*Students may choose the weight for each component within the ranges specified. The total weight must add to 100. Each student's choice must be submitted between the second and third classes of the course by email. If no email is received the weights will default to 40% for contribution and 60% for the group report.

**BUSINESS 4628**  
**FINTECH AND THE DISRUPTION OF BANKING**

Professor Chuck Grace  
Office 2326 – Tel: (519) 661-3960  
20 Sessions

**TARGET AUDIENCE**

This course is designed for HBA2s who are interested in financial technologies (“fintech”) and the transformation of banking and financial services. The course is targeted at students pursuing a variety of careers from: working at a large financial incumbent; starting your own venture; joining a financial services consultancy; or investing in fintech companies. Students do not need specialized knowledge but should be comfortable with HBA1 Core Finance, Strategy. This course complements 4439 Entrepreneurial Finance, 4579 The Dark Side of Capitalism, and 4620 Impact Assessment.

**PURPOSE/OBJECTIVES**

The purpose of this elective is to understand how the banking and financial services industry is being disrupted and transformed by fintech. This label covers a range of technologies that enable consumers to access financial services over their mobile phone or the internet. Through the many innovations introduced over the past five years, retail customers can take out a loan, make a payment, transfer money overseas, or invest their savings electronically. Customers enjoy a better experience at a lower cost by transacting via a simple interface that is easier to navigate than traditional brick-and-mortar businesses. And for many of these services, customers bypass traditional financial intermediaries who have profited from this activity, such as banks, mutual fund dealers, and money transfer companies.

The pace of fintech innovation is accelerating as the first-generation of technologies that enabled this digital transformation – such as mobile phones, cloud computing, and peer-to-peer networks – have been combined with newer technologies – such as blockchain, machine learning, and artificial intelligence. These technologies not only lower the barriers to entry into banking and financial services, they have opened the doors to non-traditional players ranging from small start-ups to giant technology companies.

In summary, banks, insurance companies and financial service firms are facing many new competitors. This disruption is affecting every aspect of their businesses from front to back office, all business lines and customer segments, and even the way the financial system functions. The key question is what will happen to the financial incumbents that currently dominate this sector and how will they respond?

**OVERVIEW**

This elective begins with a road-map of the fintech ecosystem. It then takes a deeper dive on six main verticals of the fintech world: peer-to-peer lending; equity crowdfunding; robo-advisors and digital wealth management; insurance and insurtech; business-to-business (B2B) application (such as blockchain, digital identity and regtech); and artificial intelligence and cognitive banking. Teams of students will study traditional incumbents and fintech entrants to understand their business models, their value proposition, their value drivers, their strategy, and their funding models. We will hear first-hand from fintech founders, incubators and investors. And we will look at how Canada is doing relative to leading fintech hubs globally.

In terms of learning objectives:

- Students will be able to assess the impact that fintech will have on financial services and make a strategic recommendation to an incumbent on how they should respond.
- Students will be able to analyse and quantify the potential disruption to different lines of businesses and present their analysis to a venture capitalist, a financial incumbent, or a regulator.
- Students will be able to define the value proposition and to quantify the market opportunity for a fintech start-up and make a recommendation on how to grow the business to an entrepreneur.
- Students will be able to analyse career and investment opportunities in the fast-changing fintech space and prepare a pitch to potential employers or investors.

The course will combine case studies of fintech start-ups, bank incumbents, and fintech investors with presentations by students analysing a fintech company. Topics to be covered include:

- The traditional financial system and the fintech ecosystem
- Marketplace and peer-to-peer lending
- Equity crowdfunding and capital raising
- Payments and the digital economy
- Robo-advisors and digital wealth management
- Insurance and insurtech
- Blockchain and the applications of distributed ledger technology
- Digital identity and regtech
- Artificial intelligence and cognitive banking
- Funding fintechs from pre-seed to IPO
- Innovating within an incumbent financial institution
- Fintech, social finance and the democratisation of financial services
- Threat from social media and tech companies

#### MATERIALS/EQUIPMENT

- Case Package – a compilation of cases and readings
- Additional readings and materials to be distributed via eZone

#### WORKLOAD/EVALUATION

Component	Weight %
Classroom contribution	30
Team presentation	15
Midterm exam	25
Final group project	30

**BUSINESS (4629 A/B)**  
**SALES FOUNDATIONS**

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/sales-foundations-course>

In early and growth-stage companies there are only two things that matter: building and selling. This course is for those students who want to learn how to sell.

Sales is everywhere and in everything. This course is designed for students who want to learn how to 'sell' effectively. We cover how to sell:

- Products or services in a sales or sales-related role (B2B or B2C)
- A business idea to an investor
- A job opportunity to a new potential business partner, or job candidate
- Ideas to colleagues
- Yourself

This course is a **must** for any student interested in starting (and especially growing) a company, joining a start-up, or becoming an 'intrapreneur' within a large organization.

This course is **not** for any student who wants a passive learning experience. The only way to learn in sales is by doing, and there will be no shortage of 'doing' in this course. It will be hard, but you will come out of it as a better seller, leader, negotiator, and maybe even friend or partner!

**PURPOSE/OBJECTIVES**

Upon completion of the course, students will be armed with the knowledge, skills and strategies to be successful in a modern sales environment: Specific learning outcomes for this course include:

- Know how to add value in a start-up or scale-up in a Business Development, Sales Development, Account Executive, Customer Success/Account Management, or other sales role
- Get your first customers at an early-stage startup
- Accelerate customer growth to break through growth plateaus
- Understand how to create a sales strategy, hire the right talent, and analyze/evaluate sales performance
- How to apply sales strategies and tactics in non-sales roles such as job hunting and personal brand development

**OVERVIEW**

In early and growth-stage companies, there are two things that matter most: building and selling. ‘Builders’ are those with the technical and business skills needed to develop products, establish operations, and raise capital. ‘Sellers’ are the other half of the growth equation: the people with the networking, negotiation, and communication skills that form the core of a company’s selling and go-to-market skillset. Without sellers, products and services being built can sit idle without the predictable revenue necessary for growth and survival.

While a range of other resources and courses focus on ‘building’, this course deals with developing ‘selling’ skills and strategies. This course was built in consultation with the most well-known high growth companies in existence today. These cutting-edge tactics employed by companies like Salesforce, Shopify, Facebook, Google, and LinkedIn are touted as the driving force behind companies’ financial success—and multi-billion dollar valuations.

Complex sales are both an art and a science, and both can be taught. This course is a compilation of the best in class concepts, strategies, processes, technologies and best practices to grow sales at any organization.

**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**

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 (30%), a **real** sales-related activity (10%), a final group project (30%), and an individual reflection paper (20%).

Component	Weight %
Class Contribution	30%
Sales Activity	10%
Group Project	30%
Individual Reflection Paper	20%