

**Commerce 4PA3
Business Policy & Strategic Management
Winter 2012 Course Outline**

**Strategic Market Leadership and HSM Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

As the capstone to McMaster’s Commerce program, this course is designed to unify your learning experience at the School of Business. It is considered one of the most important courses that you will take during your undergraduate degree as it integrates other courses, builds on them, and acts as a stepping-stone to the real world of business. The purpose of this course is to enhance your capacity to do the job of a general manager responsible for strategic performance.

INSTRUCTOR AND CONTACT INFORMATION

Linda Stockton
Instructor
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C09: Thu 11:30 – 14:20 DSB/AB103
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C13: Thu 08:30 – 11:20 DSB/AB103

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TA’s name:

Dr. Nick Bontis
Course Coordinator

TA’s email:

Website: <http://www.bontis.com/4pa3.htm>

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: Yes	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): No

COURSE DESCRIPTION

This course is taught primarily through the case-method but also includes readings, lectures, videos, and workshops. What you will learn in this course however, has utility not just for the person at the top of the enterprise. Increasingly, general management responsibility is shared and every member of the management team needs to appreciate how their actions contribute to the overall success of the enterprise. The cases and concepts of the course take the total business as the unit of the analysis and the general manager of the business as the key decision-maker. The materials used in the course encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Play the role of the main decision-maker(s) while taking all stakeholders into account;
- Assess operational health and business performance while forecasting the organization's prospects as it is currently being run;
- Calculate all necessary industry metrics, marketing information, financial ratios and trends to defend recommendations;
- Define the capabilities essential for the successful development of a business and formulate a strategic plan while considering the organization's capabilities and environmental context;
- Identify the important opportunities and challenges facing a business and setting out a course of action for dealing with them;
- Implement changes, as necessary, in order to position the business for the future and detail an action plan that is operationally specific.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials	\$ FREE
<ul style="list-style-type: none"> • http://avenue.mcmaster.ca 	
Text Book: <i>Strategic Analysis and Action</i> , 7th Edition, Crossan, Fry & Killing	\$ 73.80 CAD
<ul style="list-style-type: none"> • purchase at the bookstore 	
Custom Courseware: Commerce 4PA3 Business Policy / Strategy	\$ 39.95 CAD
<ul style="list-style-type: none"> • purchase at the bookstore 	
	prices subject to change

OPTIONAL COURSE MATERIALS AND READINGS

- | | |
|--|--------------|
| • <i>The Strategy Process</i> , Mintzberg, Lampel, Quinn & Ghoshal | \$ 97.86 CAD |
| • <i>Harvard Business Review's 10 Must Reads on Strategy</i> | \$ 28.95 CAD |
| • <i>Information Bombardment.com</i> , Bontis | \$ 28.95 CAD |

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. Group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

Assignment	McMaster World Congress (individual)	5%
Test #1	Multiple Choice Exam – in class (individual)	20%
Test #2	Case Exam – take home (individual)	30%
Oral Presentations	Diamond-E in the Real World (individual + shared)	5+5%
MFT	Major Field Test in Business (individual)	5%
Participation	In-class Participation (individual)	30%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course.

<http://www.mcmaster.ca/policy/Students-AcademicStudies/examinationindex.html>

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+ (12)	90 - 100	C+ (6)	67 - 69
A (11)	85 - 89	C (5)	63 - 66
A- (10)	80 - 84	C- (4)	60 - 62
B+ (9)	77 - 79	D+ (3)	57 - 59
B (8)	73 - 76	D (2)	53 - 56
B- (7)	70 - 72	D- (1)	50 - 52
		F (0)	00 - 49

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Director:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors should conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Assignment – McMaster World Congress

This assignment is worth **5%** of your final grade and will be marked individually. Students must attend the McMaster World Congress which takes place from **Wednesday February 1 to Thursday February 2** at CIBC Hall 3rd floor of the MUSC. This event attracts hundreds of attendees who learn from the latest research, case studies and best practices. Students are required to select **five (5) presentations** for which they will be completing an assignment. Of course, students are encouraged to attend as many additional presentations as they wish. 4PA3 students will NOT be charged a registration fee. However, 4PA3 students are entitled to attend meals and social functions for an extra nominal fee. All students must **pre-register** for their sessions on-line (**business attire is mandatory**). Students will find an agenda from which they can select presentations on the conference website. There will also be sign-up tables available in the atrium:

<http://worldcongress.mcmaster.ca>

Each student is required to prepare a concise summary and evaluation of **five (5) presentations**. Each review is limited to **one page** in length and must contain the following three paragraph headings: **1) Summary** – a concise overview of the main content highlighting the presenter(s) and the presentation itself; **2) Evaluation** – a critique of the session (you may wish to comment on the content, methodology, model, measures, conclusions, presentation style, etc.; and **3) Application** – a personal opinion of the usefulness of this presentation as it would apply in business and/or government with a second opinion drawn from another published article or website (full citation is necessary for secondary research reference).

- The total report is limited to **5 pages** of text (1 page per presentation);
- Your full name, student #, section #, must be at the top right corner of each page;
- Presenter's name, affiliation and title of session must be at the top left corner of each page;
- 8.5 X 11 inch paper, 1 inch margins, 12 point font, single spaced, 3 headings are necessary;
- **NO** title page, **NO** binders, **NO** folders, **NO** covers, just staple pages together
- A hard copy of assignment is due in **DSB #203**
- A soft copy of this assignment is due on **Turnitin.com**
- Assignments that are handed in late will receive a grade of **zero**

Test #1 – Multiple Choice Exam

There is one multiple choice examination in this course that accounts for **20%** of your final grade. The exam will cover material from the text book, readings, lectures and class discussion. The multiple-choice exam will NOT cover case content material and will NOT cover optional readings. This is an **open-book** exam. There are a variety of sample questions available for you to practice on which can be found on AVENUE.

Test #2 – Case Exam

There is one take home case examination in this course that accounts for **30% of your final grade**. You will be responsible for picking up the case at the specified time and place. Each case solution must be completed individually. You will use the Turnitin.com service for submission. Students who submit similar solutions (in any way) will be subjected to a review as per the university's **academic integrity policy**. Please be careful to read the case exam instructions carefully. Exams that are handed in late will receive a grade of **zero**. The case exam is considered as the final comprehensive evaluation component of this course. As such, performance on this exam is critical for successful completion of this course. There will be **no make-up case exam**. All students **MUST** complete this exam. Students who do **NOT complete the exam** will **NOT receive a course credit** regardless of their performance in other course components.

Oral Presentation – Diamond-E in the Real World

Each team will prepare a presentation on a real current news event from the world of business. Each member of the group must present and will receive an individual mark worth **5% of the final grade** plus a shared mark worth **5% of the final grade**. Choice for presentation format and content is up to the student groups to decide. Attire will be consistent with the theme chosen. Students will be evaluated on the thoroughness of presentation content, creativity and on communication skills. Teams are encouraged to be as **creative** as possible when making these presentations and may use any presentation theme or format they wish as long as each team member has relatively equal presentation time. Supplemental audio/video and custom media is also encouraged. Group membership and presentation topics must be communicated to the TA on a first-come, first-served basis. Each team should have about **6-7 members**. Presentations must be between **12-15 minutes** in length.

MFT – Major Field Test in Business

The DeGroote School of Business is accredited by the AACSB (Association to Advance Collegiate Schools of Business). To maintain accreditation, the business program must satisfy the expectations of a wide range of quality standards that all are mission linked. The process forces comparisons of our work with international accreditation standards on faculty quality, library, computer facilities, students, and institutional service. It is therefore a form of accountability to the graduates of our program. There are additional benefits that derive from accreditation:

1. The process serves as a catalyst to identify what programs are the best for our students because top administrators must articulate their views to an external evaluation team.
2. Accreditation is key to recruiting high quality faculty on an international level.
3. Accreditation assures students and their parents of the high quality of our undergraduate program and creates greater visibility for students in the job market.

4. Accreditation increases the program's appeal to transfer students, helping our school develop its reputation globally.

The DeGroote School of Business uses the Major Field Test to measure student academic achievement and to assess the educational outcomes of our undergraduate program. In addition, area groups will use the results of the Major Field Test to evaluate their curricula and measure their progress. The tests also provide students with an assessment of their own level of achievement within a field of study compared to that of students in their program and to international comparative data.

The test is designed to assess mastery of concepts, principles, and knowledge expected of students at the conclusion of the undergraduate program. In addition to factual knowledge, the test evaluates students' abilities to analyze and solve problems, understand relationships, and interpret material.

The test is two hours in length and is multiple choice. You will receive **five (5) marks** for taking the test. Your performance on the test will **NOT** be reflected in your final 4PA3 grade. However, if you do **NOT** take the test, you will **NOT** receive the marks. Sample questions are available for download from AVENUE. The results of the test will be used to benchmark the DeGroote School of Business against other business schools internationally. You will also be able to compare your personal performance with all other undergraduate business school students internationally.

Participation

Name cards are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class. You **MUST** always attend the same section in this course. If you continue to switch sections throughout the term, you will **NOT** be guaranteed any participation marks for those classes you attend outside your regular section.

The **case-method** requires students to be cooperative in sharing their views in classroom discussion. Instructors and TAs will feel free to **cold-call** on anyone at any time. Hence, it is imperative that you prepare for each and every case and reading. In general, contributions are evaluated in an ascending order from physically but not mentally present, to good chip shots, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using **air-time** involves an obligation to actually contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question **so-what?** Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions in each class. Attendance does not constitute participation. Effective communication is a prerequisite to success in the business world. For that reason all marks in this course will be based on both the substance of your work and the quality of your written and oral communication. Particularly poor communication could result in a reduction in your overall final mark as great as one or two letter grades. In the past, students who have received the highest grades in this course were also the ones with the highest participation marks. They were also the students that contributed high quality insights several times during class. The key to a high

participation mark is making numerous quality contributions during **every** case discussion. With respect to case discussions in particular, try to contribute comments that:

- get the discussion off to a productive start by highlighting the key characters in the case and the main decisions that still need to be made,
- shape the discussion through the meaningful introduction of theoretical concepts, current events, financial calculations or alternative analysis,
- triangulate case discussions with current events or readings and by matching or referring to previous points made during the class;
- link or contrast the main highlights of this particular case with previous cases,
- change or reverse the direction of the discussion when appropriate and support the alternative hypothesis or opposing view, and
- summarize and bridge the comments of others without undue repetition.

Immerse yourself in each discussion case by reading it twice, the first time to obtain an overview, the second to flesh out the detail. Make notes to facilitate your contribution to the class discussion, especially regarding any questions that may be asked. Work with other students when preparing for a case discussion in order to learn from each other. Be prepared to devote at least two hours of intensive preparation to each discussion case prior to class. You will get next to nothing out of a case discussion if you are not fully prepared, and you run the risk of being embarrassed if you are called upon to contribute. Your TA will be assigning a grade for participation after each case discussion. Please note participation marks may also be evaluated for homework assignments. Case discussion marks and homework assignments cannot be made up if you miss a class. An interim participation grade will be posted mid-term.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties.

For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

In this course we will be using Turnitin.com which is a plagiarism detection service. Students will be expected to submit specific work electronically to Turnitin.com so that it can be checked against the internet, published works and Turnitin's database for similar or identical work. If a student refuses to submit his or her work to Turnitin.com, he or she cannot be compelled to do so and should not be penalized. Instructors are advised to accept a hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of search engine if the instructor wishes. To see guidelines, please go to:

<http://mcmaster.ca/academicintegrity/turnitin/guidelines.html>

REQUESTING RELIEF FOR MISSED ACADEMIC TERM WORK

1. Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following two ways:

- a) **for absences from classes lasting up to five (5) days; or**
- b) **for absences from classes lasting more than five (5) days.**

a) **For absences from classes lasting up to five (5) days**

Students must use the MSAF (McMaster Student Absence Form). This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one (1) request for relief of missed academic work per term as long as the weighting of the component is worth 29% of the final grade or less. Students must follow up with their course instructors regarding the nature of the relief within two days of submitting the form. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

If the value of the component is worth 30% or more, students must report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

b) **For absences from classes lasting more than five (5) days**

Students cannot use the MSAF. They MUST report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

2. Students who wish to submit more than one request for relief of missed academic work per term cannot use the MSAF. They must report to the APO and discuss their situation with an academic advisor. They will be required to provide supporting documentation and meet with the Director.

3. The MSAF cannot be used during any final examination period.

4. Students who require accommodations to meet a religious obligation or to celebrate an important religious holiday must make their requests in writing within three weeks of the start of term to the APO.

5. Students seeking relief due to: work-related (for part-time students only) commitments; representing the university at an academic or varsity athletic event; and/or conflicts between two (or more) overlapping scheduled midterm exams, have the option of applying for special exam arrangements. Such requests must be made to the APO at least ten (10) working days before the scheduled exam along with acceptable documentation. There will be only one common sitting for the special exam. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the APO.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Commerce 4PA3 Business Policy & Strategic Management Winter 2012 Course Schedule

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TA's name:

Dr. Nick Bontis
Course Coordinator

TA's email:

Website: <http://www.bontis.com/4pa3.htm>

WEEK	DATE	ASSIGNMENT
1	Tue. Jan. 3 to Fri. Jan. 6	Discuss: Class Outline, Schedule, Participation, Grading, AVENUE, Courseware Discuss: Selecting team members for oral presentation Lecture: Introduction to Strategy and Strategic Process Special Guest Lecture: Jennifer McCleary – CBCD (Résumé, Cover Letter, etc.)
2	Tue. Jan. 10 to Fri. Jan. 13	Read: SAA (Strategic Analysis and Action) Chapters 1 and 2 Read: Guide to case analysis Read: HBR How competitive forces shape strategy Optional Read: HBR What is strategy?, McKinsey Core competence Lecture: Porter's 5-forces Case 1: Jay Zee at DeGroot Case 2: Visioning at Xerox Canada
3	Tue. Jan. 17 to Fri. Jan. 20	Read: SAA Chapters 3 and 4 Optional Read: HBR Why good companies go bad, Strategy as stretch and leverage Case 3: Canadian Airlines
4	Tue. Jan. 24 to Fri. Jan. 27	Read: SAA Chapters 5 and 6 Case 4: Designer Classics Class Activity: Teams to meet and discuss presentation ideas, TA to be notified

5	Tue. Jan. 31 to Fri. Feb. 3	No classes this week McMaster World Congress (Feb 1 and 2) – business attire required
6	Tue. Feb. 7 to Fri. Feb. 10	Assignment MWC: Electronic copy due at Turnitin.com (Mon. Feb. 6 @ 2:30pm) Assignment MWC: Hard copy due in DSB #203 (Mon. Feb. 6 @ 2:30pm) Read: SAA Chapters 7 and 8 Case 5: Harlequin Enterprises Class Activity: PEEST and 5 Forces analysis
7	Tue. Feb. 14 to Fri. Feb. 17	Read: SAA Chapters 9, 10 and 11 Optional Read: BQ There's a price on your head Case 6: Rehabilitation Research Centre Lecture: Special Topic
8	Feb. 20 – 25	No Classes: Mid-term recess
9	Tue. Feb. 28 to Fri. Mar. 2	Exam: Multiple Choice (open book, no cases)
10	Tue. Mar. 6 to Fri. Mar. 9	Case 7: Hyperion Aurora Trust (submit spreadsheet in class) Optional Read: HBR Why be honest if honesty doesn't pay Case 8: Fifth Column Optional Read: HBR Good managers don't make policy decisions
11	Tue. Mar. 13 to Fri. Mar. 16	Case 9: Weytjen's First Assignment Optional Read: CDI Managing and improvising, HBR When is virtual virtuous? Case Exam: Download from AVENUE on Fri. Mar. 16 @ 5:30pm
12	Tue. Mar. 20 to Fri. Mar. 23	Case Exam: Electronic copy due at Turnitin.com (Mon. Mar. 19 @ 2:30pm) Case Exam: Hard copy due in DSB #203 (Mon. Mar. 19 @ 2:30pm) Major Field Test in Business
13	Tue. Mar. 27 to Fri. Mar. 30	Oral Class Presentations: Submit slides to TA at the beginning of class

Commerce 4PA3 Business Policy & Strategic Management Case Questions

Case 1: Jay Zee at DeGroot (1 mark)

- 1) Assignment: Bring your résumé to class for peer editing.
- 2) What was Jay Zee's fatal flaw? Is there any other action Jay Zee should take?

Case 2: Visioning at Xerox Canada (2 marks)

- 3) What has demanded the visioning process at Xerox?
- 4) What is the value of a vision statement?
- 5) What is the value of the visioning process?
- 6) Which statement in Exhibit 3 do you like the most?
- 7) What should Diane McGarry do?

Case 3: Canadian Airlines (4 marks)

- 1) What is the difference between a regulated and deregulated industry?
- 2) What are the implications of deregulation for companies, the government and customers?
- 3) What is your assessment of CA's strategic initiatives during the various phases of its history?
- 4) In retrospect, should CA have done something different?
- 5) How does this industry make money? (explain using Appendix B)
- 6) How do airlines differentiate in order to compete?
- 7) Describe the nature of the rivalry between CA and AC (use Exhibits 3 and 4)
- 8) Choose and defend either Plan A or B

Case 4: Designer Classics (5 marks)

- 1) Assess the company's strategic initiatives (use Strategy Model Figure 2.1 page 19 in SAA text)
- 2) Succinctly explain the company's core competence and value proposition
- 3) What are the pros and cons of the following strategic initiatives:
 - a. WSM acquisition
 - b. Elite Carpets acquisition
 - c. Ownership Exchange with Distributor
 - d. Importing Company
- 4) Draw the value chain starting with "Fleece" and ending with the "Customer"
- 5) Which deal should Jim Dunlop make?

Case 5: Harlequin Enterprises (5 marks)

- 1) Complete the 2X2 performance / health matrix (see Figure 1.2 page 6 in the SAA text)
- 2) What product is Harlequin offering?
- 3) What are the key success factors in the industry?
- 4) Conduct an Environment and Resource analysis (see Chapters 5 and 6 in SAA text)
- 5) Develop and evaluate alternatives. Make a recommendation for action.

Commerce 4PA3 Business Policy & Strategic Management Case Questions

Case 6: Rehabilitation Research Centre (3 marks)

- 1) Evaluate the 2X2 performance - health matrix.
- 2) What is the Net Liquidation Value?
- 3) Evaluate Korpela's Diamond-E report.
- 4) What are the pros and cons of each alternative?
- 5) What should Korpela do personally?

Case 7: Hyperion Aurora Trust (5 marks + 1 mark for homework)

- 1) What factors are driving the changes in the mutual fund industry?
- 2) What is the industry structure?
- 3) Explain the pricing of mutual funds (use Exhibit 1A)
- 4) What are some possible future developments in the industry?
- 5) How is CIBC SI trying to position itself?
- 6) Who are the stakeholders Athena Collins must please?
- 7) **Every student must complete the spreadsheet analysis and submit it to the TA in class for grading:**

Assume a typical investor purchases \$10,000 worth of Aurora using the back-end load option which includes a performance bonus; what are the cash flow impacts for CIBC SI, the broker, and van Berkom? (assume the fund grows at 10 per cent each of the first two years and the TSX grows at 7 per cent the first year and 15 per cent the second)

Case 8: Fifth Column (1 mark – download the case from AVENUE)

- 1) What is the ethical dilemma in this case?
- 2) What are Olivia Jones' options?
- 3) What would you do if you were Olivia Jones?

Case 9: Weytjen's First Assignment (3 marks)

- 1) What is the decision context that Erik faces?
- 2) What personal, business and environmental factors influence Erik's actions?
- 3) What is your assessment of the situation at Sabena catering?
- 4) How ready is the organization for change?
- 5) What specific actions should Erik take to resolve the problems?