FIN 4400 A02
FINANCIAL MANAGEMENT PRACTICES
WINTER 2021
Zoom (https://zoom.us/j/7464221584?pwd=UWFna0Q5b0xHQk5pZUtivmlMZFlmdz09)
MW 1:00 – 2:15 pm Central Time

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INSTRUCTOR

Name: Shiu-Yik “Yik” Au, CFA, MBA, PhD
Office*: 472 Drake Centre
Phone: 204-474-9783
Email: yik.au@umanitoba.ca
Office* hours: Mon/Wed 2:30-3:30 pm via Zoom personal meeting ID (PMI)
Zoom PMI: https://zoom.us/j/7464221584?pwd=UWFna0Q5b0xHQk5pZUtivmlMZFlmdz09
*COVID-19: I will not be in my office due to campus closures. Please meet with me via my Zoom PMI.

COURSE DESCRIPTION

This course covers the application of theoretical models in finance to real-world problems using cases. Topics include working capital management, long-term investment and financing decisions, valuation, risk management, reorganizations and international financial management. Prerequisite: FIN 3480 (D).

In this course, we will study real-life cases that involve financial or other problems. Each class, the students will read, analyze, and discuss the issues in the case and attempt to develop recommendations and

ASPER
SCHOOL OF BUSINESS
Universities
of Manitoba
solutions to resolve those issues. These cases will help train students in problem-solving skills and prepare them for their future careers.

This course is most appropriate to students seeking a career in financial services, consulting, entrepreneurship, or simply want exposure to real-life business problems.

**COURSE OBJECTIVES**

To deepen and consolidate the understanding of the basic concepts of finance acquired at the introductory and intermediate level courses, and to apply this knowledge via case simulations and actual business situations. Broader issues discussed will include ethics, corporate social responsibility, corporate governance, and leadership. Critical thinking, communication skills, and teamwork will play important roles in case analyses.

**COURSE MATERIALS**

Text: Custom ordered Case Book available via Harvard Publishing.
You can purchase the coursepack by going to the following link: [https://hbsp.harvard.edu/import/779629](https://hbsp.harvard.edu/import/779629)

COVID-19: Given the pandemic and campus closure, there is no hardcopy available from the bookstore.

Suggested Reading: See UMLearn

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**OTHER COURSE REQUIREMENTS**

Zoom Classes (COVID-19):

Given the pandemic and campus closures, all classes will be offered via Zoom. The Zoom link will be my PMI [https://zoom.us/j/7464221584?pwd=UWFna0Q5b0xHQk5pZUtIYmlMZFlmdz09](https://zoom.us/j/7464221584?pwd=UWFna0Q5b0xHQk5pZUtIYmlMZFlmdz09) (this link will always stay the same unless otherwise specified).

To attend Zoom classes, you will need the following equipment:
- A computer/tablet able to run Zoom
- A web camera (these are often integrated into the computer/tablet)
- A microphone (these are often integrated into the computer/tablet)
- Zoom installed on your computer/tablet

If you cannot obtain this equipment, please contact the Dean’s office and they may be able to address your issue.
I do **not** recommend using a smartphone as your only device for this course. The screen is simply too small for many class lessons.

In addition, as this class is highly interactive, you will need to do the following during class:

- Have your cameras **on** during Zoom classes
- Have your full names (first and last) as your Zoom ID
- Be in a quiet room, use headphones, or have your microphone on mute when not speaking to cut down on background noise

Finally, a few Zoom etiquette tips

- **Do** be aware of what is in your background
  - Your camera and microphone picks up everything, so don’t be like these people
    - Flushing toilet during US Supreme Court argument
      - [https://www.youtube.com/watch?v=xBoUUtTvdCU](https://www.youtube.com/watch?v=xBoUUtTvdCU)
    - Cat licking itself somewhere special during news cast
- **Do** raise your hand to ask questions in class via voice/video
- **Do** use the chat function to communicate with other people
- **Do** wear clothing (like pants!)
  - Jeffrey Toobin
- **Do not** multitask:
  - It’s hard to follow a class if you are also watching a TikTok video.

**Groups:**
Most part of the class will proceed in the form of group work. Each group must meet the following requirements:

- Consist of 3 or 4 people (smaller groups are allowed if there are withdrawals from the class)
- Have at least one person with **foreign** experience (lived outside of Canada and USA for >=4 years)
- Have at least one person with **domestic** experience (lived in Canada or USA for >= 4 years)
- You must name your group—preferably something that sounds like a consulting firm or investment bank
- Note the instructor may add or subtract someone from your group to balance other groups

For the course, group members are expected to:

- **Be prepared:** Each **group member** must have read and be prepared to discuss the case.
- **During class:**
  - **COVID-19:** Be prepared to break out via Zoom with your group
  - **Discuss and help each other with case as required**
- **Complete two (2) case analyses (see below) with written report and presentation.**

At the end of the semester, an **individual** and **confidential** peer evaluation will be distributed. Each student will be asked to evaluate their peers on their contribution to the:
• case analysis report(s)
• case analysis presentation(s)

A low rating on peer evaluation may result in as much as 100% change in your score on the corresponding section.

Troubleshooting groups
Groups must follow the student code of conduct in their interactions with their groups and other classmates. This includes

• “...students have an obligation to act in a fair and reasonable manner toward their peers, the faculty, staff, administration and the physical property of the University. Academic integrity and personal conduct, both on-campus and off-campus, are critical elements in achieving these goals.”
• “…an environment free from human rights discrimination or harassment, sexual harassment and personal harassment"
• “…the University will not tolerate threats, intimidation, or violence.”

In general, a good model of behavior is to behave as if you were the executive of a Fortune 500 company interacting with other executives from your company and others.

Please also note that any evaluation-related harassment or abuse among group members, either verbal or physical, is considered academic dishonesty by the university and may result in a failing in the course.

ASSESSMENT OF LEARNING

Class Participation (Individual):
Class participation is an important component of the final grade. Most classes will consist of discussion of a case study with the entire class participating. The students, therefore, are expected to have thoroughly read and analyzed a given case before arriving in class. Further, student participation will be graded on the quantity and quality of questions and comments.

Furthermore, the class is expected to critically analyze and analysis or recommendations following each group Case Presentation. This could include asking smart questions, noting difficulties in their analysis, or challenges in implementing the recommendations.

COVID-19: Participation can be via done via chat or via voice/video during the Zoom sessions. Participation will only be counted if students have their camera on and the student’s full name is their Zoom name.

Case Synopses (Individual):
The day before each class A (see below), each student must hand in a case synopsis. This should include

• A summary of what are the most important parts of the case.
• A short recommendation on what the decision maker should do and why.
• Your name and student number.
The case synopsis must be no longer than 1 page (it may be shorter).

Note: no synopsis is required for the value a stock case.

Case Report(s) (Group)
Each group will be assigned 2 cases from the course (some cases will have 2 groups assigned to them). For each case, the group must fully analyze and prepare recommendations for the relevant decision maker in the case in a professional report. It must meet the following requirements:

- Look professional
- Include a thorough analysis of the problems in the case
- Include a well-backed up recommendation to the decision maker in the case
- Include relevant tables and appendices
- Maximum 6 pages (exhibits do not count towards the page limit)
- Include an executive summary (max 1 page of the 6 pages)

Note: For the Stock Valuation case, there is no formal case. Instead students will choose a stock to evaluate qualitatively and quantitatively (DDM, FCF, comparables, etc.) and issue a buy or sell (or other) recommendation.

Case Presentation(s)
As noted above, each group will be assigned 2 cases from the course (some cases will have two groups present them). Each group will present its analysis and recommendations to the class. The presentation must meet the following requirements:

- Be between 15 to 30 minutes
- Include all group members
- Appear and sound professional
- Include an analysis of the issues in the case
- Include a well-backed up recommendation to the decision maker in the case
- Slides or other A/V material must be uploaded to UMLearn before the presentation

After the presentation, your classmates will be tasked with critiquing your analysis and recommendations, such as by asking you questions, noting issues with your recommendations, etc. Please treat these questions as if they were coming from an esteemed client or colleague and answer them effectively and politely.

Note: For the Stock Valuation case, there is no formal case. Instead students will choose a stock to evaluate qualitatively and quantitatively (DDM, FCF, comparables, etc.) and issue a sell or buy recommendation.

Final Case Study (Individual)
For the final case study, each student will complete a thorough case analysis and report. The final case will be revealed in your course package near the end of the term along with 3-7 questions to answer about the case. You will then have one week to analyze the case and submit your case report. Exact details will be provided closer to the final case date.

As this is a take-home case, you
• will have access to all of your notes, computer, and Internet
  o please cite any external content you use
• may not communicate or collaborate in any way with others about the final case study
  o Exception: You may ask the instructor questions about the case study.

<table>
<thead>
<tr>
<th>Item</th>
<th>Individual / Group</th>
<th>Short-description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Individual</td>
<td>Based on quantity and quality of class discussion</td>
<td>15%</td>
</tr>
<tr>
<td>Case Synopses</td>
<td>Individual</td>
<td>Summary of each case. Max 1-page.</td>
<td>8%</td>
</tr>
<tr>
<td>Case Reports</td>
<td>Group</td>
<td>Analyze and prepare recommendations for the case decision makers</td>
<td>25%</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>Group</td>
<td>Present your analysis and recommendations to the class</td>
<td>25%</td>
</tr>
<tr>
<td>Peer evaluation</td>
<td>Individual</td>
<td>Group peers evaluate your contributions to Reports and Presentations</td>
<td>*</td>
</tr>
<tr>
<td>Final Case Study</td>
<td>Individual</td>
<td>Analyze a case study on your own</td>
<td>27%</td>
</tr>
</tbody>
</table>

* At the end of the semester, an individual and confidential peer evaluation will be distributed. Each student must evaluate their peers on their contribution to the:
  • case analysis report(s)
  • case analysis presentation(s)

A low rating on peer evaluation may results in as much as 100% change in your score on the corresponding section.

Grading Scheme
Final grades are based on the student’s weighted mark and performance relative to other students. The instructor is required to maintain a 3.25 GPA over the FIN 4400 A01 and A02 sections (i.e. the average of the two sections combined must be 3.25). Consequently, the proportion of grades for the two sections will be roughly as follows:

```
~ % of students receiving this grade | Grade-Point | Letter Grade
5%                                  | 4.5         | A+
15%                                 | 4           | A
25%                                 | 3.5         | B+
40%                                 | 3           | B
10%                                 | 2.5         | C+
5%                                  | 0 to 2      | F to C
Average                             | 3.25        | B to B+
```

Please note, this grade distribution is approximate and/or may change.
REFERENCING STYLE FOR WRITTEN WORK

You must cite any sources and references in your written work. I personally use APA style, but I will accept any citation style as long as it is consistent. For a list of citation styles and methods, please see your librarian or http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers.

MISSED EXAM AND LATE SUBMISSION POLICY

Participation
If you are not able to attend a class for legitimate reasons (illness, case competition, etc.), please email the instructor as soon as reasonable. You have two options:

- You may email what questions/comments you have for the case as virtual participation
- You may have the missed class not count towards your participation grade.

Please note that you are not allowed to miss 10 or more classes during the semester (see Attendance Policy below).

Other Assessments
Given the tight timeline in the course, late submissions will not be accepted without valid personal or medical reasons.

If you miss any graded component of the course for personal or medical reasons, you must report to the instructor as soon as possible. Students who miss a component and have a valid excuse will have the weight of that component added to the final case study. Students who miss a component without a valid excuse will receive a mark of 0% for this component of the course.

COVID-19: a medical note is not required during the pandemic; however, you must still communicate with your instructor.

If you miss a final examination/case study for medical or compassionate reasons, you may be granted a deferred examination. Travel plans are not an acceptable reason to miss examinations.

ATTENDANCE POLICY

Regular attendance is expected of all students as class participation is immensely valuable to everyone. Department procedures may be initiated and a failing grade may be assigned to those who miss 10 or more classes.
ELECTRONIC DEVICE POLICY AND PROFESSIONAL CONDUCT

Students are expected to demonstrate professional conduct for the duration of the course. This will not only improve the learning environment, but also be good practice for conduct during professional meetings. A non-exhaustive list of professional class behaviors include:

- being respectful of other classmates and instructor’s questions and answers
- attending each class and arriving on time
- restricting discussions in class to the current course material
- keeping electronic devices in the “off” or “silent” modes
- not placing or answering calls, text messages, or emails in the classroom
- COVID 19: Follow Zoom etiquette tips in Zoom Classes section.
- Etc.

Unprofessional conduct is disruptive to the learning environment and makes mastering the course material more difficult for all students.

Finally, you may only record lectures (audio, video, etc.) with the instructor’s permission. Please ask the instructor for written permission before recording.

OUT-OF-CLASS COMMUNICATION

There are a variety of ways to reach me outside of class.

UMLearn
UMLearn will be the primary source for class wide announcements, course materials, etc.

Email
If you choose to contact me via email, I typically respond within 1-2 business days. Please include “FIN 4400 &[&Section]” in the subject line so that I can search for your emails by subject line.

I will try to respond to your questions by e-mail whenever possible – when impractical to do so, I will arrange with you a time to meet in-person. Please note I do not provide solutions (particularly when equations and variables are involved) via email. Please come to my office hours or email me to schedule an appointment.

Office hours
My office hours are noted on page 1. As I sometimes have many student inquiries to address at the same time, I recommend booking a time with me before coming to office hours.

COVID-19: My office hours will all be conducted via my Zoom PMI. Go to https://zoom.us/j/7464221584?pwd=UWFna0Q5b0xHQk5pZUtivm1MZFlmdz09 during the relevant time to meet with me.
Phone
Please restrict phone calls to business hours. If I am not available, please leave a voicemail and I will respond to you within 2-3 business days.

Social media
I have a variety of social media accounts that you may follow; however, I check these much less frequently than email so please direct any class-related inquiries to my email. Please see details in my first class PowerPoint slides.

CLASS SCHEDULE
We will cover each case in roughly 2 classes. In Class A of each case, we will generally cover:
• Lecture on relevant finance topic
• Case synopsis
• Case discussion on
  o Relevant decision maker
  o Relevant stakeholders
  o Potential issues and roadblocks
  o Potential courses of action

In Class B of each case, we will generally cover:
  o Group presentation on the case with analysis and recommendations
  o Critique of group’s presentation on the case, analysis, and recommendations

The class schedule is shown below.
** Yes, this is odd to have Class A at the beginning of the term and Class B at the end. This is due to the term having one fewer class than normal.

** Two guest speakers will talk about their area of finance, job tips, and other topics. You need to attend one speaker, but you may attend both speakers if you choose. Shawn Macdonald, Regional VP Business Financial Services at RBC will do a talk from 10:00 am – 11:15 am and Nicole Zajac, CFO of Penner Oil will do a talk from 1:00 pm – 2:15 pm.
*** Choose a publicly traded stock, analyze the stock qualitatively, using free-cash-flow discounting, dividend discounting, and comparables, and finally make a buy/hold/sell recommendation. Please contact the instructor for more details.
## INTENDED LEARNING OUTCOMES

**AACSB Assurance of Learning Goals and Objectives**

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Quantitative Reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✔</td>
<td>Quantitative analysis throughout entire course</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✔</td>
<td>Quantitative analysis throughout entire course</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✔</td>
<td>Interpretation of results of quantitative analysis</td>
</tr>
<tr>
<td>2. <strong>Written Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✔</td>
<td>Case Reports and Final Case Study</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✔</td>
<td>As above</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✔</td>
<td>As above</td>
</tr>
<tr>
<td>3. <strong>Ethical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✔</td>
<td>Class Participation, Case Synopses, Case Report and Final Case Study</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✔</td>
<td>As above</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✔</td>
<td>As above</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✔</td>
<td>As above</td>
</tr>
<tr>
<td>4. <strong>Core Business Knowledge</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Entire course
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of attendance, earning class participation marks, submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved
- sharing exam questions with those who are yet to take the exam, including future students or attempting to sell exam questions

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy. In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
Typical Penalties for Academic Dishonesty in the Asper School

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 2 years&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course&lt;br&gt;Suspension from taking Asper courses for 1 year&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course&lt;br&gt;Notation of academic dishonesty in transcript</td>
</tr>
</tbody>
</table>
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech-related issues with UM Learn or videoconferencing</td>
<td>Information Services &amp; Technology</td>
</tr>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
</tbody>
</table>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being

<table>
<thead>
<tr>
<th>Help with any concerns of harassment, discrimination, or sexual assault</th>
<th>Respectful Work and Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>

**ABOUT THE INSTRUCTOR**

A maxim in the business world is that people are what matter most in business. Consequently, my research focuses on the impact of intangibles, such as corporate culture, innovation, and ethics, on corporate outcomes. In 2020, my co-author and I won a Social Sciences and Humanities Research Council (SSHRC) Insight grant ($70,000) to investigate the impact of discrimination on firm value. My research shows that a business is much more than the sum of its debt and equity.

In terms of education, I completed my PhD in Finance at York University where I won a large variety of scholarships and other awards. I also hold an MBA from Cornell University, an MBA from Queen’s University, and a CFA charter.

In my professional life, I am on the board of directors for the University of Manitoba Pension Plan (1993) and the Investment Committee for the Teachers Retirement Allowances Fund (TRAF). Prior to my academic life, I worked as a consultant and investment analyst for 12 years.

In terms of my personal life, I grew up in Toronto, but am enjoying meeting the friendly people of Winnipeg. My wife and I are ruled by two grey cats whose meows are edicts to be obeyed.