

BUSADMIN P620
Essential Business Skills: Foundational Principles in Strategic
Management
Winter 2026 Course Outline

Strategic Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course is designed to equip students with fundamental concepts and frameworks in strategic management, providing them with the tools to address various business management challenges. Serving as a precursor to P720 Strategic Management in Level II MBA, the course delves into foundational strategic management frameworks, including but not limited to Porter's Five Forces, PEST analysis, and the Resource-Based View of the firm. By establishing a solid understanding of these classic frameworks, students will be better prepared to navigate the more advanced and intricate business problems they will encounter in the second year of the program.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Candice Chow	Klea Pulti
Instructor	Teaching Assistant
Candice.chow@mcmaster.ca	pultik@mcmaster.ca
Office: RJC	
Office Hours: after class / by appointment	Office Hours: after class / by appointment
Tel: (905) 525-9140 x20615	

Course website: <http://avenue.mcmaster.ca>

COURSE ELEMENTS

Credit Value:	1.5	Leadership:	No	IT skills:	No	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:	Yes	Guest speaker(s):	No

COURSE DESCRIPTION

This course is taught primarily through the case-method but also includes readings, lectures, workshops and a simulation game. 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:

- Analyze industry structure and environmental trends using Porter 5 forces, and PESTEL analysis
- Generate a strategic group model to reveal performance differences between clusters of firms in the same industry
- Articulate the critical assumptions of the resource-based view
- Apply the VRIO framework to assess the competitive implications of a firm's resources
- Understand how resource-based competitive advantages are developed
- Apply a value chain analysis to understand which of the firm's activities generate differentiation and which drive costs.
- Conduct a firm profitability analysis using accounting data to assess and evaluate competitive advantage and organizational health
- Differentiate various business level strategic positioning and the strategic trade-offs

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials	\$ FREE
• http://avenue.mcmaster.ca	
Top Hat Registration for in-class activities	\$FREE
• https://tophat.com/	
• See Avenue for Course Code update	
Courseware and Cases	\$FREE
• Purchase via HBR Website (See Avenue for Link Update)	
Simulation Game	\$FREE
• See Avenue for Purchase Information (Joint with Marketing)	

OPTIONAL COURSE MATERIALS AND READINGS

Final reading list will be posted on Avenue

EVALUATION

Components and Weights

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, simulation decisions and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

Engagement	Classroom Engagement (individual)	25%
Simulation	Business Simulation Game (joint with Marketing) (Group)	10%
Grit Week	Grit Week Deliverables (Group)	5%
In-Class Activities	Case analysis Report (Individual) and In-class Presentation (Group)	15%
Final Case Exam	Final Case Exam	45%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

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	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

Classroom Engagement (25% individual)

There are 2 components to Classroom Engagement

Case preparation, Quizzes, Reflection and Group Activities. Each class in this course focuses on a particular topic important for properly understanding strategic management. To guide your learning, **prior to and or during class** you will answer questions pertaining to a) the prepared case, b) short answer and multiple-choice on concept comprehension, c) short reflections on key strategic concepts, 3) engage in group activities. To facilitate this the Top Hat presentation platform will be used.

Participation. The daily classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences.

You are expected to come to each class having read cases and assigned readings. Most of all you are expected to come to class with a readiness and willingness to contribute to class discussion. Close to half of each class will be focused on case discussions. It is not possible to contribute without having sufficiently prepared for the case. Analyzing the case using the tools and frameworks from the textbook and past classes will give you valuable insights.

A good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion with sound logic. Every student shares the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion. Learning from others and contributing to the learning of others through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity, and consistency. Some of the things that will determine a contribution include:

- a) Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion?
- b) Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
- c) Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?
- d) Persuasiveness – Have your points been well articulated, argued, and supported? Are your arguments convincing?

- e) Questioning – Have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?
- f) Amount of participation (this does NOT mean dominating the discussion, rather frequency of additive comments).

Note: During Case Discussions, you will be asked to put away your computer, phone, tablet and any electronic devices. Please bring printed material if required, pens and papers for note taking.

Simulations 10%

All students will engage in a simulation exercise this will be worth 10%.

5% of your grade pertains to your simulation performance. The winner takes 100% and the last team 70%. The rest of the teams will be calibrated between 70% and 100%.

The rest of the 5% pertains to writing a strategic plan and reflecting on the experience.

Note: This may subject to change pending finalization of the simulation game.

Case presentation 10% (Group)

Each team will present their analysis on one of the assigned cases in class. All team members are expected to take turn answering the case questions and presenting their findings via PowerPoint Presentation. Sign-up sheet will be available on Avenue. Presentation is expected to be uploaded the day prior the assigned case class.

Case Analysis Reporting Writing (5%) (Individual)

Students will complete their case analysis report on their 'assigned' case for in class presentation. Students will answer ALL the assigned case questions. The purpose of this assignment is to ensure students conduct their own analysis before proceeding completing their group presentation

Deliverable Format

- No page limits
- No external research is needed
- Written Deliverables: 12-point Times New Roman, single space, 1-inch margins.
- Bullet points allowed. Formal report writing style is not required.
- **No AI usage is allowed.**

- No Individual Feedback will be provided but can be solicited with your TA / Instructor

Final Case Exam

Requirement:

- A 10-page (maximum) write up (excludes references).
- Written Deliverables: 12-point Times New Roman, single space, 1-inch margins. Essay format.
- Cover page (not part of the page count).
- Details to be announced.

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 Associate Dean:

<http://mbastudent.degrote.mcmaster.ca/contact/anonymous/>

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 are encouraged to 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.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

P620 uses some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user

names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to
<https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor. XXXXXXXX

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the DSB Student Services – Academic Office (DSSAO (DSB Student Services Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the DSSAO (DSB Student Services Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website (mbastudent.degrotee.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the DSSAO (DSB Student Services Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website (mbastudent.degrotee.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the DSSAO (DSB Student Services Academic Office) (DSB Student Services Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the DSSAO (DSB Student Services Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION 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.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To

this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA XXXX will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

ARTIFICIAL INTELLIGENCE

USE PROHIBITED

Students are not permitted to use generative AI for the assessments below. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to … submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

- In Class Case Analysis
- Simulation
- Final Case Exam

SOME USE PERMITTED

Except for the assessments listed above

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given below. Use of generative AI outside the stated use [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student’s responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

ADDITIONAL HEADINGS

COURSE SCHEDULE

MBA P620
Essential Business Skills: Foundational Principles in Strategic Management
Winter 2026 Course Schedule

Date	Overview and Learning Goals	Readings and Cases	Dates and Deadlines
1- Week Jan 9	Introduction to Essential Business Skills Strategic Management Overview	Review Course Outline Assigned Reading: Porter, <u>What is strategy?</u> available in Courseware Additional Reading: https://iveybusinessjournal.com/publication/strategic-planning-a-roadmap-to-success/	Form Teams by Week 2 Sign up For In Class Case Presentation before Week 3
2- Week Jan 16	No Class		
3 – Week Jan 23	Analysis of External and Internal Environment	Assigned Reading: Crossan's Strategic Analysis and Action (in courseware) <ul style="list-style-type: none"> • p. 1- 11 • p.11-13 (Porter 5 Forces) • p. 14 - -15 (PEST) • p.15 – 16 (Scenario Planning & New Economy Models) Crossan's Strategic Analysis and Action (in courseware) <ul style="list-style-type: none"> • p. 13 -14 (Industry Value Chain - up to PEST) • p. 22 -26 (Resource Analysis before Mgmt Preference) In Class Case Discussion: Institute on Aging: When non-profits operate like for-profits	Submit individual case analysis 2 days prior to class. Submit Group Presentation Material 1 hour prior to class

4-Week Jan 30	No Class		
5 – Week Feb 6	Business Level Strategies and Decision Making	<p>Assigned Reading: Crossan's Strategic Analysis and Action (in courseware)</p> <ul style="list-style-type: none"> • Complete remaining sections <p>McKinsey's Organizational health https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/organizational-health-is-still-the-key-to-long-term-performance#/</p> <p>In Class Case Discussion : Aqualisa Quartz: Simply a Better Shower</p>	<p>Submit individual case analysis 2 days prior to class.</p> <p>Submit Group Presentation Material 1 hour prior to class</p> <p>Preview simulation material and get familiarized with the guide</p>
6 – Week Feb 13	Simulation Day 10:30 – 4:20pm	Simulation activity and simulation debrief	Submit strategic plan
7 – Week Feb 20	Reading Week		
8- Week Feb 23 - 27	GRIT Week		
9 – Week Mar 6	Tutorial: Case Report Writing	<p>Assigned Reading: In Class Case Discussion: a2Milk</p>	<p>Submit individual case analysis 2 days prior to class.</p> <p>Submit Group Presentation Material 1 hour prior to class</p>
10 – Week Mar 13	No Class		
11 – Week Mar 20	Final Lecture	<p>Essential Business Skills –</p> <p>Being an effective management professional – the ‘invisible’ components</p>	

		Tying all the learning components together – from theories to practice	
12 – Week Mar 27	Office Hours	To prepare for final case exam.	