



THE UNIVERSITY of  
**TULSA**  
*Collins College of Business*



## **Collins College School of Business *Investment Smackdown***



# **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN**

**OFFICIAL RULES**

# Collins College School of Business *Investment Smackdown*



## Contents

<b>1. INTRODUCTION AND GENERAL PROVISIONS .....</b>	<b>3</b>
1.1 Conflicts of Interest and Insider Information .....	3
1.2 Plagiarism .....	4
1.3 Participant Information .....	4
<b>2. TEAMS .....</b>	<b>4</b>
2.1 Team Composition and Member Requirements .....	4
2.1 Research .....	5
2.2 Presentations .....	6
<b>3. COMPETITION PARTICIPANTS AND ROLES .....</b>	<b>6</b>
3.1 Faculty Advisor .....	6
3.2 Business Contacts .....	7
3.3 Industry Representatives .....	7
<b>Appendix A – INVESTMENT SMACKDOWN Case – College Edition .....</b>	<b>8</b>
<b>Appendix B – Presentation Scoring Sheet College .....</b>	<b>11</b>
<b>Appendix C – High School Case .....</b>	<b>13</b>
<b>Appendix D – Presentation Scoring Sheet High School Case .....</b>	<b>16</b>

# Collins College School of Business *Investment Smackdown*



## 1. INTRODUCTION AND GENERAL PROVISIONS

The **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN** comprises of two divisions: (i) an intramural competition between Analysts in the University of Tulsa’s Collins College of business’ Student Investment Fund (“SIF”); and (ii) a competition among high schools in the University of Tulsa’s footprint. The intramural college competition charges university-sponsored teams with recommending a portfolio and risk management approach for a hypothetical endowment fund. The recommendation needs to encompass several economic scenarios and recognize signs of mismanagement in the past. The high school competition challenges high school teams to address one of two problems involving a hypothetical fledgling endowment for their school. The college challenge is presented in Appendix A. The high school challenge is presented in Appendix C.

The University of Tulsa’s Collins College of business hosts and administers the **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN** at the local level. Any questions or uncertainties pertaining to the Official Rules of the **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN** should be directed to [tally-ferguson@utulsa.edu](mailto:tally-ferguson@utulsa.edu).

### 1.1 Conflicts of Interest and Insider Information

*Students, Administrators, Faculty Advisors, Business Contacts and Industry Representatives* involved with the **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN**, have an obligation to avoid actual or potential conflicts of interest. A conflict of interest is any matter that could reasonably be expected to impair an individual’s independence and objectivity or interfere with an individual’s duties. Conflicts may be actual or perceived.

As students research their project, they may come in contact with **material<sup>1</sup>, non public<sup>2</sup>** information. Acting on such information could lead to **insider trading violations** which violates SEC Rules 10b-5. *Students, Faculty*

<sup>1</sup> Using the CFA Institute definitions, “Information is “material” if its disclosure would probably have an impact on the price of a security or if reasonable investors would want to know the information before making an investment decision. In other words, information is material if it would significantly alter the total mix of information currently available about a security in such a way that the price of the security would be affected.

<sup>2</sup> Information is “nonpublic” until it has been disseminated or is available to the marketplace in general (as opposed to a select group of investors).

## Collins College School of Business *Investment Smackdown*



**Advisors, and Business Contacts are advised to use and disseminate such information judiciously.**

### 1.2 Plagiarism

Plagiarism is defined as copying or using in substantially the same form materials prepared by others without acknowledging the source of the material or identifying the author and publisher of such material. Teams can read existing research on the GICs sectors and individual companies, but all analysis should be their own; they may not copy analysis (i.e., plagiarize) from another source. High school teams and their advisors are welcome to solicit information from tools at the SIF's disposal, such as Bloomberg data and research reports, **provided such information is used solely as part of this competition.**

Teams also must not:

- use excerpts from articles or reports prepared by others either verbatim or with only slight changes in wording **without acknowledgment**,
- cite specific quotations as attributable to "leading analysts" and "investment experts" without naming the specific references,
- present statistical estimates of forecasts prepared by others and identifying the sources but without including the qualifying statements or caveats that may have been used,
- use charts and graphs without stating their sources, or
- copy proprietary computerized spreadsheets or algorithms without seeking the cooperation or authorization of their creators.

### 1.3 Participant Information

By participating in the **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN**, each participant acknowledges that the University of Tulsa has access to and shares personal information of participants in the **UNIVERSITY OF TULSA INVESTMENT SMACKDOWN**. Each participant agrees that the University of Tulsa shall have the right to use such individual's name, voice, photograph, likeness, their appearance in any medium or forum anywhere in the world (including online) without further compensation, unless prohibited by law.

### 1.4 Awards

## Collins College School of Business *Investment Smackdown*



- The winning team receives the Smackdown Belt to take and display proudly at their schools.
- The winning high school team (or second place high school team if a high school team wins the Smackdown Belt) gets to take the high school belt to their school.
- The winning college team (or second place college team if a college team wins the Smackdown Belt) gets to take the college belt to their school.
  - All Prize winners receive individual medals for them to show off to the world about their investment prowess.

## 2. TEAMS

### 2.1 Team Composition and Member Requirements

Teams must comprise Analysts in the SIF, high school students sponsored by a high school invited by the University of Tulsa Collins College of Business, Students attending a high school that lacks an investment club or team, or students matriculated at a community college invited by the University of Tulsa Collins College of Business. There is no limit to how many teams may represent a school; however, team membership is restricted below.

Each team:

- a. Must consist of Analysts in the SIF or other undergraduate, graduate student matriculated at the University of Tulsa as approved by the SIF Faculty Advisor **OR**
- b. Must be a student matriculated at a sponsoring high school **OR**
- c. Must be a student matriculated at a high school with no investment club and who is willing to join with similar students at other high schools. **OR**
- d. Must be a student matriculated at a community college invited by the University of Tulsa.
- e. Must consist of no fewer than four and no more than six members at sign up. Teams may replace members throughout the competition, and they may drop below the minimum level at presentation time.

### 2.1 Research

Only team members may conduct research for the cases presented for the **UNIVERSITY OF TULSA**

## Collins College School of Business *Investment Smackdown*



**INVESTMENT SMACKDOWN.** Teams may use only publicly available information in conducting their research<sup>3</sup>.

- a. Teams may use a *Business Contact*, and/or *Faculty Advisor* as resources but may not enlist the help of any *Industry Representatives* involved with this competition. Teams may consult industry experts and representatives at publicly held companies to gain insight into publicly available information to inform the teams' recommendations. In particular, high school teams are encouraged to seek counsel from the SIF and attend information dissemination sessions offered by that class. Tools available to the SIF, including Bloomberg terminals and valuation templates, are available to high school teams upon demand.
- b. The presentations should be prepared from the perspective of an independent research analyst or a group within participating high schools that is not responsible for investing endowment funds.
- c. Teams can read existing research on industries and their recommended companies or investment strategies, but all analysis should be their own. Specifically, do not copy analysis (i.e., plagiarize) from another source. Teams need to properly cite sourced information in their presentations.

### 2.2 Presentations

Each College team will present their recommendations virtually to a panel of *Industry Representatives and TU faculty*. The panel will review the presentations upon submission, no later than midnight, November 14<sup>th</sup>. On November 19, 2025, each College team will present their recommendation and respond to panel questions. Each High School team will make their entire presentation on November 19<sup>th</sup> with no pre-submission necessary.

- a. Presentations will be judged according to [Appendix B](#) for the college competition and [Appendix D](#) for the high school, "Presentation Scoring Sheet."

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<sup>3</sup> Consistent with CFA Institute standards, publicly available information includes:

1. information in company financial statements and press releases,
2. information in the media about the company and its competitors,
3. information produced by data aggregators for general use (e.g., Bloomberg, S&P Global, FactSet, etc.), and
4. Information provided by the subject company in the informational session and/or any permitted follow-up communication.

Publicly available information does not include:

5. information about the company that is (or should be) known only to staff or some staff employed by the company or firms with whom the company does business, and
6. information that is (or should be) known only to those involved in legal or regulatory proceedings involved with the company.

## Collins College School of Business *Investment Smackdown*



- b. Teams may utilize their *Business Contact*, and/or *Faculty Advisor* as a resource for guidance, direction, suggestions, and feedback. Teams may not enlist the help of any *Industry Representatives*.
- c. The teams may present the judges with printed materials before the presentations to supplement the information presented. Examples could include financial summaries, equations, model results or other detailed supporting recommendations.
- d. Presentations must reference source information.
- e. Only student team members may participate in the presentation. For clarity, neither Business Contacts nor Faculty Advisors may participate in the presentation, although both are encouraged to observe.
- f. The presentation is limited to 20 minutes; however, an additional 10 minutes will be provided to answer questions posed by the *Industry Representatives and faculty*, or the general audience including other teams' *Faculty Advisors*. Competing team members, however, will not be permitted to pose questions to a team during the Q&A portion of a presentation, although they are permitted to attend each presentation.
- g. Each presentation will be timed. The timekeeper will provide a one-minute warning and an announcement when time has expired during the presentation. The timekeeper will announce when time has expired during the question-and-answer period. When the timekeeper announces that time has expired, teams must immediately conclude.

### 3 COMPETITION PARTICIPANTS AND ROLES

#### 3.1 Faculty Advisor

- a. Each team may avail themselves of one faculty advisor. The faculty advisor must be currently employed as a faculty or administrative member by the team's sponsoring school.
- b. The faculty advisor's primary responsibility is to provide guidance and direction to the team up to and during the competition.
- c. The *Faculty Advisors* are not permitted to conduct any analysis for the team's presentation or supporting handouts. Nor may they contribute research or content to either the handouts or the presentation material beyond providing guidance, direction, suggestions, and feedback. They

## Collins College School of Business *Investment Smackdown*



may, however, secure research material and tools for team members to assess and incorporate.

- d. *Faculty Advisors* may not participate in the presentation. They may ask questions during the competition presentations, **but they may not ask questions of their own teams.**

### 3.2 Business Contacts

Each team may avail themselves of any number of *Business Contacts* at their own discretion. These contacts can share expert knowledge about industries or companies to supplement the teams' research.

- a. The *Business Contacts* may not conduct any analysis for the team's written report or presentation
- b. The *Business Contact* may serve as a contact for one and only one school but may serve as the business contact for multiple teams within a school.
- c. The *Business Contacts* may not contribute any research or content to either handouts or the presentation beyond providing guidance, direction, suggestions, and feedback. They may, however, secure research material and tools for team members to assess and incorporate.
- d. Teams must cite any intelligence drawn from *Business Contacts* used in presentations or handouts.
- e. *Business Contacts* may not participate in the presentation. *Business Contacts* may ask questions during the competition presentations, **but they may not ask questions of the teams they aided.**

### 3.3 Industry Representatives

*Industry Representatives* independently judge, along with faculty members, each presentation using the presentation scoring sheet (see [Appendix B](#) for the college challenge and [Appendix D](#) for the high school challenge).

- a. *Industry Representatives* represent industries with significant presence located within a 6-hour drive radius of Tulsa.
- b. There will be a minimum of three judges per team presentation.
- c. The judges will be invited by Collins College of Business staff.
- d. No *Business Contact* may serve as an *Industry Representative*.



THE UNIVERSITY of  
**TULSA**  
*Collins College of Business*



## **Collins College School of Business *Investment Smackdown***



## Collins College School of Business Investment Smackdown



### Appendix A – Investment Smackdown Case – College Edition

#### Appendix A – INVESTMENT SMACKDOWN Case – College Edition

**Background;**

**Your university’s Endowment Committee hired Machine Educational Model Enterprises (“MEME”) to advise your university’s Endowment Committee. MEME is new to the advisory space, but the higher education industry has flocked to the advisor thanks to their new Neural Universal Targeting System (“NUTS”) which applies advanced machine learning to investment selection, taking human bias out of the investment process. Though MEME is popular, your school’s endowment advisors sought to limit the advisor’s coverage until they establish a track record. They sought MEME’s recommendations for a \$7.5 million Scholarship endowment fund which must be invested in cash, equities traded on US exchanges with market capital in excess of \$10 billion or exchange traded funds trading on a US exchange. The fund must pay out 5% of its principal each year for scholarships**

**Scholarship Fund; The Endowment Committee has a moderate risk tolerance with an investment objective of growth with income for the Scholarship fund.**

**MEME recommendations; MEME deployed its NUTS model. This model selects stocks and sectors based on a number of market factors such as moving average divergence/convergence, selected technical analysis patterns and frequency of good news relative to bad news. NUTS reinforces its model using daily equity prices. It recalibrates its model to match exchange prices for equities every week. NUTS provides the following holding recommendations for the Scholarship fund:**

**TABLE 1  
Recommended SIF Portfolio Holdings**

Cash/Equity/ETF	Symbol	Instrument name and Ticker	Sector	Market Value	% portfolio
Cash		Last Bank of Elevators* Premier Money Fund	Cash	\$225,000	3%
Equity	BCE	BCE Inc.	Communication Services	2,546,250	35%

\_\_\_\_\_  
Last Bank

\* Last Bank of Elevators is a non-insured savings bank that is known for the very competitive high rates it offers.

## Collins College School of Business Investment Smackdown



### Appendix A – Investment Smackdown Case – College Edition

**TABLE 1**  
**Recommended SIF Portfolio Holdings**

<i>Cash/Equity/ETF</i>	<i>Symbol</i>	<i>Instrument name and Ticker</i>	<i>Sector</i>	<i>Market Value</i>	<i>% portfolio</i>
Equity	WIT	Wipro Ltd	Information Technology	1,818,750	25%
Equity	ON	ON Semiconductor Corp	Information Technology	909,375	13%
Equity	MRVL	Marvell Technology Inc	Information Technology	727,500	10%
Equity	MCHP	Microchip Technology Inc	Information Technology	212,188	3%
Equity	TEAM	Atlassian Corporation	Information Technology	212,188	3%
Equity	SNPS	Synopsys Inc	Information Technology	212,188	3%
Equity	FTNT	Fortinet Inc	Information Technology	212,188	3%
Equity	CRWD	CrowdStrike Holdings Inc	Information Technology	212,188	3%
Equity	MSTR	Strategy Inc	Information Technology	212,188	3%
Total				7,500,000	

**Endowment Committee Charge: Advisory directors for the endowment committee are unfamiliar with MEME's NUTS model. They advised the committee to secure a second financial advisor's opinion. To that end, you have been asked to assess MEME's recommendation with specific attention to the points listed below. You have also been asked to further the endowment committee's goal of bringing financing and investment exposure to high schools.**

- I. Risk Tolerance: Is MEME's recommendation consistent with the fund's Risk Tolerance?
- II. Concentration: Do MEME's recommendations lead to prudent concentrations by sector? In your response, include a version of the following table: In answering this question, speak both to the raw weight

## Collins College School of Business *Investment Smackdown*



### Appendix A – Investment Smackdown Case – College Edition

by sector and how well correlated the proposed holdings are to their GICs sector.

GICS Sector Name	Equity Holding	Market Value	Correlation with sector	Weight
Communications Services				
	Stock 1			
Subtotal Communication Services				
Info Tech				
	Stock 2			
	Stock 3			
	Stock 4			
	Stock 5			
	Stock 6			
	Stock 7			
	Stock 8			
	Stock 9			
Subtotal Info Tech	Stock 10			

If your team assesses that concentrations are not prudent, make a revised weighting recommendation for each of the eleven [GICS](#) sectors for the \$7.5 million equity portfolio. Weighting recommendations can be as basic as “over”, “under”, or “market” weight. They can simply state the target percentage weight, or they can be as complicated as an optimization formula based on readily available market information. Assume a medium term, 1-2 year, holding period. **For clarity, analysts should reflect the entire non-cash portfolio, comprising equities and ETFs.**

- III. Economic impact; The endowment committee is convinced there will be a mild recession in early 2026. They believe this will be driven by: (i) consumer pullback in spending from higher prices; (ii) increased unemployment in the technology, industrials, consumer staples and consumer discretionary sectors; (iii) pullback in government spending in industrial and health care sectors. How does the NUTS model incorporate this economic outlook? If events transpire that lead you to agree with the endowment committee’s projection, would you change your sector weightings? Why?
- IV. Performance attribution: Historically, would MEME’s recommended portfolio generate sufficient returns

## Collins College School of Business Investment Smackdown



### Appendix A – Investment Smackdown Case – College Edition

over time relative to the risk of the portfolio? Consider comparing 3 mo, ytd and 12 month returns relative to their risks. If not, what does that suggest about how robust NUTS' security selection is over time?

- V. Target Security(ies) Recommendation: Conduct a brief fundamental valuation of these stocks which are the three highest concentration recommendations.

<u> Holding </u>	<u> Shares held </u>
BCE Inc.	105,391
Wipro Ltd	656,588
ON Semiconductor Corp	18,843

Does your team recommend retaining these holdings? If not, select replacement securities or funds ("stock swap"). Select **one** of your suggested holdings and explain why they provide a better investment than any **one** of the highest holdings recommended by MEME. Specifically:

- A. Explain how you selected your recommended stock. For example, if you used a screener, what criteria and filters did you use and why.
- B. For the stock swap you select:
  - i. Explain the impact on sector composition from the change. *i.e.* how did getting out of a MEME stock into your recommended stock change the sector composition of the portfolio and why is that appropriate.
  - ii. Compare and contrast the stock you selected the one you replaced from MEME's recommendation with specific reference to:
    1. Relative Value metrics
    2. Financial analysis
    3. Valuation
    4. Relevant qualitative factors
- C. Provide an alternative to Table 1 above and explain why your portfolio better fits the SIF's risk tolerance and performance objectives.

- VI. Community School program; The Endowment Committee strongly believes in supporting the community,

## **Collins College School of Business *Investment Smackdown***



### Appendix A – Investment Smackdown Case – College Edition

and they seek to encourage the study of finance and practice of investing into the high school community. They requested that you help train high school students in some core finance theories. Explain how you did so.

## Collins College School of Business Investment Smackdown



### Appendix B – Presentation Scoring Sheet College Edition

### Appendix B – Presentation Scoring Sheet College

UNIVERSITY OF TULSA  
INVESTMENT SMACKDOWN  
Presentation Scoring Sheet

Team: \_\_\_\_\_ Industry Representative: \_\_\_\_\_

Criteria	Maximum Points	Points	Notes
<b>Risk Tolerance</b> <ul style="list-style-type: none"> <li>Consistent with the funds Risk Tolerance?</li> <li>Explain if MEME is too risky or not risky enough</li> </ul>	5		
<b>Concentration</b> <ul style="list-style-type: none"> <li>Support prudence or lack thereof of MEME's Recommendation</li> <li>Raw concentration levels and correlation with the sector</li> <li>Qualitative Support (growth potential, economic impact, competitive analysis)</li> <li>Quantitative Support (risk/return trade off, efficient frontier)</li> </ul>	10		
<b>Economic Impact</b> <ul style="list-style-type: none"> <li>How/if NUTS incorporates economic impact</li> <li>Explained with reference to sector impact</li> </ul>	10		
<b>Portfolio performance attribution</b>	15		

## Collins College School of Business Investment Smackdown



### Appendix B – Presentation Scoring Sheet College Edition

Criteria	Maximum Points	Points	Notes
<ul style="list-style-type: none"> <li>• Multi period returns, and standard deviations shown?</li> <li>• Sharp ratio reported (extra credit for Sortino ratio, although time is short)</li> <li>• Discussion of turnover, did students recognize that the NUTS model is a creature of timing?</li> </ul>			
<p><b>Target Securities recommendation</b></p> <ul style="list-style-type: none"> <li>• Impact on sector composition</li> <li>• Stock Comparison</li> <li>• Relative Value metrics</li> <li>• Financial analysis</li> <li>• Valuation</li> </ul> <p>Relevant qualitative factors Shortcoming of NUTS model Final Portfolio recommendation with comparison of back tested and projected portfolio return</p>	<b>20</b>		
<p><b>High School development and support</b></p> <p>Did the team provide meaningful contribution to high school teams? Did high school teams call out any SIF team members or specific aid?</p>	<b>10</b>		
<p><b>Question &amp; Answer</b> <i>Were they able to answer the questions effectively and with confidence?</i></p>	<b>20</b>		
<p><b>Team Involvement</b> <i>Team involvement in the presentation/questions and answers</i></p>	<b>5</b>		
<p><b>Materials</b> <i>Quality of slides</i></p>	<b>5</b>		
<b>Total</b>	<b>100</b>		



THE UNIVERSITY of  
**TULSA**  
*Collins College of Business*



## **Collins College School of Business *Investment Smackdown***



**Appendix B – Presentation Scoring Sheet College Edition**

## Collins College School of Business *Investment Smackdown*



### Appendix C – High School Case

#### Appendix C – High School Case

The High school challenge offers Two different problems based on the following case. *Contestants must select only ONE of these problems.*

*Last year, your school received a \$500,000 grant from the Collegiate Office of Learning (“COOL”) Your school hired the financial advisory firm, LEptokurtotic Momentum Neuron Network Group (LEMNG) to invest those funds while your school built out its internal investment resources. LEMNG’s investment model favors high performing growth stocks and, believing markets to be efficient, selects investments based solely on their recent performance. The investments they made are shown in table 1 below. As it happens, COOL will fund another \$500,000 for the “long term betterment” of your school. However, this commitment is subject to evidence of prudent investment of the first \$500,000 by your schools’ trustees. For clarity, the second \$500,000 will be awarded ONLY if the school’s trustees demonstrate “prudent investment behavior.” SIC is silent on what “prudent investment behavior is, other than this phrase. “Schools whose trustees show an aversion to growth and risk taking as well as a disdain for sound investment risk management shall not receive the second installment of this endowment. Those with creative, well-articulated and planned risk management solutions will get extra consideration.”*

## Collins College School of Business Investment Smackdown



### Appendix C – High School Case

Table 1 LEMNG's portfolio				
Holding	Sector	Amount Invested	Shares purchased	Purchase price
<a href="#">ARISTA NETWORKS, INC. (XNYS:ANET)</a>	<i>Technology</i>	\$160,000	884.47	180.9
<a href="#">FAIR ISAAC CORPORATION (XNYS:FICO)</a>	<i>Technology</i>	\$180,000	211.29	851.89
<a href="#">IRON MOUNTAIN INCORPORATED (XNYS:IRM)</a>	<i>Real Estate</i>	\$160,000	2,615.66	61.17
		\$500,000		

With that as background, High School teams must select one *and only one* of the following cases:

OPTION 1	OPTION 2
<p><b>Help the fund: a Case study in stock valuation and selection</b> Your school's trustees asked your team to guide them on how to invest the \$500,000. Prepare a 20-minute presentation supported with a reference material package of up to 25 pages that recommends at least one but no more than five stocks for your trustees to purchase.</p>	<p><b>Defend the fund selector: a Case study in Risk Management</b> Having received the first \$500 thousand, your school's trustees want to be sure they receive the second \$500,000. Trustees are pleased that the fund performed better than the broader stock market, but they asked your team to evaluate <b>LEMNG's</b> portfolio to</p>

## Collins College School of Business *Investment Smackdown*



### Appendix C – High School Case

<b>OPTION 1</b>	<b>OPTION 2</b>
<p><b>Help the fund: a Case study in stock valuation and selection</b></p> <ol style="list-style-type: none"> <li>1. Explain how you selected your recommended stocks. For example, if you used a screener, what criteria and filters did you use and why.</li> <li>2. For each stock recommended:               <ol style="list-style-type: none"> <li>a. Offer an investment thesis for the stock(s): is the company in a growing sector or subsector? What niche does the company have (low-cost provider, unique product, dominant market share)? Where will value come from (more revenue if so where, lower costs if so how, selling assets, raising debt, merging, expanding customer base)? Be sure to state how these investments show neither an aversion to growth and risk taking nor a distain for sound investment risk management</li> <li>b. List the major investment risks of the stock(s)</li> </ol> </li> </ol>	<p><b>Defend the fund selector: a Case study in Risk Management</b></p> <p>be sure it meets COOL’s requirements. Specifically, they asked your team to:</p> <ol style="list-style-type: none"> <li>(i) State whether investing in three, albeit great performing, stocks meet “prudent investment behavior.” If not, why not?</li> <li>(ii) How would you characterize <b>LEMNG</b>’s portfolio according to these dimensions:               <ol style="list-style-type: none"> <li>a. <b><i>aversion to growth</i></b></li> <li>b. <b><i>aversion to risk taking</i></b></li> <li>c. <b><i>distain for sound investment risk management</i></b></li> </ol>               explain your conclusions.             </li> <li>(iii) advise them whether they should stick with <b>LEMNG</b>’s allocation or rebalance their portfolio,</li> <li>(iv) how they should present their performance to COOL in November when they conduct their 2<sup>nd</sup> installment review.</li> </ol> <p>Prepare a 20-minute presentation supported with a reference material package of up to 25 pages that answer the above questions:</p>

## Collins College School of Business Investment Smackdown



### Appendix C – High School Case

<b>OPTION 1</b>	<b>OPTION 2</b>
<b>Help the fund: a Case study in stock valuation and selection</b>	<b>Defend the fund selector: a Case study in Risk Management</b>
	<ol style="list-style-type: none"> <li>1. Explains whether <b>LEMNG</b>'s recommendation shows an aversion to growth and risk taking as well as a distain for sound investment risk management</li> <li>2. Discusses whether their options strategy is appropriate</li> <li>3. Recommends a strategy for the upcoming year:               <ol style="list-style-type: none"> <li>a. Can you come up with a better selection of 3-5 holdings that outperformed MEME relative to Risk for the past 1, 3 and 5 years?</li> <li>b. Do you recommend the portfolio you constructed n 2a or an index fund that matches the S&amp;P 500 index</li> </ol> </li> </ol>

**Table 1 (for Option 2)**  
**LEMNG Fund Allocation**

<b>Cash/Equity/ETF</b>	<b>Instrument</b>	<b>Sector</b>	<b>Cost</b>	<b>8/31/23 Value</b>	<b>% portfolio</b>
Cash	<a href="#">Insured Savings Account</a>	Cash	\$15,000	\$15,450	3%
Equities	ADV MICRO DEVICE (AMD)	Technology	\$25,000	\$40,805	5%

## Collins College School of Business Investment Smackdown



### Appendix C – High School Case

	<i>ETSY INC (ETSY)</i>	<i>Consumer Discretionary</i>	<i>\$25,000</i>	<i>\$15,355</i>	<i>5%</i>
	<i>Investco QQQ Trust Series 1(QQQ)</i>	<i>Index</i>	<i>\$325,000</i>	<i>\$462,703</i>	<i>65%</i>
	<i>SolarEdge (SEDG)</i>	<i>Technology</i>	<i>\$55,000</i>	<i>\$31,565</i>	<i>11%</i>
	<i>Dexcom, Inc. (DXCM)</i>	<i>Health Care</i>	<i>\$55,000</i>	<i>\$49,044</i>	<i>11%</i>
<i>Total</i>			<i>\$500,000</i>	<i>\$614,921</i>	<i>100%</i>

## Collins College School of Business *Investment Smackdown*



### Appendix D – High School Case Scoring Sheet

#### Appendix D – Presentation Scoring Sheet High School Case

UNIVERSITY OF TULSA INVESTMENT

SMACKDOWN Presentation

Scoring Sheet: **Option 1**

Team: \_\_\_\_\_ Industry Representative: \_\_\_\_\_

Criteria	Maximum Points	Points	Notes
<i>Stock Selection approach</i>	15		
<b>Investment Thesis:</b> i. Is the company in a growing sector or subsector? ii. Individual stock growth potential iii. What niche does the company have (low-cost provider, unique product, dominant market share) iv. Where will value come from (more revenue if so where, lower costs if so how, selling assets, raising debt, merging, expanding customer base)?	45		
<b>Investment Risks</b> Comprehensive and clearly explained	15		
<b>Question &amp; Answer</b> <i>Were they able to answer the questions effectively and with confidence?</i>	10		
<b>Team Involvement</b> <i>Team involvement in the presentation/questions and answers</i>	10		

## Collins College School of Business Investment Smackdown



### Appendix D – High School Case Scoring Sheet

Criteria	Maximum Points	Points	Notes
<b>Materials</b> <i>Quality of slides</i>	5		
<b>Total</b>	<b>100</b>		

UNIVERSITY OF TULSA INVESTMENT  
SMACKDOWN Presentation  
Scoring Sheet: **Option 2**

Team: \_\_\_\_\_ Industry Representative: \_\_\_\_\_

Criteria	Maximum Points	Points	Notes
<b>MEME Evaluation</b> a. <i>Aversion to growth and return?</i> b. <i>Disdain for risk management?</i>	25		
<b>Alternative Selection</b> a. Selection method b. Risk and return description of alternative portfolio? c. 1, 3 and 5 year performance reporting comparing DUPER to team's recommendation	45		
<b>Index or stock selection – defend selection</b>	5		
<b>Question &amp; Answer</b> <i>Were they able to answer the questions effectively and with confidence?</i>	10		



## Collins College School of Business *Investment Smackdown*



### Appendix D – High School Case Scoring Sheet

Criteria	Maximum Points	Points	Notes
<b>Team Involvement</b> <i>Team involvement in the presentation/questions and answers</i>	<b>10</b>		
<b>Materials</b> <i>Quality of slides</i>	<b>5</b>		
<b>Total</b>	<b>100</b>		