



Gustavson
School of Business
University of Victoria

Course Outlines Spring Term

NOTE: Course outlines are for reference only.
Availability and course offerings are subject to change every year.

Gustavson School of Business (GSB)
University of Victoria

Contact: GSBWelcome@uvic.ca

Pre-Requisites: Courses with asterisks (*) have pre-requisites. Please look at individual course outlines and carefully review them to see if you meet the criteria. Individual course outlines have their titles [hyperlinked](#) and will take you to the website for more information about the pre-requisites.

IMPORTANT NOTE: Courses highlighted in this color are **COHORT** based (meaning work and assignments are typically team based). **Attendance is MANDATORY in these courses due to the team-based nature of these courses.** There is limited space available in each section of these courses and as a result, these courses will be assigned on a **first-come, first served basis** to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Course Numbers	Course Title
Com 100	Introduction to Business Decision Making (<i>Credit only granted for one of 100, 290, 390</i>)
Com 202	Financial Accounting I
Com 206C	Business English and Communication
Com 220	Organizational Behaviour
Com 240*	Management Finance
Com 250	Fundamentals of Marketing
Com 290	Introduction to Canadian Business (<i>Credit will be granted for only one of 290, 100, 390</i>)
Com 302	Legal Environment of Business (<i>Credit will be granted for only one of 302, 402</i>)
Com 316*	Management Accounting (<i>Limited space available; see important note</i>)
Com 317*	Management Accounting I
Com 322*	Leading People and Organizations II (<i>Limited space available; see important note</i>)
Com 331*	Introduction to Management Information Systems (<i>Limited space available; see important note</i>)
Com 362*	Business and Sustainability (<i>Limited space available; see important note</i>)
Com 371*	Management Finance (<i>Limited space available; see important note</i>)
Com 400*	Strategic Management
Com 402*	Legal Issues: Management (<i>Credit will be granted for only one of 402, 302</i>)
Com 410*	Leadership Strategies
Com 450	Selected Topics in Management: Topics To Be Announced
Ent 100	Introduction to Entrepreneurship and Innovation
Ent 402*	Entrepreneurship & Small Business for the Non-Specialist
IB 301	International Environment of Business (<i>Not open to students registered in Com 361</i>)

Service Management Specialization**	<p>In a world that is increasingly dependent on service for growth, the Certificate in Services Management provides students with a rich framework that will enable them to successfully contribute to the development of service practices within an organization. The certificate will be granted upon the successful completion of this specialization. Please note that all four of the following courses must be taken together to complete the Service Management Specialization: SMGT 415, SMGT 416, SMGT 417, and Com 400 concurrently.</p> <p>NOTE: SMGT 415, SMGT 416, SMGT 417 CANNOT be taken on their own. COM 400 is the only course that can be taken as an individual stand-alone course.</p>
SMGT 415**	Customer Experience Management
SMGT 416**	Service Operations & Quality Management
SMGT 417**	Service Human Resource Management
COM 400	Strategic Management

Com 100

Introduction to Business Decision Making

Pre-requisites: None

Course Objectives and Description:

The objective of this course is to provide students with a basic understanding of the major functional areas of business including entrepreneurship, leadership, strategy, human resource management, operations, financial management, and marketing, and the environment in which they operate. In particular this course focuses on how all of these functional areas interlink to create a systems perspective of running a great organization.

Coursespaces:

Under coursespaces you will find additional readings, assignments and class preparation tasks. I will update this most days. **Please be sure to check for changes and announcements daily.**

Course Materials:

In the past we have used textbooks, but over time recognized the value in creating a set of readings that provide both frameworks for guiding your thinking and managerially focused processes for understanding business. The readings are posted on coursespaces.

Course Format:

A blend of lectures, videos, guest speakers, amusing cats, mini case studies, and inclass exercises will be employed.

Evaluation Elements:

Students will be evaluated according to the following schedule

10%	Participation - participation through iClickers - 1% for each vote (10/14) (ongoing dates)
10%	Midterm 15th October - Quiz (multiple choice)
15%	Midterm 26th November - Quiz (accounting questions)
25%	Individual Assignment (9th November first draft and 30th November final draft)
40%	Final Examination - at some massively inconvenient date in December
100%	

Requirements for Graded Work:

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Class Participation: Evaluation will be based on involvement in class using iClickers and voting on questions in each class.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade.

Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
90 - 100 85 - 89 80 - 84	A+ A A-	9 8 7	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
77 - 79 73 - 76 70 - 72	B+ B B-	6 5 4	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
65 - 69 60 - 64	C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

“N” (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student’s record in the Registrar’s office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- 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 communication, 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 (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the 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 prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the **Standards of Professional Behavior** on the Gustavson website for details.

See schedule below:

Date	Topic:	Reading:
Thursday 7th September	Introduction: Integrated Business Framework	
Monday 11th September	Environment: The Five Forces	Reading: The Five Competitive Forces That Shape Strategy - Michael E. Porter, Harvard Business Review
Thursday 14th September	Leadership: Level 5 leaders	Reading: Making of an Expert, by K. Anders Ericsson, Michael J. Prietula, and Edward T. Cokely, Harvard Business Review, July 2007
Monday 18th September	Leadership: Level 5 leaders	Reading: What Makes a Leader? Daniel Goleman, Harvard Business Review
Thursday 21st September	Strategy Planning: Diagnosis, Choice, Execution	Reading: Can You Say What Your Strategy Is? David J. Collis, Michael G. Rukstad, Harvard Business Review,
Monday 25th September	Strategy Planning: Diagnosis, Choice, Execution - continued	
Thursday 28th September	Customer and Market Focus: Creating Value With Customers	Reading: The Ultimate Marketing Machine, Harvard Business review 2014
Monday 2nd October	No Class	
Thursday 5th October	Mid-Term	
Monday 9th October	Thanksgiving	
Thursday 12th October	Customer and Market Focus: Creating Value With Customers	Case: Kiwi Experience
Monday 16th October	Guest Speaker - Hannes Blum	
Thursday 19th October	No Class	
Monday 23rd October	Human Resource Focus: Motivating Your People	Reading: One More Time: How Do You Motivate Employees? Frederick Herzberg, Harvard Business Review
Thursday 26th October	Human Resource Focus: Motivating Your People - continued	
Monday 30th October	Measurement, Analysis and Knowledge Management: Financials and Forecasting Readings: on Coursespaces	
Thursday 2nd November	Measurement, Analysis and Knowledge Management: Financials and Forecasting	

	Readings: Coursespaces	
Monday 6th November	Mid-Term 2 (in-class)	
Thursday 9th November	Guest Speaker: Martin Rissley Draft Version of Individual Assignment Due	
Monday 13th November	No Class - RB	
Thursday 16th November	No Class - RB extended	
Monday 20th November	Process Management: Increasing Productivity and Quality	Watch: The Founder
Thursday 23rd November	Social Psychology Meets Business Draft Version of Individual Assignment Handed Back	Reading: Harnessing the Science of Persuasion, Robert Cialdini, Harvard Business Review
Monday 27th November	Results: What is Success in Business?	Reading: Using the Balanced Scorecard as a Strategic Management System, Robert S. Kaplan, David P. Norton, Harvard Business Review
Thursday 30th November	Final Version of Individual Assignment Due Exam overview and wrap-up	

Com 202

Financial Accounting I

Pre-requisites: None

Text:

Required: Text with WileyPlus

Financial Accounting, Tools for Business Decision Making, 7th Canadian Edition with Wiley Plus, Kimmel, Weygandt, Kieso, Trenholm, Irvine
(ISBN: *Hardcopy: 9781118885116*)

For looseleaf or electronic copies of the text consult, the UVic Bookstore.

***Note:**

- *your textbook should include a code to access WileyPlus*
- *ensure you have the 7th Canadian Edition*

Course Objectives and Description:

This course is an introduction to financial accounting with emphasis on the basic concepts, mechanics, objectives and judgments involved in using financial statements. The major challenges and problems of financial reporting are much broader than just generating numbers. This course will illustrate that reporting involves a great deal of judgment in order to provide the information required by the many stakeholders. Reporting by public and private companies in Canada has undergone significant transition from Canadian GAAP with the adoption of IFRS in the accounting for public entities.

The course objectives are to:

1. Develop the ability to recognize, create and examine basic financial statements; the statement of comprehensive income (income statement), statement of financial position (balance sheet), statement of changes in equity and the statement of cash flows.
2. Discuss the issues and judgments used in the identification, measurement, and communication of financial statement information.
3. Use tools presented in the course to derive information from financial statements for use in developing potential solutions to business issues.
4. Enhance both oral and written communication skills through class discussion of theory and practice using problems.

Course Format:

The course consists of a combination of lectures and class discussions as well as some on-line work using primarily **WileyPlus**. Lectures will be used as a supplement to reinforce key points and the use of problems and / or case studies will allow application of the theory and content. Students are expected to complete all preparatory work including reading the course materials, cases and / or other content posted **before each class session** and to be fully prepared for full and active participation in the class discussion. Developing an understanding of the material requires practice and students are strongly encouraged to complete problems in conjunction with their reading.

Participation and class attendance are important parts of the learning process in this course. Attendance exposes you to an examination of material and to your classmates' insights which clarify its meaning in a manner often not covered in the reading and leads to better performance in the course. Also, there is a very strong correlation between in-class participation and performance on the final exam. To facilitate participation in discussions, **cell phones, laptops and other electronic devices are not to be used during class.**

Requirements for Graded Work:

WileyPlus PRE Quizzes: In order to utilize class time most effectively, lectures will be condensed in order to focus on key points and to provide additional time for discussion and practice problems. Students will be required to read the applicable chapter in the text before attending class and to demonstrate that they have

completed this preparation by individually completing the weekly on-line WileyPlus PRE quiz by the dates specified in the course schedule. Note that all WileyPlus PRE quizzes are due by 9:00 pm on the due date.

WileyPlus POST Exercises: Students will be required to demonstrate that they have understood the required reading material and the points discussed during lectures for selected chapters by completing the on-line WileyPlus POST exercises by the dates specified in the course outline. Note that all WileyPlus POST exercises are due by 9:00 pm on the due date.

Assignment: The assignment is to be completed on an individual basis. It will be a problem that will require students to demonstrate their knowledge of the material covered to date in the course. The date that the assignment will be distributed to students and the date that it will be due to be handed in are specified in the course schedule.

Midterm Exam: The midterm exam will be 90 minutes in length and may include multiple choice questions, theory questions and specific problems. It will cover chapters 1 to 5 inclusive.

Final Exam: The final exam will be held during the regularly scheduled exam period in April. The date of the final exam will be posted by the Registrar's Office later in the semester. It will be 3 hours in length and may include a combination of multiple choice questions, theory questions and specific problems. The final exam will cover all the material studied in the course.

Active class participation and attendance are important parts of a successful learning process in this course. As a result, the use of tablets, laptops, cell phones and other electronic devices during class is not permitted. Attendance exposes you to material not covered in the reading, to your classmates' insights and helps clarify material that can lead to better performance in the course. In addition, there is a very strong correlation between in-class participation and performance on the final exam.

Class Norms (which affect participation) include:

- Attendance (**on time**) in class
- Remaining in class for the **entire class period**
- **Active** participation in class discussions by adding new information (not repeating other comments), asking and answering questions, constructive disagreement with other student's viewpoints in an environment of mutual respect
- Demonstrating professional skills such as sound judgment and effective communication (during class/office hours/email)
- Exhibiting ethical behaviour, professionalism and integrity
- Discussion with the instructor, in advance, any exceptions to these norms.

No additional time, make-up prep-work, or quizzes will be given due to lateness or absence.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Com 206C

Business English and Communication

Pre-requisites: None

Texts:

There is no text for this course. Instead, readings will be provided as PDFs and links on Course Spaces. Please be sure to check each week of the Course Spaces site to access the correct readings.

Course Objectives and Description:

Words are, of course, the most powerful drug used by mankind. Rudyard Kipling

Business Communications is a topic that you will continue to learn about as long as you work in a business environment. Effective business communication will improve relations with your co-workers, your staff and your customers. It will make you a better communicator in all parts of your life.

As an excellent communicator you will be in demand to help persuade high profile customers to use your products, you will gain increased recognition in the workplace for your writing and presentation skills and you will have the confidence to lead a company into relations with a North American audience.

My goal is that you become better communicators orally and in writing and develop the confidence to use your English language skills in a professional work environment.

Specific course objectives include the following:

- Demonstrate an understanding of the principles of effective business communications;
- Assess your own speaking and writing messages for clarity and content;
- Choose specific language as well as writing and speaking techniques to make communication more successful, as you speak and write;
- Plan clear, concise and correct business documents and papers;
- Write professional quality correspondence for specific purposes;
- Give oral presentations with and without the aid of multimedia;
- Understand team skills necessary for success in completing and communicating complex work.

Course Format:

Communication leads to community, that is, to understanding, intimacy and mutual valuing. Rollo May

In this class I will share the stage with you. You will be encouraged to speak and share your thoughts and information that you prepare for each class. The classroom will be more like a laboratory as we explore ways of communicating and practice using different techniques to share our views.

We will start by learning communication theory, exploring various audiences and learning to write using a specific writing process. A few weeks into the course you will realize what a supportive atmosphere we have developed and you will look forward to case discussions, mini-presentations and other public speaking activities.

Slides will be posted on CourseSpaces after each class. You can use these documents to review concepts in order to complete assignments.

Course Experience Survey:The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Team	Due Date	Weight % of grade
Class participation	Individual	Ongoing	20%
Business Document	Individual	Thursday, Jan 26	10%
Business Document	Individual	Thursday, Feb 16	10%
Business Document	Individual	Thursday, March 9	10%
Team Presentation	Team	March 17 - April 4	15%
Team Presentation Slidedoc	Team	March 17 - April 4	15%
Team Report	Team	April 4	20%
Total			100%

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences* from more than 3 classes *will have grade reduced by 5 %*

*unexcused absences = absences without appropriate documentation as per the University Calendar

Com 220

Organizational Behaviour

Pre-requisites: None

Text:

Organizational Behaviour: Understanding and Managing Life at Work, 10th Edition Johns, Gary and Saks, Alan M.
Pearson Canada, 2014,
ISBN: 978-0-13-216112-1

Be advised that an electronic version is also available. An access code card can be obtained through the Uvic book store or access can be gained via purchase on the publisher's website.

Course Objectives and Description:

This course is an introduction to behavioural concepts and tools that will assist the manager in both understanding behaviour in organizations and improving organizational effectiveness. Topics include individual motivation, perception and communication, managerial roles, schools of management theories, group processes and team work, leadership, supervision, and introduction to organizational structure, processes, and culture.

Course Format:

A blend of lectures, case studies/group assignments, will be employed.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
COM220 -Test #1	Individual	Test		20%	Multiple choice, in class
COM220 - Test #2	Individual	Test		25%	Multiple choice, in class
COM220 - Class participation exercises	Group	Hand-in		15%	Three or Four short in class group assignments will comprise the participation grade.
COM220 - Final Exam	Individual	Exam		40%	Format TBA
Total				100%	

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all present members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
90 - 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
85 - 89	A	8	
80 - 84	A-	7	
77 - 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
73 - 76	B	5	
70 - 72	B-	4	
65 - 69	C+	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 - 64	C	2	
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0 - 49	N		Conditional supplemental.
0 - 49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

“N” (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

Final course grades are official only after they have been approved by the Program Director and may be subject to change up until that point.

Com 240

Management Finance

Pre-requisites: Financial Accounting I

Texts and Resources:

1. Textbook (Required) - Stephen A. Ross, Randolph W. Westerfield, Bradford D. Jordan, Gordon S. Roberts, J. Ari Pandes, & Thomas A. Holloway, "Fundamentals of Corporate Finance", 10th Canadian Edition, 2019, McGraw-Hill Education. (note: An older or different edition is not acceptable).

Digital Only, Connect: ISBN 9781260305531

Package, Print Textbook with Connect Access Code: ISBN 9781260305869

2. "Connect" access (Recommended) - "Connect" is the website that accompanies the textbook. It has recommended exercises and study tools.

3. Financial Calculator (Highly Recommended) - A financial calculator is a tool of finance. You should become familiar with how it functions as part of the course. You will benefit enormously from having a financial calculator - it will greatly enhance your ability to perform tasks in class and understand the course material. Reference will be made in class to functions on financial calculators.

Course Objectives and Description:

This course provides an introduction to financial management. You will gain exposure to the frameworks, concepts, and tools used in financial decision-making. Topics include the role of the financial manager, financial statement and free cash flow analysis, time value of money, discounted cash flow valuation, bond valuation, stock valuation, net present value analysis, internal rate of return, capital investment decisions, risk and return trade-offs, and the cost of capital.

Upon completing the course, you should be able to define basic terminology, understand the theoretical relationships, and apply the analytical techniques covered in the course to various decision-making situations. Problem solving and decision-making skills will be practiced through examples and assignments. You are also expected to acquire knowledge of the Canadian institutional environments in which financial decisions are made, and stay current on business news issues and events as they relate to management finance.

Course Format:

The course is based around in-class lectures, in-class activities, textbook and other readings, and practical, course related exercises.

You will play a major role in the delivery of the course by means of in-class participation, class preparation and time dedicated to working with the course material. You can create an excellent platform for learning by doing the readings and practice exercises, and accessing the instructor.

Educational Technology:

I use a variety of educational technology in this course including internet-based technologies or web-based applications, cloud services and social media. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.

UVic cannot require students to disclose personal information to technologies or organizations, which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by section 30.1 of BC's Freedom of Information and Protection of Privacy

Act (FIPPA). Personal information is information about an identifiable individual; for example, your name or your email address.

The following educational technology, which stores or accesses your personal information outside Canada, is required for this course: Zoom. I will make you aware if this list changes. I use this technology to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at <https://zoom.us/privacy>. I encourage you to read these documents.

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

Evaluation Elements:

Students will be evaluated according to the following schedule: Title	Individual or Group	Type	Due Date (m/d/yyyy hh:mm AM/PM) PST	Weight / % of grade	Description
COM 240: Assignments (8) in BrightSpace (Best 7 of 8)	Individual	Hand-in Assignment	Various Dates (as per "Schedule")	15%	1.875% each, 8 assignments, marked best 7 of 8, see description below**
COM 240: Midterm Exam (80 minutes)	Individual	Exam	February 17, 2022	30%	Chapters 1, 2, 5, 6, 7, and 8
COM 240: Final Exam (3 hours)	Individual	Exam	TBA - Registrar's examination period	40%	Comprehensive exam: Chapters 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, and 14
COM 240: Public Company Analysis Group Project	Group	Hand-In Assignment	Due Friday, March 18 at 11:59 PM (Submitted to dropbox in BrightSpace)	15%	See description below***
Total				100%	

If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed. You need to cite why you think that it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may choose to review the work in its entirety, not just the portion in question and that the review may lead to a higher, lower, or unchanged grade.

Assignments**

There are eight (8) assignments, each worth 1.875% of your total semester grade. Assignments are found in BrightSpace, labelled "Graded Assignments" and are graded best 7 out of 8.

All assignments are due by the date and time specified in BrightSpace and the schedule on the last page of the course outline. Late assignments will be given a grade of 0 - no exceptions. You will have two attempts at each assignment with your highest grade counting toward your course grade. You must submit assignments individually.

Public Company Analysis Group Project***

The purpose of this project is to have you perform ratio analysis with the challenge of using it in the real world. You will complete an analysis which you will post to BrightSpace (in MS Excel).

Using the group choice activity in BrightSpace, you will form a group of 3-4 students. You must self-select into a group by Friday, March 4, 2022 at 11:59 pm, otherwise you cannot take part in the Public Company Analysis Group Project. Your group will be given a public company by the instructor. Each group will be given a different company.

Later in the term, more information will be released about the project and we will walk through an overview of the project, with example analyses, together in class.

The Public Company Analysis Group Project is due by Friday, March 18, 2022 at 11:59 pm. All parts of the project must be submitted electronically to the BrightSpace dropbox. If the submission is 1-3 hours late, 5% will be deducted. If the submission is 4-8 hours late, 10% will be deducted. If the response is 8-24 hours late, 20% will be deducted. If the submission is 24-48 hours late, 30% will be deducted. Submissions more than 48 hours late will not be accepted, and will receive 0 marks.

Groups are expected to submit their own unique project, reflecting their own work. You should be cognizant of the University of Victoria’s policy on plagiarism (see the University Calendar and the section on “Academic Integrity”) in all work you do.

Course Experience Survey:

The Gustavson School of Business and its instructors value your feedback. As with all of our courses, you will be asked to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the School make improvements for students in the future.

Given the importance of your feedback, class time will be dedicated to completing the online survey. When accessing the survey, you will need to use your UVic Netlink ID, which can be done on your laptop, tablet or mobile device. Toward the end of the term, you will receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey. I will monitor the response rate and will not continue class until a 70% response rate is achieved; the goal is to gather enough feedback so that it is representative of the course experience. Please note that your feedback is valued and critical for helping improve this course.

Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing and emailed to me (jsugitani@uvic.ca) by the group project due date.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating in class discussion and activities is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates’ insights, and helps clarify material that can lead to better performance in the course.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
90 - 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
85 - 89	A	8	
80 - 84	A-	7	

77 - 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
73 - 76	B	5	
70 - 72	B-	4	
65 - 69	C+	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 - 64	C	2	
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

“N” (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

Please note: Students completing or planning to complete a Business minor require a minimum grade of C+ in each of the fundamental courses: Com 202, Com 220, Com 240, Com 250 and Com 317.

Final course grades are official only after they have been approved by the Program Director and may be subject to change up until that point.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student’s record in the Registrar’s office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- 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 communication, 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 (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the 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 prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor’s consent and cannot sell or profit from the instructor’s intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Schedule Summary:

COM 240 - A01 & A02	Type (Case, Example, Reading, Supplemental Reading, Other)	Due Date (mm/dd/yyyy)	Description
COM 240: Week 1 - Jan. 10 Read and prepare for class	Reading	Reading due for class on 01/13/2022	Course Introduction Chapter 1: Overview of Corporate Finance Chapter 5: Time Value of Money
COM 240: Week 2 - Jan. 17 Read and prepare for class	Reading, and Assignment #1 due	Reading due for class on 01/17/2022 and 01/20/2022 Assignment #1 due 01/23/2022 at 11:59 PM	Chapter 5: Time Value of Money Chapter 6: Discounted Cash Flow Valuation
COM 240: Week 3 - Jan. 24 Read and prepare for class	Reading, and Assignment #2 due	Reading due for class on 01/24/2022 and 01/27/2022 Assignment #2 due 01/30/2022 at 11:59 PM	Chapter 6: Discounted Cash Flow Valuation Chapter 7: Interest Rates and Bond Valuation
COM 240: Week 4 - Jan. 31 Read and prepare for class	Reading, and Assignment #3 due	Reading due for class on 01/31/2022 and 02/03/2022 Assignment #3 due 02/06/2022 at 11:59 PM	Chapter 7: Interest Rates and Bond Valuation Chapter 8: Stock Valuation
COM 240: Week 5 - Feb. 07 Read and prepare for class	Reading, and Assignment #4 due	Reading due for class on 02/07/2022 and 02/10/2022 Assignment #4 due 02/13/2022 at 11:59 PM	Chapter 8: Stock Valuation Chapter 2: Financial Statements, Cash Flow, and Taxes
COM 240: Week 6 - Feb. 14 Read and prepare for class, and Prepare for Midterm - chapters 1,2,5,6,7, and 8	Reading, and MIDTERM EXAM	Reading due for class on 02/14/2022 MIDTERM EXAM DURING CLASS-TIME 02/17/2022	Chapter 2: Financial statements, Cash Flow, and Taxes Midterm - All material covered in class from chapters 1, 2, 5, 6, 7, and 8
COM 240: Week 7 - Feb. 21	N/A	N/A	No Class - Reading Break
COM 240: Week 8 - Feb. 28 Read and prepare for class	Reading, and MUST register to a group in BrightSpace by Friday, Mar. 4 at 11:59 PM to participate in the Public Company Analysis Group Project, and Assignment #5 due	Reading due for class on 02/28/2022 and 03/03/2022 Group Registration due 03/04/2022 at 11:59 PM Assignment #5 due 03/06/2022 at 11:59 PM	Chapter 3: Working with Financial Statements
COM 240: Week 9 - Mar.07 Read and prepare for class	Reading, and Assignment #6 due	Reading due for class on 03/07/2022 and 03/10/2022 Assignment #6 due 03/13/2022 at 11:59 PM	Chapter 9 : Net Present Value and Other Investment Criteria
COM 240: Week 10 - Mar. 14 Read and prepare for class	Reading, and Public Company Analysis Group Project due (15% of grade), and Assignment #7 due	Reading due for class on 03/14/2022 and 03/17/2022 Group Project due 03/18/2022 at 11:59 PM Assignment #7 due 03/20/2022 at 11:59 PM	Chapter 10: Making Capital Investment Decisions

COM 240: Week 11 - Mar. 21 Read and prepare for class	Reading, and Assignment # 8 due	Reading due for class on 03/21/2022 and 03/24/2022 Assignment #8 due 03/27/2022 at 11:59 PM	Chapter 12: Lessons from Capital Market History
COM 240: Week 12 - Mar. 28 Read and prepare for class	Reading	Reading due for class on 03/28/2022 and 03/31/2022	Chapter 13: Return, Risk, and the Security Market Line
COM 240: Week 13 - Apr. 04 Read and prepare for class	Reading	Reading due for class on 04/04/2022 and 4/07/2022	Chapter 14: Cost of Capital, and Course Wrap-Up

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

New for 2021! The Gustavson School of Business Gill Graduate School is launching a new Master of Management (MM). Students completing the Gustavson business minor are well positioned for this new 12-month post graduate degree as it will leverage the skills and expertise you've developed in both your non-business undergraduate program and business minor courses and build upon them. The MM program is designed to give you tools to effectively collaborate, diagnose and address complex organizational problems that you will face as you enter the professional workforce.

Com 250

Fundamentals of Marketing

Pre-requisites: None

Texts:

Lamb, Charles W. et al, MKTG, Third Canadian Edition, (Nelson, 2017, 978-0-17-653091-4)
You may use either the printed or e-text versions of this textbook.

Course Objectives and Description:

The course objectives are to:

- build a marketing vocabulary
- understand the process by which products/services are planned, priced, promoted and distributed
- understand the relationship between marketing, other organizational activities, and external stakeholders

At the end of this course you will have developed the necessary skills to analyze marketing problems and develop solutions consistent with that analysis.

Course Format:

A blend of lectures, marketing news, case studies, exercises, assignments and group discussion will be employed.

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
COM 250 - Midterm Exam	Individual	Exam, during class time	02/08/2017	25%	Covers text and material from chapters 1-7 and, lectures, cases and in-class discussions
COM 250 - Chapter Quizzes	Individual	Quiz	See course schedule	15%	10 quizzes, (1.5% per quiz) ten questions, multiple choice, relating to textbook chapter material and material taught in previous classes. Completed via CourseSpaces.

COM 250 - In-class Group Assignments	Group	Hand-in assignment (completed during class time)	See course schedule	12%	Three in class group assignments. (4% per assignment)
COM 250 - Contribution	Individual	In-class participation	Each class	8%	Based on attendance and in-class contribution and participation
COM 250 - Final Exam	Individual	Exam	During exam period. Date TBA	40%	Comprehensive, covers all textbook chapters. Heavily weighted on in-class lectures, discussions, activities and cases.
Total				100%	

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from 3 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination.

*unexcused absences = absences without appropriate documentation as per the University Calendar.

Assignments are due on the date scheduled: As in the business world, work has to be received on time to matter. To be fair to all the students who submit on time, if you are late on an assignment, your grade on that assignment will be reduced by 10% for each day it is late.

The Gustavson School of Business guidelines for written work require the use of the APA style for citations. For help on APA style, see here:

<https://owl.english.purdue.edu/owl/resource/560/05/>

Com 290

Introduction to Canadian Business

Pre-requisites: None

Texts and Resources:

Case Studies:

“HP Canada Co.: A Circular Supply Chain for Recycled Plastic” Case #: 9B21D002 Authors: Jury Gualandris, Deishin Lee, and Cole Beattie

“A&W Canada: Serving Great Taste with Minimal Waste” Case #: W25274
Authors: Jury Gualandris, Natalie Diezyn, and Jennifer Goodman

“The Yukon Soaps Company: Indigenous Business Growth” Case #: 9B21M055 Authors: Dominic Lim and Victor Lal

“Cheekbone Beauty - Building an Indigenous Growth Venture” Case #: W25813 Authors: Simon Parker and Ramasastry Chandrasekhar

Please Note: There is no textbook for this course. Instead, readings will be provided as PDFs and links on Brightspace. Please be sure to check each week on the Brightspace site to access the correct readings.

Other Course Resources:

In addition to any materials I provide, a number of resources are available to support your learning in ATWP135. The two you’re likely to consult most often are:

- The Centre for Academic Communication: The Centre for Academic Communication provides free one-on-one tutoring to help students build their writing skills and proficiency in English. The CAC also runs workshops that address common problems in academic writing. This term, those services are available online. You can book tutoring appointments through the CAC website.
- UVic Libraries: UVic Libraries staff members offer students help with their research, writing papers, locating resources, and identifying people to ask for more help. The Research Anywhere site provides access to your research needs and offers helpful tutorials. You can also contact librarians by chat, phone and other methods.

Check out the “Student Resources” section of our Brightspace site for links to more resources (both on campus and online).

Course Format:

This course takes its cue from the current practice of a “flipped classroom.” That is, much of the course material, including key concepts, readings, and discussion topics, will be made available online prior to or after class. In class, we will discuss, test out, and complicate this online material. A flipped classroom requires that you, as students, come to the lecture hall prepared to discuss and respectfully debate the online content. Each of you will come to the classroom with individual skills and expertise; the work we do in class will allow each of you to learn from the others, leveraging the diversity of our class to challenge your skills in an international environment.

This course requires a combination of in-person and online work. Whether in-class or online, all students engaging in any aspect of this course must:

- Behave respectfully and professionally at all times, whether addressing the instructor or fellow students;
- Engage respectfully and professionally with others' contributions to the course (whether online or in class);
- Use respectful language (written or oral) appropriate to a professional work environment;

For all in-person class meetings, students must adhere to the following rules and expectations:

- Attend all in-person classes punctually;
- Sanitize hands immediately using the hand sanitizers stationed at building entrances;
- Wear a clean medical or non-medical mask indoors per UVic's mask policy (<https://www.uvic.ca/ohse/returntocampus/masks/index.php>);
- Maintain a physical distance of 6-feet from other students and the instructor at every possible opportunity;

Please Note: You are responsible for bringing and wearing your own mask as required. If you are wearing your mask improperly, I will ask you to adjust it; to be clear, wearing a mask properly means covering both your mouth and nose. And if you are unwilling to wear a mask, you will either need to drop this class section or need to commit to learning and participating remotely via our Brightspace course site.

While most class meetings will take place in-person after the 28th of January (dependent on UVic policy), the following components of this course will take place online exclusively:

- Weekly course readings (available via BrightSpace)
- Office hours (via Zoom)
- Hand-in assignment submission (via BrightSpace)

Educational Technology

I use a variety of educational technology in this course including internet-based technologies or web-based applications, cloud services and social media. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.

UVic cannot require students to disclose personal information to technologies or organizations, which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by section 30.1 of BC's Freedom of Information and Protection of Privacy Act (FIPPA). Personal information is information about an identifiable individual—for example, your name or your email address.

The following educational technologies, which store or access your personal information outside Canada, are required for this course:

- Google Docs
- YouTube

I will make you aware if this list changes. I use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada. They are available at <https://policies.google.com/privacy?hl=en-US> and <https://www.youtube.com/static?gl=CA&template=terms>. I encourage you to read these documents.

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date (yyyy/mm/dd hh:mm AM/PM)	Weight / % of grade	Description
International Comparison	Individual	Hand-in Assignment	2022/01/28 11:59 PM (Pacific)	10%	
Peer Review	Individual	Hand-in Assignment	2022/02/11 11:59 PM (Pacific)	10%	
Press Release Analysis	Individual	Hand-in Assignment	2022/02/18 11:59 PM (Pacific)	15%	
Analysis Brief - Case Study	Group project	Hand-in Assignment	2022/03/25 11:59 PM (Pacific)	20%	
Persuasive Pitch	Group project	Public Speaking	2022/04/08 11:59 PM (Pacific)	20%	These presentations will take place in the final weeks of class. You will then need to submit your slide deck before the deadline, here.
Writing Portfolio	Group project	Hand-in Assignment	2022/04/15 11:59 PM (Pacific)	15%	
Participation	Individual	Other	10%		Attendance, peer feedback, in-class participation, mini presentations, asynchronous discussion contribution, etc.
Total				100%	

If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed. You need to cite why you think that it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may choose to review the work in its entirety, not just the portion in question and that the review may lead to a higher, lower or unchanged grade.

Course Experience Survey:

The Gustavson School of Business and its instructors value your feedback. As with all of our courses, you will be asked to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the School make improvements for students in the future.

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Description of evaluation standards for evaluation elements.

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Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of 5% for each calendar day an assignment is late.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating—especially during an online synchronous session—is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences* from more than 2 class sessions will have their grade reduced by 5%. Every additional absence after this first offence may result in a further 5% reduction. In addition, students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination.

To document an excused absence (illness, injury or family affliction), please submit the Gustavson self-declaration form to me via email (tstuart@uvic.ca). Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

*unexcused absences = absences without appropriate documentation (self-declaration form). Due to the ongoing Covid-19 situation, no medical documentation is required. Self-declaration forms can be found in the BrightSpace course site.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
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- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
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- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
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Students should be aware of the expectations surrounding their professionalism. Please refer to the [Standards of Professional Behavior](#) on the Gustavson website for details.

Schedule Summary (preliminary):

Date	Module	Topics
Week 1 Jan. 10 Week 2 Jan. 17 & 19	Canada’s Context	<ul style="list-style-type: none">• Introduction to the course• Introduction to Canada’s current economic make-up• Introduction to Canada’s relationship with the First Nations

Week 3 Jan. 24 & 26		<ul style="list-style-type: none"> • Canada's Boom towns and modern resource management
Week 4 Jan. 31 & Feb. 2 Week 5 Feb. 7 & 9 Week 6 - Feb. 14 & 16	Canada's Social Responsibility	<ul style="list-style-type: none"> • The green economy and Canada's eco-companies • Indigenous companies and the movement for Indigenomics
21 - 25 SPRING STUDY BREAK		
Week 8 Feb. 28 & March 2nd Week 9 March 7 & 9 Week 10 March 14 & 16	Trade and Global Citizenship	<ul style="list-style-type: none"> • Immigration as an economic engine • The history and significance of trade to Canada • Canada's major trade agreements • Trade challenges and opportunities
Week 11 March 21 & 23 Week 12 March 28 & 30 Week 13 April 4 & 6	Canada as a Brand	<ul style="list-style-type: none"> • Buy local and the small business emphasis • Canadian Content • National sentiment: The Hudson's Bay and Tim Hortons • Branding Canada in the global market

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Syllabus Modifications:

The course syllabus (encompassing both policies and procedures and assignments listed in the daily class schedule) is a general plan for the course. Deviations may be necessary and will be announced orally to the class and/or distributed in writing by email by the instructor.

Com 302

Legal Environment of Business

Pre-requisites: None

Course Objective:

From the *University of Victoria Calendar*:

"This course examines a number of legal principles that affect businesses and other organizations (e.g. nonprofit organizations) in our society. Course topics will include the law of tort, contract, business organizations and property. The course will focus on specialized areas such as the law of negligence, international business transactions, employment contracts, intellectual property and fiduciary obligations."

This course is primarily concerned with law as it affects business. While there is no self-contained law of business, the course will examine areas of law which impact business. Principal topics include, an introduction to the Anglo-Canadian system of law, the law of tort and negligence, including professionals' liability, the law of contract, the law of principal and agent, the law of employment. Within the above, we will consider the differences which result from the choice of legal form of business, whether it be sole proprietorship, partnership or limited partnership, corporation or trust. The respective liability of the principals of each form of business will also be considered.

Methodology:

Instruction will principally follow the lecture and case-method approach. Questions from the class and open discussion of topics by the class are especially encouraged. Readings and cases from the textbook should be completed in advance of class. There will be opportunities for individual and group exercises.

Textbook:

Course Book: Contemporary Canadian Business Law Cases and Materials Willes, John A., Q.C., and Willes, John H. (2018, Special UVic edition) available from bookstore.

Evaluation:

Student grades in Commerce 302 will be determined on the basis of performance in the following components

1. 15 minute case presentations (groups of four students) 10 % of final mark
2. One-hour, open-book, mid-term examination 30 % of final mark
3. Mooting exercise (court simulation - groups of three students) 20 % of final mark
4. Two-hour, open-book, final examination 40 % of final mark

Total: 100%

Case Presentations:

Students must form groups of four students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

In addition, groups are expected to comment upon the impact of the decision on business. By this is meant the impact the decision is likely to have on business or industry having particular regard to the functional areas of marketing, accounting, finance and human resources management. For example, what will be the implication on personnel practices, marketing policies, management information systems, financial strategies etc.?

Group case presentations should take approximately 15 minutes and involve each member of the group in a speaking role. The typewritten case brief must be submitted to the instructor before the presentation and indicate the part or parts contributed by each member.

Mooting Exercise - Court Simulation:

Students will form groups of three or seven students (different from the case groups) themselves or on the basis of the instructor's random assignments. The groups will be formed before the mid-term examination. One or two students in each group will assume the role of "Counsel for the Plaintiff", one or two students "Counsel for the Defendant", and the remaining member of the group will be the appellate Judge. Each member of the group will prepare its respective position in the moot exercise for oral presentation to the whole class. These presentations will take place between March 26 and April 5, 2018.

Background information will be provided in mid-February. Counsel for the Plaintiff and Counsel for the Defendant must submit to the instructor, before their oral presentation, a typewritten brief of 3-5 pages summarizing their position on the issues. Counsel must give each other and the Judge a copy of this brief. At the oral presentation, the Judges will hear each party and deliver a decision. Following Counsels' presentation, the Judges will deliver an oral decision, to be supported by a typewritten decision of 3-5 pages. The Judges' written decision need not be identical with the oral decision. The Judges' decision must be deposited into the dropbox in the Faculty of Business within the week following the respective moot.

The Briefs and Decisions will be graded using some or all of the following criteria: quality and merit of legal argument, creativity, organisation, clarity and appropriate citation of case or statute.

University Calendar:

Students are encouraged to read the regulations applicable to the course found in the *University of Victoria Calendar*.

Attendance:

The Senate of the University states that "Students are expected to attend all lectures in each course for which they are enrolled". Regular attendance and preparation will enhance students' contribution and success in the course.

Assistance with your work:

If a student intends to seek help or receives help from anyone on any coursework that will be evaluated in this course (ie help from another student, a tutor or anyone), **you must get my permission in advance to submit that work for evaluation**. Failure to do so will be treated in accordance with the university and faculty policies on plagiarism.

Academic Integrity, plagiarism and cheating:

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure the highest standard of academic integrity. Instances of cheating or plagiarism will be referred to the Chair of the B.Comm. Committee. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- a. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- b. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- c. Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communication, ideas from a verbal presentation) without referencing the source.
- d. Copying the answers of another student in any test, examination, or take-home assignment.
- e. Providing answers to another student in any test, examination, or take-home assignment.
- f. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- g. Stealing or mutilating library materials.
- h. Reviewing a test or examination prior to the time and date set for the test or examination.
- i. Changing names or answers on an assignment, test or examination after that assignment, test or examination has been graded and returned.
- j. Submitting the same paper or portions thereof for more than one assignment, without prior approval from the instructors involved.

Group Projects and Group Work

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, 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 may be held jointly accountable unless the violation can be attributed to a specified individual or individuals.

Some courses, while not requiring group projects, encourage (or at least do not prohibit) students to together in groups before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

Provisional Reading and Topics List:

- 4 January *Introduction to the Canadian Legal System*: Text Ch. 1
- 8 January *Introduction to the Canadian Legal System (continued)*: Text Ch. 1
- 15 January *Video: Sources of Constitutional and Statute Law*
- 18 January *Introduction to the Canadian Legal System (continued)*: Text Ch. 1
- 22 January *Video: Sources of Common Law*
- 25 January *Tort Law; Negligence and Professional Liability*: Text: Ch. 2
- 29 January *Tort Law; Negligence and Professional Liability (continued)*: Text: Ch. 2
- 1 February *Contract: Introduction to Required Elements*: Text: Ch. 3
- 12-16 February Reading Break (no classes)**
- 19 February *Contract: Offer and Acceptance - Practice Mock Mid-Term*
- TBA February Midterm Examination**
- 26 February *Case Presentations Begin - Information on Mooting Exercise*
- 5 March *Contract: Consideration, Capacity & Legality of Object*: Text: Chs. 3
- 12 March *Contract: Enforceability of Contracts*: Text: Ch. 4
- 19 March *Agency*: Text: Ch. 6
- 26 March *Mooting Exercises Begin*
- TBA Final Examination**

Com 316

Management Accounting

IMPORTANT NOTE: This course is **COHORT** based (meaning work and assignments are typically team based). **Attendance is MANDATORY in these courses due to the team-based nature of these courses.** There is limited space available in each section of these courses and as a result, these courses will be assigned on a **first-come, first served basis** to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Pre-requisites: Finite Math, Statistics, and Microeconomics

Texts and Resources:

Required Text and CONNECT access code

Managerial Accounting, Eleventh Canadian Edition with CONNECT, by Garrison, Libby, Webb, Noreen & Brewer. Published by McGraw-Hill Ryerson, 2018. ISBN-13: 9781260193770

If you chose to purchase a used copy of the text:

- It must be the 11th edition; the 10th edition is not acceptable.
- You will need to purchase the access code for CONNECT separately - check with the bookstore.

Rather than purchasing a hardcopy of the text, as above, you may purchase the e-book version and access code available through the bookstore online ISBN: 9781260193749.

Course Objectives and Description:

This course is an introduction to the fundamental concepts of management accounting. It complements the concepts covered in COM 315 Financial Accounting, by focusing on the accounting functions internal to the organization. Management Accounting is concerned with the analysis and accounting for costs, management planning, controlling and decision-making. The course provides exposure to cost behaviour, variance analysis, short-run choice decisions and budgeting, as well as activity-based costing and activity-based management.

The course objectives include:

- Recognizing the importance of management accounting in an organization and how it is used within the context of the other functions of the company.
- Identifying the characteristics and behaviour of costs and the decisions that influence these costs.
- Using cost/volume/profit analysis, including calculating the break-even point and potential profit in a given situation.
- Identifying and applying different pricing methods.
- Recognizing where to use the various cost accounting systems.
- Calculating product costs and analyzing decisions that influence these costs, and interpreting them in a decision-making context.
- Recognizing the importance of activity-based costing in the evaluation of organizational performance.
- Applying concepts of budgeting and cash management.
- Identifying responsibility centers and various types of transfer prices.

- Determining and interpreting divisional performance (segment reporting).
- Using the “balanced scorecard” for decision-making and discussing different performance indicators.

Course Format:

The principle method of instruction will include discussion of any questions arising from the chapter assigned readings on the relevant management accounting theory, combined with the analysis and discussion of problems and case analysis to further reinforce theory and practice. Students are expected to come to class having read the in-class work and assigned chapter readings.

Students are expected to be fully prepared for classes and active discussions, including completion of assigned cases. Developing a full understanding of the material is enhanced by completion of all assigned problems and students are strongly encouraged to do these, as a minimum. It may be helpful to meet with fellow students, after having attempted the problems/cases individually, to verify answers and work out any difficulties. Problems will be reviewed in class using a team approach to learning.

Connect assignments will provide questions, solutions and feedback which will allow students to practice concepts and technical aspects to aid in their learning.

The CONNECT online learning system (access code included with the text or e-book, or purchased separately) will be used to help you assess your preparation of course topics. **These questions are important practice, so you will definitely benefit from working through them.**

A URL for the Connect learning system specific to your cohort will be posted on Brightspace. Registration in the correct section (cohort) is important, to ensure your marks are tracked correctly.

- **CONNECT:** The learning platform provides questions that can be done at any time. They are designed to reinforce the chapter content. Solutions are provided and you can do them over again with new numbers on each attempt. **Please note,** in addition, there are specific Connect assignments that are for marks (see below). These have specific deadlines (see the course schedule)
- **LearnSmart CONNECT:** These are primarily theory-based questions that will allow you to test yourself on how well you have grasped the material.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight (% of grade)	Description
Participation/ Contribution	Individual	On-line	On-going	15%	Based on attendance (5%), in-class reflections/contribution (5%) and submissions to discussion forums (5%).
CONNECT Assignments	Individual	Assignments	As per course schedule	50%	5 @ 10% each Best 5 out of 6
COM 316 Case Presentation	Group	Case	As per course schedule	30%	Report including an executive summary and Zoom presentation
KPMG simulation	Group	Simulation	March 23 and 24	5%	Based on achievement in simulation
Total				100%	

Note: A minimum grade of C+ in COM 316 is expected in order to register for COM 426 (Management Accounting II).

Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating in an online synchronous session is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than 2 class sessions will have their grade reduced by 5%. Students are generally expected to have their cameras on during synchronous sessions and during breakout room activities. Please inform the virtual classroom moderator if you are unable to have your camera on during a synchronous session. If you do not inform the moderator during the class, you may be considered absent.

To document an excused absence (illness, injury or family affliction), please submit the Gustavson self-declaration form to the BCom office (bssclerk@uvic.ca). Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

Schedule Summary:

In addition to the exercises, problems and cases assigned for Zoom discussions, CONNECT exercises and problems are examples of what we feel you need to do on your own, at a minimum, to ensure that you have grasped the material. The CONNECT system provides you the opportunity to try questions and then receive immediate feedback within the program. You can then re-try any questions that you had difficulty with new numbers.

Dates	Class	Topic	Exercises, Problems & Cases	Pre-class Reading & Preparation	Assignments & Hand-ins
Jan 7		Introduction video of yourself. We would like to get to know each of you. Please send an introduction video by email to your professor prior to the start of class on Jan. 11, 2021			
Week 1 Jan 11	Day #1 (Jan 11)	Intro to the course and management accounting. Cost concepts and terms.	Exercise 1-1	Chapter 1	
	Day #2 (Jan 13)	Intro to Connect - McGraw Rep.visit Cost terms (cont'd). Cost classifications. COGS & COGM.	Exercise 2-9 Exercise 2-11 Exercise 2-10 Problem 2-25	Chapter 2 See pg. 42 for Cost of Goods Manufactured Schedule format	
	Jan 13	Connect assignment available Wednesday at 5pm and due Sunday at 8pm.			
	Jan. 17 Sun.	Due by 8pm Sunday			CONNECT #1 Ch. 1 & 2
Week 2 Jan 18		Cost estimation. CM income statement.	Exercises 3-4 Exercise 3-5 Problem 3-15	Chapter 3 (Exclude Appendix)	
		Mixed Costs and Pricing	Case 3-20 Class discussion	Prepare answers for questions at end of Case 3-20	
Week 3 Jan 25		Cost-Volume-Profit and Break Even Analysis	Exercise 4-13 Exercise 4-15 Problem 4-11 Exercise 4-7	Chapter 4	
		CVP analysis (cont'd)	Milesaway Corp. (from Brightspace).	Chapter 4	
	Jan. 27	Connect assignment available Wednesday at			

Dates	Class	Topic	Exercises, Problems & Cases	Pre-class Reading & Preparation	Assignments & Hand-ins
		5pm and due Sunday at 8pm.			
	Jan 31 Sun.	Due by 8pm Sunday			CONNECT #2 Ch. 3 & 4
Week 4 Feb 1		Job Order Costing	Exercise 5-9 Exercise 5-14 Exercise 5-7	Chapter 5 (Exclude bottom 161,162-163; read Job Order Costing in Service Companies pg. 164)	
Week 5 Feb 8		Intro to Activity-Based Costing Intro to Case Analysis. Case discussion	Exercise 7-10 Exercise 7-11 Exercise 7-18	Chapter 7 (Exclude Appendix)	
	Feb 10	Connect assignment available Wednesday at 5pm and due Sunday at 8pm.			
	Feb 14 Sun	Due before 8pm Sunday			CONNECT #3 Ch. 5 & 7
Week 6 Feb 15	Feb. 15-19	Reading Week	No classes		
Week 7 Feb 22		Static Budgeting and Flexible Budgeting	Exercise 9-2 Exercise 9-9 Part 2 Exercise 9-18 Part 1	Chapter 9	
Week 8 Mar 1		Standard Costs and Variance Analysis	Exercise 10-9 Exercise 10-10 Exercise 10-13 Problem 10-20 (part 1,2,3 without the volume variance, 4)	Chapter 10 up to mid of Pg 408. Read Pg. 412-413	
	Mar 3	Connect assignment available Wednesday at 5pm and due Sunday at 8pm.			
	Mar 5 Friday	Team cases posted on Brightspace			
	Mar. 7 Sun.	Due before 8pm Sunday			CONNECT #4 Ch. 9 & 10
Week 9 Mar 8		Control and Responsibility Accounting. ROI and Residual Income.	Exercise 11-8 Problem 11-12	Chapter 11 Read appendix 11A –Transfer Pricing Exclude pages 512-520	
		Transfer pricing-appendix 11A	Exercise 11A-2	Chapter 11 Read appendix 11A –Transfer Pricing	

Dates	Class	Topic	Exercises, Problems & Cases	Pre-class Reading & Preparation	Assignments & Hand-ins
		Balanced Scorecard. Simulation discussion.	Problem 11-24 Class discussion	Exclude pages 512-520	
	March 10	Connect assignment available Wednesday at 5pm and due Sunday at 8pm.			
	March 14 Sun	Due before 8pm Sunday			CONNECT #5 Ch. 11
Week 10 Mar 15		Management Decision Making: Differential analysis Joint costs – constraints	Ex 12-3 Ex 12-4 Ex 12-6 Ex 12-11 Ex 12-15	Chapter 12 (Read Appendix 12A)	
Week 11 Mar 22		Pricing Decisions Work on Team Case Presentations	Ex 12A-1 (Pricing) Problem 12-25		
Mar 23/24		KPMG Simulation	No classes		
	Mar 24	Connect assignment available Wednesday at 5pm and due Sunday at 8pm.			
	Mar. 28 Sun.	Due before 8pm Sunday			CONNECT #6 Ch. 12
Week 12 Mar 29	Monday @ 8am	ALL CASE STUDY REPORTS AND POWERPOINTS DUE AND MUST BE SUBMITTED, NO EXCEPTIONS			
	Monday	Day #1 TEAM CASE PRESENTATIONS			
	Wednesday	Day #2 TEAM CASE PRESENTATIONS			
Week 13 April 5	Day #24	NO CLASS – EASTER MONDAY			
	Wednesday	Day #3 TEAM CASE PRESENTATIONS			
Week 14 April 12	Monday	FINAL CLASS –Wrap up			

The above course schedule is provided as a guide to study and is subject to revision. Changes will be announced in class and posted on Brightspace.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

Com 317

Management Accounting I

Pre-requisites: Financial Accounting I

Texts:

Required Text & CONNECT Access Code

Garrison, Libby, Webb, Noreen & Brewer; **Managerial Accounting**; Tenth Canadian Edition with CONNECT; McGraw-Hill Ryerson, 2015, ISBN-13: 978125902490-0

eBook Version ISBN 9781259066818

If you choose to purchase a used copy of the text:

- it must be the Tenth edition
- you will need to purchase the access code for CONNECT separately - please check with the bookstore

Course Objectives and Description:

This course is an introduction to the fundamental concepts of management accounting. It complements the concepts covered in COM 202 Financial Accounting, by focusing on the accounting functions internal to the organization. Management Accounting is concerned with the analysis of and accounting for costs to support management planning, controlling and decision-making. The course provides exposure to cost behaviour, variance analysis, short-run choice decisions and budgeting, as well as activity-based costing and activity-based management.

The course objectives include:

- Recognizing the importance of management accounting in an organization and how it is used within the context of the other functions of the company.
- Identifying the characteristics and behaviour of costs and the decisions that influence these costs.
- Using cost/volume/profit and contribution margin analysis, including calculating the break-even point and potential profit in a given situation.
- Identifying and applying different pricing models.
- Recognizing where to use the various cost accounting systems.
- Calculating product costs and analyzing decisions that have an influence on these costs, and interpreting them in a decision-making context.
- Recognizing the importance of activity-based costing in the evaluation of organizational performance.
- Applying concepts of budgeting and cash management.
- Identifying responsibility centres and various types of transfer prices.
- Determining and interpreting divisional performance (segment reporting).
- Using the “balanced scorecard” for decision-making and discussing different performance indicators.

Course Format:

The principle method of instruction will include discussion of any questions arising from the chapter assigned readings on the relevant management accounting theory, combined with the analysis and discussion of problems to further reinforce theory and practice.

Students are expected to come to class having read the in-class work and assigned chapter readings.

Students are expected to be fully prepared for classes and active discussions. Developing a full understanding of the material is enhanced by completion of all assigned problems and students are strongly encouraged to do these, as a minimum. It may be helpful to meet with fellow students, after having attempted the problems individually, to verify answers and work out any difficulties. Problems will be reviewed in class using a team approach to learning.

There is a very strong correlation between in-class participation and performance on the final exam. To facilitate participation in discussions, **cell phones, laptops and other electronic devices are not to be used during class.**

CONNECT assignments related to the assigned chapters will provide questions, solutions and feedback which will allow students to practice concepts and technical aspects to aid in their learning.

The CONNECT online learning system (access code included with the text or e-book, or purchased separately) will be used to help you assess your preparation of course topics. These questions are important practice and the content will be considered testable material for the midterm and final exams, so you will definitely benefit from working through them.

A URL for the CONNECT learning system specific to your cohort will be posted on Course Spaces. Check the tab for your section for this information. Registration in the correct section (cohort) is important.

- **CONNECT:** The learning platform provides questions that can be done at any time. They are designed to reinforce the chapter content. Solutions are provided and you can do them over again with new numbers on each attempt.

Please note: In addition, there are specific CONNECT assignments that are assigned for marks (see below). These have specific deadlines (see the course schedule).

- **LearnSmart CONNECT:** These are primarily theory-based questions that will allow you to test yourself on how well you have grasped the material. LearnSmart provides feedback and focuses on your individual areas of difficulty. It is highly recommended that you use LearnSmart as a study tool.

Your instructor must be advised immediately regarding any missed assignment submission or absence from the midterm exam, and acceptable documentation must be provided within 7 days. No make-up assignment or exams will be provided: instead, when appropriate, the final examination will be assigned the proportionate amount of additional weight.

Com 322

Leading People and Organizations II

IMPORTANT NOTE: This course is COHORT based (meaning work and assignments are typically team based). Attendance is MANDATORY in these courses due to the team-based nature of these courses. There is limited space available in each section of these courses and as a result, these courses will be assigned on a first-come, first served basis to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Pre-requisites: Finite Math, Statistics, and Microeconomics

Texts:

Required text:

Bock, L. (2015). *Work rules!: Insights from inside Google that will transform how you live and lead.* New York: Twelve.

This book is readily available online through Amazon or Chapters. Please note that the easiest way to get the book is to order the ebook:

<http://www.hachettebookgroup.com/titles/laszlo-bock/work-rules/978145554805/>

Required readings:

LPOII will make use of Harvard Business Review articles so you may wish to secure a [subscription](#) (C\$15/month) for the duration of this course. Although the materials are available free from Business Source Complete (UVic Library), students in the past have indicated that searching for these files is time consuming. Please note, as confirmed by our librarian, scanned versions of the HBR articles can be posted to Brightspace to a limit of one article per issue. When scanned versions are available, we will post accordingly. As per university policy, please note that the server for the HBR Magazine is outside of Canada. If you have concerns, please contact the instructors.

We recommend that you develop a practice of lifelong learning by accessing high quality business literature on an ongoing basis. After all, the world is continually changing and your capacity to adapt to these dynamic conditions is an asset.

Additional readings and cases:

Additional class readings will be available on Brightspace, UVic Summon (Business Source Complete), or online. LPOII will also utilize several business cases, which are available online from Ivey for a nominal fee. (It is expected that each student will individually purchase the business cases as the material is copyrighted.) Please refer to the class schedule for specifics on required readings. On the first day of class an overview of how to access the online readings will be provided. As readings are a critical component to understanding the material it is expected that every student will read all required articles and cases.

Please note that we may add readings to individual classes throughout the term - it is up to you to make sure that you check Brightspace ahead of time to ensure that you're up to date with reading requirements.

Course Objectives and Description:

This course explores how to foster and lead organizations in which people excel. A core component is the underlying assumption that there are many types of organizations and that organizational excellence depends, in part, on identifying the right fit between people, organizations, and the external environment. Leadership success in the workplace requires the right fit between leadership skills (motivation, engagement, influence, coaching) and the needs of individuals and groups within a given organizational context. COM 322 builds on COM 321 by examining organizations at the organizational level - we'll explore how to build an HRM system that is strategic and consistent, and the factors contributing to positive organizational cultures. Personal success such as high performance and satisfaction at work requires an alignment between individual strengths and preferences, and the needs of the organization, and this will continue to be our focus here.

This course maintains a dual focus: 1) on your role as a leader, fostering skills and enabling contexts where others can thrive with a specific focus on enhanced alignment of key organizational elements; and 2) on your personal journey to discover organizational contexts where you flourish and perform at your best.

Together, *Leading People and Organizations I* and *II* will help you answer several questions:

- Why are some organizations better to work for than others or more successful than others?
- How do we understand this, and how can you influence this?
- What makes some organizations such great places to work (and what's a great organization for you?)

After you finish *both Leading People and Organizations II*, you should be more successful at the following:

- Working effectively in teams to gather and communicate information, both in writing and verbally
- Identifying values and assumptions underpinning different leadership styles and organizational cultures
- Appreciating the complexities of organizational level concepts
- Recognizing implications for doing business globally
- Integrating organizational concepts with doing business sustainably
- Understanding the choices and trade-offs made in developing HR systems within organizations

Course Format:

Leading People and Organizations II involves in-class activities, individual, and group assignments. This course has the potential to be an important part of your development as a successful business person, but it requires you to fully commit to the learning process.

Guidelines for Individual and Team in Class Contributions

In order to make this course a positive learning experience for both yourself as well as your peers, we expect you to come to class with the following guidelines in mind:

- Complete readings *before* class and use those readings as a basis for your active participation during in- class activities, discussions, and individual and group assignments. Developmental, theory-based comments are valuable for moving the discussion forward.

- Ask questions that add to your understanding of the course material as well as the knowledge base of your classmates. Encourage your classmates to get involved. Avoid repeating what has already been said.
- Be considerate - come to class on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking.
- Share your opinion *and* be prepared to reconsider it. Respect others' rights to hold opinions and beliefs that are different from your own, recognizing that there are many different ways to view the material.
- Allow everyone the chance to talk. If you have much to say, try to hold back so that your peers might have an opportunity to participate. If you are hesitant, look for opportunities to contribute.

What You Can Expect from Us

- We are committed to make this course a valuable learning experience for you. It will be both rewarding as well as challenging.
- We are here to help you succeed so we are available to help via email and by appointment. For email, please include 'COM 322' at the beginning of your subject headline, followed by the subject of your email. Before you send us an email, please check the course syllabus, notes, with your classmates and on Brightspace for the answer to your question. We will try to respond to emails in a timely manner (within 24 hours, excluding weekends). For your more detailed or complicated questions, please arrange for an appointment.
- We will upload relevant course materials to Brightspace.
- We will give and receive feedback. Please feel free to offer constructive feedback about your experiences with the course, to help us make it as valuable a learning experience as possible.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight % of grade	Description
COM 322: Participation	Individual	Participation	Ongoing throughout term	10%	Participation in Zoom classes, breakout rooms, Brightspace forums, and in your teams. Please see below for more detail.
COM 322: Weekly Quizzes	Individual	Weekly quizzes	Jan. 14 Jan. 19 Jan. 26 Feb. 2 Feb. 9	10% (2% each)	Weekly quizzes to assess preparation for class, and understanding of course concepts.
Com 322: Weekly Submissions	Individual and Team	Application of Readings	Feb. 23 to Apr. 1	10% (2% each)	To support the development of your team project, your team will submit five weekly application reports based on the readings in the areas of: design, culture, D&I, leadership, and resilience/change.
COM 322: Team Pecha Kucha Presentations	Team	Presentation	As scheduled (January 20, Jan 27, Feb. 3, and Feb. 8)	20%	Each team will prepare and present a pecha kucha presentation on a topic relevant to contemporary issues in strategic human resource management. Please see details of this assignment in Brightspace.

COM 322: KPMG Simulation Team Feedback	Individual	Feedback		5%	Details to follow in class, and on Brightspace.
Com 322: Final Project	Team	Proposal / Presentations	Proposal due Mar. 30 at 8:00 pm Presentations on Apr. 6 & 8	25%	International Expansion Project: You are senior level employees of the organization for which you are creating an international expansion proposal. Be sure to consider the wide array of topics covered in LPO2, including strategic HRM and organizational design, culture, leadership, and resilience to develop your proposal. The requirements for this project include a 5000-word group paper describing your proposal, coupled with a video overview and in-class zoom presentation. Details to follow in class and on Brightspace.
Com 322: Final Project	Individual and Team	Review of Final Proposals	Written submissions due by Apr. 5 Participation as Advisor to CEO on Apr. 6 & 8	5%	To maximize the learning potential, you will have the opportunity to evaluate two international expansion projects. This assignment will draw on the final project submissions of your classmates. More details to follow in class and on Brightspace.
Com 322: Final Exam	Individual	Exam	To be confirmed	15%	Details of final exam to be announced.
Total				100%	

Requirements for Graded Work:

- 1) **Participation:** Our classes will be interactive, relying heavily on your insights and contributions to class discussion. Your active participation will help you better understand and extend course concepts, as well as contributing to your classmates' learning. Your participation will be assessed in three different ways:
 - Participation within your teams, as informed by peer ratings after each major project (the Pecha Kucha presentation, the KPMG simulation, and the final expansion project). You will be asked to fill out peer feedback forms, which will help us to understand the dynamics within the team, and will also give us insight into your ability to provide candid and constructive feedback to your team members.
 - Frequency and quality of contribution to Zoom class discussions, using either voice or chat. You will also have opportunities to do work in Breakout rooms and submit your whiteboards or activity sheets to the instructor, and the quality of this work will also count towards your participation grade. If you do not attend a synchronous class or miss portions of class due to being late or leaving early, then you cannot participate in polls, breakouts, and class discussions, and thus your participation grade will also reflect your attendance. Also, please note that habitual lateness or early exits may be treated as an unexcused absence for that session.
 - Your contributions to the Brightspace forum, asking you to reflect on your learnings from Part 1 of the course. Note that this element will be weighted less heavily than items #1 and #2 above.

- 2) **Weekly Quizzes:** For the first half of the course, you will be completing weekly quizzes as a way of preparing for class discussions and helping us determine where there may be confusion or areas of the course that require more context or elaboration. These quizzes will be based on the readings and voice- over PowerPoint slides for the coming week, and will be completed **during class time**. Please see the course schedule for the exact dates of these quizzes. For the most part, the quizzes will be on Tuesdays, but there will be a quiz on the first Thursday of the term (Jan. 14). The quizzes will be open for the first 20 minutes of the scheduled synchronous class, and then we'll meet on Zoom after that.

Example: Thursday, Jan. 14

Cohort 1 Quiz from 8:30-8:50, Meet on Zoom for class from 8:50 – 9:50.

Cohort 2 Quiz from 10:00 – 10:20, Meet on Zoom for class from 10:20 – 11:20

Cohort 3 Quiz from 11:30 – 11:50, Meet on Zoom for class from 11:50 – 12:50

Cohort 4 Quiz from 3:00 – 3:20, Meet on Zoom for class from 3:20 – 4:20

Cohort 5, Quiz from 4:30 – 4:50, Meet on Zoom for class from 4:50 – 5:50

- 3) **Team Pecha Kucha Presentations:** The purpose of this project is to work with your team to research and present to the class on a topic relevant to contemporary issues in strategic human resource management. Each team will be asked to sign up for a particular topic (see list of topics and due dates below), and then to synthesize a reading(s) on that topic and present it to the class in the form of a pecha kucha presentation. Please see the assignment description in Brightspace for more details on this assignment.
- 4) **KPMG Simulation Team Feedback:** Details to follow.
- 5) **Weekly Submissions:** Based on the readings, each team will have an opportunity to apply the concepts to their selected capstone project company (please see below). In addition to the team's contribution, each team member will offer feedback on the weekly readings. Additional details will be explained in class.
- 6) **Final Capstone:** Teams will choose a company and propose expanding its operations to another country, where that company currently does not have any part of its value chain. You will create a proposal for an integrated and aligned organization within the new country context using the Harvard HRM Map and organizational design/culture/change/leadership principles. In addition to Com 322 course materials, you may want to consider components covered in your Com 361 IB class, with a particular focus on the socio- cultural environment. Your team will have to agree on how you will conduct your analysis, write up your findings, and present them to the class. Please be thorough, cite your sources, and use this as an excellent opportunity to learn about leading people and organizations in an international context. The paper proposal (written by the whole team) will be no more than 5000 words of text. Title page, table of contents, appendices, and references will not count towards the total word count. Please be compelling in your limited space and please use a variety of sources for your paper: industry and government reports, company websites, WSJ, Business Week, articles, interviews with professors or industry experts, insights from people you know or those who know a lot about the country you have selected to pursue. It is also recommended that you access IBIS World, Mint Global, and Business Source Complete as these are powerful databases. Please make sure that your paper includes appropriate references. A well-chosen diagram or chart can sometimes be very persuasive!
- 7) **Final Exam:** The final exam is comprehensive and will cover material from class lectures/discussions and required readings but in an applied context. The specifics of the exam format will be discussed in class and we will time prior to the exam to answer your questions on course content. If you have a passing grade throughout the term but have a failing final grade due to your performance on the final exam, you may be eligible to write a supplemental exam. Supplemental exams are limited to one core course per term for any student. The BCom office will notify eligible students after all term grades for core classes have been submitted. A final grade in the course with a passing supplemental exam result cannot exceed 59%.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Therefore, if you have more than two *unexcused* absences*, you will receive a 5% reduction in your final grade for the course. More than five unexcused absences may also mean you are not allowed to write the final exam.

To document an excused absence (illness, injury or family affliction), please see the BCom program office (BEC 283). Appropriate documentation must be submitted to the BCom office immediately upon your return to classes (within 24 hours).

* Unexcused absences are absences without appropriate documentation as per the University Calendar.

Assignments are due on the date scheduled: As in the business world, work must be received on time to matter. To be fair to all the students who submit on time, if you are late on an assignment, your grade on that assignment will be reduced by 10% for each day it is late.

The Gustavson School of Business guidelines for written work require the use of the APA style for citations. For help on APA style, see here: <https://owl.english.purdue.edu/owl/resource/560/05/>

Date	Title	Read/Watch the following before class
Jan. 12 Tuesday Vivien	Introduction to LPOII	Readings: <ol style="list-style-type: none"> 1. Please read through the course syllabus in advance of class and bring any questions you may have.
Jan. 14 Thursday Vivien	Strategic HRM: An Overview	Readings: <ol style="list-style-type: none"> 1. Voice-Over PowerPoint 2. SHRM Model (posted on Brightspace) 3. <i>Work Rules!</i> Chapter 2: "Culture Eats Strategy for Breakfast." <p>Note: There will be a quiz at the beginning of today's class.</p>
Jan. 19 Tuesday Vivien	HR Flow: Recruitment and Selection How do we find and select the employees to best achieve excellence for us?	Readings: <ol style="list-style-type: none"> 1. Voice-Over PowerPoint 2. <i>Work Rules!</i> Chapter 3, "Lake Wobegon: Where all the New Hires Are Above Average." 3. <i>Work Rules!</i> Chapter 4, "Searching for the Best." 4. <i>Work Rules!</i> Chapter 5, "Don't Trust Your Gut." <p>Note: There will be a quiz at the beginning of today's class.</p>
Jan. 21 Thursday Vivien	HR Flow: Recruitment and Selection	Readings: No readings in advance of class today.
Jan. 26 Tuesday Vivien	HR Flow: Managing Performance How do we encourage excellent performance in our employees?	Readings: <ol style="list-style-type: none"> 1. Voice-Over PowerPoint 2. <i>Work Rules!</i> Chapter 7: "Why Everyone Hates Performance Management, and What We Decided to Do About It." 3. <i>Work Rules!</i> Chapter 8: "The Two Tails." <p>Note: There will be a quiz at the beginning of today's class.</p>
Jan. 28 Thursday Vivien	HR Flow: Managing Performance	Readings: No readings in advance of class today.
Feb. 2 Tuesday Vivien	Rewards and Compensation: How do we encourage and recognize excellent performance?	Readings: <ol style="list-style-type: none"> 1. Voice-Over PowerPoint 2. <i>Work Rules!</i> Chapter 10: Pay Unfairly 3. "Why Incentive Plans Cannot Work," by Alfie Kohn. <i>Harvard Business Review</i>, <p>Note: There will be a quiz at the beginning of today's class.</p>

Feb. 4 Thursday Vivien	Rewards and Compensation	<p>Readings: No readings in advance of class today.</p> <p><u>Pecha Kucha Presentations:</u></p> <ol style="list-style-type: none"> 1. Tying Compensation to Sustainability 2. Fixing Remote Work 3. Gender and Rewards 4. Radical Empowerment at Michelin [Cohorts 1 and 4 <u>only</u>]
Feb. 9 Tuesday Vivien	The Future of Work	<p>Readings:</p> <ol style="list-style-type: none"> 1. Voice-Over PowerPoint 2. Baker, M. "9 Future of Work Trends Post-COVID-19." <i>Smarter with Gartner</i>, June 8, 2020. https://www.gartner.com/smarterwithgartner/9-future-of-work-trends-post-covid-19/ <p>Video: Please watch <u>before</u> class</p> <ol style="list-style-type: none"> 1. "The Future of Work" - <i>The Economist</i> https://www.youtube.com/watch?v=gUc5oN_ffRo <p>Note: There will be a quiz at the beginning of today's class.</p> <p><u>Pecha Kucha Presentations</u></p> <ol style="list-style-type: none"> 1. Inside Google's Civil War 2. Out of the Shadows: Domestic Workers 3. Meet the Customer Service Reps Who Have to Pay to Talk to You
Feb. 11 Thursday Vivien	Wrap-up of Part 1 and Reflection (Asynchronous)	<p>Please note that classes will be <u>asynchronous</u> today and there are no readings to prepare in advance. Instead, I'd like each of you to post on the Discussion Forum (in Brightspace), outlining your three top takeaways from this portion of the course, as well as three points from the pecha kucha presentations that stuck with you. Please note that this post will count towards your participation grade for the course.</p> <p>Peer review survey due at 8 pm today.</p>
Feb. 15-19	Reading Break	
Feb. 23 Tuesday Brian	Organizational Design I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Allen, J., Root, J., & Schwedel, A. (2017). The Firm of the Future. Link <p>Model: Value Creation Business Model</p>
Feb. 25 Thursday Brian	Organizational Design II	<p>Readings:</p> <ol style="list-style-type: none"> 1. Gibson, J., Ivancevich, J., Konopaske, R. (2012). Organizational Structure. In <i>Organizations: Behaviour, Structure, Processes</i> (pp. 396-424). New York: McGraw-Hill Education. <p>Model: 7S McKinsey</p>
Mar. 2 Tuesday Brian	Organizational Culture I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Amabile, T., Fisher, C. M., & Pillemer, J. (2014). IDEO's Culture of Helping. (Cover story). <i>Harvard Business Review</i>, 92(1/2), 54-61. <p>Video Case: Please watch <u>before</u> class</p> <ol style="list-style-type: none"> 1. "Design Thinking" - 60 Minutes (Until 7:33) Link <p>Model: Schein's Cultural Framework</p>
Mar. 4 Thursday Brian	Organizational Culture II	<p>Readings:</p> <ol style="list-style-type: none"> 1. Aguinis, H., Joo, H., & Gottfredson, R. K. (2012). Performance management universals: Think globally and act locally. <i>Business Horizons</i>. pp. 385-392. Link

		<p>2. Case (\$) WestJet: Building a High-Engagement Culture Author: Gerard Seijts, Ken Mark Product Number: 9B09C012</p> <p>Model: GLOBE Framework</p>
Mar. 9 Tuesday Brian	Organizational Diversity/ Inclusion I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Thomas, D. A., & Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. <i>Harvard Business Review</i>, CLASSIC. 74(5), 79–90. 2. Dobbin, F., & Kalev, A. (2016). Why Diversity Programs Fail. (Cover Story). <i>Harvard Business Review</i>, 94(7/8), 52–60. <p>Model: Dimensions of Diversity (Diversity, Inclusion, Belonging)</p>
Mar. 11 Thursday Brian	Organizational Diversity/ Inclusion II	<p>Readings:</p> <ol style="list-style-type: none"> 1. Dixon-Fyle, S., Hunt, V., Dolan, K., & Prince, S. (2020) Diversity wins: How inclusion matters. <i>McKinsey and Company</i>. Link <p>Extra Readings:</p> <ol style="list-style-type: none"> 1. Full report by McKinsey available in PDF format. Link <p>Model: Social Identity Theory</p>
Mar. 16 Tuesday Brian	Organizational Leadership I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Northouse, P.G. (2016). Introduction. In <i>Leadership: Theory and Practice</i> (pp. 1-18). London, UK: SAGE 2. Bennis, W. G., & Thomas, R. J. (2002). Crucibles of Leadership. <i>Harvard Business Review</i>, CLASSIC. 80(9), 39–45. 3. Goffee, R. and Jones, G., (2000). Why Should Anyone be Led by You? <i>Harvard Business Review</i>, CLASSIC. 78 (5), pp 62-70 4. Kotter, J. P. (2001). What Leaders Really Do. <i>Harvard Business Review</i>, CLASSIC. 79(11), 85–97. <p>Model: Transformational Leadership</p>
Mar. 18 Thursday Brian	Organizational Leadership II	<p>Readings:</p> <ol style="list-style-type: none"> 1. Earley, P. C., & Mosakowski, E. (2004). Cultural Intelligence. <i>Harvard Business Review</i>, CLASSIC. 82(10), 139–146. 2. Goleman, D. (2004). What Makes a Leader? <i>Harvard Business Review</i>, CLASSIC. 82 (1), pp 82-91 <p>Video Case: Please watch before class</p> <ol style="list-style-type: none"> 1. PBS. (2013) The Education of Michelle Rhee. PBS Front Line. (Until 13:30) Link <p>Model: Developmental Model of Intercultural Sensitivity (DMIS)</p>
Mar. 23 Tuesday	No class – KPMG Simulation	NO COM 322 CLASS
Mar. 25 Thursday Brian	Organizational Change I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Kotter, J. P. (2007). Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i>, CLASSIC. 85(1), 96–103. <p>Model: Kotter’s Change Framework</p>
Mar. 30 Tuesday Brian	Organizational Change II	<p>Readings:</p> <ol style="list-style-type: none"> 1. Boyatzis, R., Smith, M., & Van Oosten, E. (2019). Coaching for Change. <i>Harvard Business Review</i>, 97(5), 151–155.
Mar. 30 Tuesday	International Expansion Team Project	Team Submission Deadline of 8 PM

Apr. 1 Thursday Brian	Organizational Resilience I	Readings: 1. Coutu, D. L. (2002). How Resilience Works. <i>Harvard Business Review</i> , 80(5), 46-55.
Apr. 5 th Wednesday	International Expansion Review Due	Team Submission Deadline of 8 PM
Apr. 6 th Tuesday Brian	Virtual Presentations I	To maximize learning, teams will have the opportunity to present their international project submissions online. Non-presenting partner team will have a chance to ask real-time questions to the presenters. Presentation Grid (explained in class) A B C D E F G A B C D E F M N O P Q R br M N O P Q R
Apr. 8 th Tuesday Brian	Virtual Presentations II	To maximize learning, teams will be required to present their international project submissions online. Non-presenting partner team will have a chance to ask real-time questions to the presenters. Presentation Grid (explained in class) G A B C D E F B C D E F A M N O P Q R br M N O P Q R

Com 331

Introduction to Management Information Systems

IMPORTANT NOTE: This course is **COHORT** based (meaning work and assignments are typically team based). **Attendance is MANDATORY in these courses due to the team-based nature of these courses.** There is limited space available in each section of these courses and as a result, these courses will be assigned on a **first-come, first served basis** to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Pre-requisites: Finite Math, Statistics, and Microeconomics

Course Objectives and Description:

This course is designed to introduce you to thinking analytically about the role of information systems, technologies and networks in modern organizations, in support of business strategy, strategic initiatives, operations, and corporate philosophies. We will use a variety of approaches to examine how they can be used effectively in today's connected enterprise, whether small or large, or whether in support of general business goals or of an entrepreneurial advantage. Our focus will be the managerial perspective on the use, design, and evaluation of information systems to complement and enhance the expertise of technical specialists and create a holistic understanding about technology in organizations for the 21st century.

The course objectives are to teach you to:

- Understand the role of Information Systems in modern organizations and the fundamental individual, social, managerial, environmental and technical issues that decision makers must be able to address.
- Think critically about technology, question its merits, consider its drawbacks and anticipate its long term intended and unintended consequences, which is especially important in the current vendor-driven environment.
- Develop a basic set of tools, frameworks and models for guiding questions and decisions about Information Systems.
- Create a learning environment that will increase your comfort and familiarity with making smart decisions about technology for your organization.

For individual learning objectives, please refer to the [Class Learning Objectives](#).

Texts and Resources:

Throughout the course, we will combine different types of materials (see below). The content of all class materials, such as class discussions, guest and student presentations, videos, assigned readings, etc. is subject to examination in the midterm and final exam.

Book:

Management Information Systems: Managing the Digital Firm, 16th Edition Kenneth C. Laudon, New York University 2020 ISBN-13: 9780135192634. We only use specific chapters (3, 4, 5, 6, 7, 12, 13), which we have compiled as an ebook at Pearson for \$68.18. To purchase it, create a new Pearson account or sign in at: <https://console.pearsoned.com/enrollment/zjsqa7>.

Cases:

Jan prepared a Harvard Business School CoursePack with the cases for you at <https://hbsp.harvard.edu/import/788829> (US\$30). You need to register on the website before you can access the material.

Optional reading: [Digital Marketing. Sunil Gupta, Joseph Davin](#) (58 pages, \$7.95).

Course Format:

This course will combine teaching cases, lectures, discussion, and in-class exercises, to introduce you to the concepts and business issues facing managers as they deal with the new realities of electronically-mediated business.

Learning is an active process - the more active you are, the more you will learn. Therefore, the course will rely heavily on outside reading and preparation to make maximum use of in-class time. In addition, every member of the class is expected to contribute to the group's learning through discussion, debate, presentation, and possibly interaction with guest speakers.

Class Preparation:

MIS is a lively topic, and a course on MIS should also be lively. This means you need to be prepared and share your thoughts with each other. You are expected to come to class prepared to engage in an informed conversation. This requires reading, thinking about, and developing a point of view regarding the topic assigned for that day. Reading of the material is a must, otherwise we will not be able to discuss them in class.

To be able to focus on our conversations, please close other applications on your computer and put your other devices (e.g., phones) away. You may also be asked to share your screen for some activities, and might not want to share your open tabs, browser bookmarks etc. Arrive early, if possible, to ensure a prompt start time and give you a chance to ensure your audio/video is working.

Evaluation Elements:

Deliverable		Weight
1. Decision Support and BI Project (Olga)	Group	20%
2. Tech Talks (Jan)	Group	20%
3. Participation and in-class exercises	Individual	20%
4. Midterm	Individual	15%
5. Final exam (cumulative)	Individual	25%
Total		100%
* RBC Case Competition Finalists Bonus (TBD)	Group	2%

1. Decision Support and BI Project (Olga)

This component includes in-class activities as well as scheduled deliverables. [See Project description and instructions](#) for details.

2. Tech Talks (Jan)

In addition to learning about information technology (IT), this course aims to help you *learn about learning about IT*. That is, developing the cognitive skills to help you keep learning about new ITs as they emerge. Time will be set aside in Jan's first class (January 13) to discuss this deliverable, opportunities to practice Tech Talks and feedback mechanisms in detail.

The goal of this presentation is to brief the class on a nascent information technology. In doing so, you will need to answer two key questions: What is it? and As a general manager, why should I care? You have (almost) complete and total discretion over which technology to present, but each topic can only be presented once. We encourage you to be creative and broad in your thinking. In fact, a significant portion of the evaluation will be based on how you convey enthusiasm for the technology and its implications for markets, organizations, society and/or individuals.

The in-class, synchronous deliverable will consist of a 10-minute team presentation, followed by a 5-minute discussion. You may organize yourselves as you best see fit to make a clear, memorable, and compelling Tech Talk, but everyone in your group needs to present. The only other rule is: NO POWERPOINT. That's right, you will NOT be allowed to use ANY slides, videos, images or media of any kind, for this presentation. PowerPoint has become a regrettable crutch for many managers, and often substitutes for content. Your challenge is to be compelling in person, using all of the personal online communication tools you've developed during the Bachelor program, and to explore others. Please keep in mind that in an online format, it is important to think about your audience and their ability to absorb content. Sometimes, as they say, "less is more".

This is your chance to be truly creative, and we encourage you to innovate.

You will be evaluated based on the following criteria:

Technology: What are we talking about? Description and explanation 30%

Impact: Why should managers care? Depth, clarity & completeness of analysis 30%

Presentation: Group dynamics, flow and time management 20%

Moderation: Ability to manage the audience, facilitate discussion and answer questions 20%

A great Tech Talk shows excellent understanding of technology and exposition of relevant issues, insightful and well-informed arguments, clear evidence of independent thought, good awareness of nuances and complexities, and an engaging experience for everyone.

3. Participation and in-class exercises

The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending and participating in an online synchronous session is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

The quality of your class contributions will be assessed on the extent to which they facilitate collective learning. A quality contribution reflects thoughtful, creative and incisive analysis, versus simply reciting facts from the reading. Quality contributions help others learn, perhaps by synthesizing points of view, redirecting a discussion that has hit an impasse, clarifying ambiguities or provoking debate. Our classroom should be a safe environment to take risks and challenge ourselves.

Contributions include more than raising your hand - they will include main points and questions submitted to discussions on Brightspace, participating actively in breakout rooms, presenting group work to the class etc. Details will be discussed in week 1.

If you're shy... we understand and respect that everyone is different, and will be more or less comfortable speaking up in our classes. Our class is risk- and judgment-free, and it's on us to make sure you feel comfortable sharing your ideas, perspectives and opinions with your colleagues. Please talk to us if you need a little extra encouragement.

Students with unexcused absences from more than 2 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination. Students are generally expected to have their cameras on during synchronous sessions and during breakout room activities. Please inform the virtual classroom moderator if you are unable to have your camera on during a synchronous session. If you do not inform the moderator during the class, you may be considered absent.

To document an excused absence (illness, injury or family affliction), please submit the Gustavson self-declaration form to the BCom office (bsscclerk@uvic.ca). Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

*unexcused absences = absences without appropriate documentation (self-declaration form). Due to the ongoing Covid-19 situation, no medical documentation is required. Self-declaration forms can be found in the BrightSpace course site.

4. Midterm

A midterm exam will assess your overall understanding of the material. It will include both multiple choice and short answer questions.

5. Final Exam

A cumulative final exam will assess your overall understanding of the material. It will include both multiple choice and short answer questions.

Late work: In the absence of a medical or family emergency there will normally be a grade penalty of 5% for each day an assignment is late.

Grade review: If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed. You need to explain, in detail, why you think that it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that we may choose to review the work in its entirety, not just the portion in question and that the review may lead to a higher, lower or unchanged grade.

Group work: The purpose of group work is to enhance your skill in working collaboratively. All team members will receive the same grade, and are expected to participate equally in discussions, design, and development for the deliverables. We will regularly monitor the team member's fair and equitable collaboration and performance including recurrent [Peer Review evaluation \(see sample\)](#). Each group needs to appoint a point-person (aka "team captain") who will act as the only liaison between the group and the instructors.

Theme	Week #	Class #: Date, Instructor	Topic	Required preparation before class (and approximate duration)	Activities during class (and approximate duration)
Foundations	1	1: 11.01, OG	Course Introduction	Read course outline on Brightspace.	Introducing course components and deliverables
		2: 13.01, JK	Introduction to MIS	Watch "About Me" video (5 min) Watch "Introduction to Case Learning" video (25 min) Post 3 comments on how IT has changed in your lifetime, and any questions you might have about case learning (10 min)	Topic discussion (40 min) Course Walk-Through and Q&A (10 min) Choosing Tech Talk topics (20 min)
	2	3: 18.01, OG	Infrastructure, Hardware and Software	Read Chapter 6.2-6.4 from Laudon & Laudon	Topic discussion Tableau workshop (2%)
		4: 20.01, JK	Enterprise Resource Planning	Watch Interviews and post 3 key takeaways & questions (20 min) Read the RichCon Case and post 3 key takeaways & questions (10p, 60 min)	Interview discussion (20 min) Case/Topic discussion (45 min)
	3	5: 25.01, OG	Networks & Cloud Computing	Read Chapter 5.2 - 5.4 from Laudon & Laudon (18p) Read Chapter 7.1 + 7.2 from Laudon & Laudon (8p)	Topic discussion Introduction to University of Arkansas datasets
		6: 27.01, JK	Customer Relationship Management	Watch Interviews and post 3 key takeaways & questions (20 min) Read HubSpot Case and post 3 key takeaways & questions (60 min)	Interview discussion (10 min) Tech Talk 1 (15 min): Case/Topic discussion (45 min)
IT Strategy	4	7: 01.02, OG	Fundamentals of Digital Strategy	<u>Read: Digital Marketing, Sunil Gupta, Joseph Davin (optional, 58p)</u> Read: The Who, What, Why, & How of Digital Marketing Decision Support and BI Project Proposal due (5%)	Topic discussion
		8: 03.02, JK	Supply Chain Management	Read Chapter 3.3 from Laudon & Laudon (14p, 60 min) Watch Interviews and post 3 key takeaways & questions (20 min)	Does IT Matter? Discussion (20 min) Interview discussion (20 min) Tech Talk 2 (15 min): Tech Talk 3 (15 min): Blockchain
	5	9: 08.02, OG	Business Intelligence	Read Chapter 12 from Laudon & Laudon (24p) Watch: <u>Science of Persuasion</u> by Robert Cialdini (12 min) Watch: Moneyball (optional) (2hrs)	Topic discussion Excel workshop (2%)
		10: 10.02, JK	Digitalization	Watch Interviews and post 3 key takeaways & questions (20 min) Read Threadless Case and post 3 key takeaways & questions (60 min)	Interview discussion (10 min) Tech Talk 4 (15 min): Case/Topic discussion (45 min)
	11.02	MID TERM 2:00 to 4:00 PM	An asynchronous summary of classes 1-10 will be provided.		MID TERM 2:00 to 4:00 PM (15%)
	6	No classes			

Theme	Week #	Class #: Date, Instructor	Topic	Required preparation before class (and approximate duration)	Activities during class (and approximate duration)
IS Development	7	11: 22.02, OG	Systems Analysis and Design	Read Chapter 13 from Laudon & Laudon (24p)	Topic discussion
		12: 24.03, JK	Understanding User Requirements	Watch Interviews and post 3 key takeaways & questions (20 min) Reading TBA	Interview discussion (10 min) Topic discussion (30 min) Tech Talk 5 (15 min): Tech Talk 6 (15 min):
	8	13: 01.03, OG	IT Project Management	Review Chapter 13 from class 11	Topic discussion IT Risk management exercise
		14: 03.03, JK	IT Change management	Watch Interviews and post 3 comments and 3 questions Reading TBA	Interview discussion (10 min) Topic discussion (30 min) Tech Talk 7 (15 min): Tech Talk 8 (15 min):
Managing IT	9	15: 08.03, OG	AI and Machine Learning I	<u>Read: Digital Transformation Comes Down to Talent in 4 Key Areas</u> Decision Support and BI Project Plan due (5%)	Topic discussion
		16: 10.03, JK	AI and Machine Learning II	Watch Interviews and post 3 key takeaways & questions (20 min) Read: GROW Case and post 3 key takeaways & questions (60 min)	Interview discussion (10 min) Tech Talk 9 (15 min): Case/Topic discussion (45 min)
	10	17: 15.03, OG	MIS and the Environment	TBA <u>Watch: The Story of Electronics by Annie Leonard (8 min)</u>	Topic discussion AI workshop (2%)
		18: 17.03, JK	IT Governance	Watch Interviews and post 3 key takeaways & questions (20 min) Read WestJet Case and post 3 key takeaways & questions (60 min)	Interview discussion (10 min) Tech Talk 10 (15 min): Case/Topic discussion (45 min)
	11	19: 22.03, OG	Legal and Ethical Issues in MIS	Read Chapter 4 from Laudon & Laudon (32p) Read: <u>How Companies Learn Your Secrets</u> .	Topic discussion
		20: 24.03, JK	Securing Information Systems	Watch Interviews and post 3 key takeaways & questions (20 min) Read the iPremier Case and post 3 key takeaways & questions (60 min)	Interview discussion (10 min) Cyberattack! (45 min) Tech Talk 11 (15 min):
	12	21: 29.03, OG	Global IT Trends	Decision Support and BI Project Report due (10%)	Topic discussion
		22: 31.03, JK	My Future with IT	Watch Interviews and post 3 key takeaways & questions (20 min) Reading TBA	Interview discussion (20 min) Tech Talk 12 (15 min): Open discussion and Q&A (30 min)

Com 362

Business and Sustainability

IMPORTANT NOTE: This course is COHORT based (meaning work and assignments are typically team based). Attendance is MANDATORY in these courses due to the team-based nature of these courses. There is limited space available in each section of these courses and as a result, these courses will be assigned on a first-come, first served basis to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Pre-requisites: Finite Math, Statistics, and Microeconomics

Texts and Resources:

We do not have a textbook for this course. We find that the materials change so often and written text have trouble keeping up. In addition, this is a very practical course and we draw on readings from documents (such as the UN Declaration of Human Rights) that are available on websites and through the UVic Library.

Two benefits of this are that there is no cost to you, and that course material can be accessed anywhere. Links to course material will be posted regularly into the course’s site on Brightspace.

Course Objectives and Description:

COM 362 is a “Research-Enriched Course” where students will actively learn from recent scholarly work in the field of sustainability, and where they will be able to develop their own research skills by crafting and developing their own research project about a sustainability-related topic.

Sustainability in business is both an imperative and an opportunity. It is a strategic business issue—some say it is *the* strategic issue facing business in the 21st century. On the imperative side, the business environment and competitive landscape has changed such that all companies, if they are to meet the requirements of today’s marketplace and business environment, are well advised to incorporate Sustainability into business strategies, product and service design, production processes, and stakeholder relationships.

Further, at the big picture level, the inherent unsustainability of our current industrial system is creating concerns about climate change, environmental degradation, loss of biodiversity, human health, social and environmental conflict, poverty, working conditions, among other issues. In response to pressures from all quarters - consumer markets, corporate customers, regulatory agencies, stakeholder activists, and the investment community - the business environment is gradually, but clearly, shifting to favour environmentally and socially responsible products, services, and practices. This presents various opportunities for astute businesses and entrepreneurs, but also calls for universities and research centers to play their part in the generation of knowledge aimed to help society to shift into more sustainable ways of production.

The purpose of this course is to educate students, and foster research, on the opportunities and challenges of developing more sustainable business strategies and practices, and to explore the changing role of business in society and in relation to the environment.

The course will prepare students to engage with and use concepts, tools, and frameworks commonly used by businesses in the transition to practices that - in addition to addressing traditional financial goals - incorporate social and environmental sustainability into their strategy and operations.

Our class covers these major themes:

- What is sustainability and why does it matter?
- Ethics and justice
- A Stakeholder View of the Organization
- Sustainable Development Goals
- Human Rights and Indigenous Rights
- Measuring Impact on Society
- Sustainable reporting
- Marketing and communication
- Business and government relations
- Social entrepreneurship
- Basics of research design, method, and writing

Upon successful completion of Com 362, students will be able to:

- Recognize and describe the social and environmental issues affecting businesses and society today.
- Identify business organizations as embedded in social and ecological systems.
- Recognize and understand the power of business to negatively or positively affect environmental, social, and economic well-being.
- Recognize and engage stakeholders holding multiple and often times divergent interests.
- Apply key and cutting-edge sustainability frameworks, tools, and concepts.
- Execute their own research projects and critically assess other scholars' research on sustainability-related topics.
- Be aware of their own role when participating in personal and professional decisions related to social, environmental, and economic sustainability.

Course Format:

Our teaching philosophy centres on an appreciation of diverse and contrasting viewpoints, critical thinking, creativity, and experiential learning. We aim to expose students to a wide range of perspectives on the link between business and sustainability; challenge them to think critically, develop their own opinions, and be able to defend them; and enable students to apply course principles in a variety of contexts. It is important to highlight that this is a “Research Enriched Course”, where students will be able to explore their creative potential by using scientific methods (and rigour) to produce knowledge in the relevant field of sustainability. More importantly, the expectation of the research-oriented character of this course aims not only to contribute to current theoretical debates, but to generate knowledge that has managerial implications for the way businesses are run.

The course draws on a range of learning tools: lecturing, readings, audio-visual materials, PowerPoint slides, class discussions and exercises, individual and group assignments, web-based sources, and illustrative cases. These are designed to fulfill the course objectives: they will familiarize you with the social, environmental and financial challenges and opportunities faced by managers and innovations by and for business.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Active Participation	Individual		Every session	15%	Students will earn marks for attendance and punctuality (separately). Unexcused absences ² will result in no marks and unexcused lateness will result in half marks on each session. Likewise, failing to keep your camera on could result in the loss of attendance marks. Participation activities include: voicing ideas and answering questions in large group discussions, participating actively in breakout rooms, presenting group work to the class. Marks will be reduced if students do not participate in class or in course-related activities (e.g. Discussion Forums).
Assignment #1: Research Project Annotated Bibliography	Group	Report due on Brightspace	Friday, Feb 5 th 8:00pm	10%	Groups will submit a 4-page write-up with their research topic, research question, and annotated bibliography.
Quiz #1	Individual	Online examination on Brightspace	Monday, February 8 th Class hours	5%	Quiz covers all content from Weeks 4 and 5
Quiz #2	Individual	Online examination on Brightspace	Monday, February 22 nd Class hours	5%	Quiz covers all content of Week 7
Assignment #2: Research Project Report Draft	Group	Meetings between instructor and group members	Thursday, February 25 th Friday, February 26 th Time to be determined	5%	Groups will have a 15-minute meeting with the instructor to present the current state of the project, next steps, and receive feedback.
	Group	Report due on Brightspace	Friday, March 5 th 8:00pm	10%	Groups will submit a 5-page write-up about their Research Project that includes: research question, relevance, brief literature review, research design, and preliminary results.

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Quiz #3	Individual	Online examination on Brightspace	Monday, March 8 th Class hours	5%	Quiz covers all content from Weeks 8 and 9
Assignment #3: Research Project Final Report	Group	Report due on Brightspace	Friday, April 9 th 8:00pm	15%	Groups will submit a 7-page Report of their Research Projects that includes: research topic, research question, motivation, relevance, literature review, research design (data and methods), findings, and conclusion. Additionally, the report should include an Infographic of the Research Project.
Final Exam	Individual	Exam	TBD	30%	Exam covers all course content
Total				100%	

Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of 10% for each day an assignment is late.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating in an online Synchronous session is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than 2 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination. Students are generally expected to have their cameras on during Synchronous sessions and during breakout room activities. Please inform the virtual classroom moderator if you are unable to have your camera on during a Synchronous session. If you do not inform the moderator during the class, you may be considered absent.

To document an excused absence (illness, injury or family affliction), please submit the Gustavson self-declaration form to the BCom office (bssclerk@uvic.ca). Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

*unexcused absences = absences without appropriate documentation (self-declaration form). Due to the ongoing Covid-19 situation, no medical documentation is required. Self-declaration forms can be found in the Brightspace course site.

Schedule Summary:

IMPORTANT: Course materials will be posted on Brightspace. These are mandatory for preparation for each session. Also, check Brightspace regularly for updates or changes to the Course Schedule.

Title	Type	Date	Description
WEEK 1			
Course introduction and definitions of sustainability	Synchronous session	Mon, Jan 11	<ul style="list-style-type: none"> * Review of Course Outline * Introduction of research-enriched focus of the course * Definitions of sustainability (and other key concepts)
Why sustainability matters?	Synchronous session	Wed, Jan 13	<ul style="list-style-type: none"> * State of the world (planetary boundaries, climate change, poverty, Human rights violations, social conflict) * Systems thinking perspective * Stakeholder view of the firm
Discussion Forum #1: Research topic	Discussion Forum	Fri, Jan 15	<ul style="list-style-type: none"> * Post a Research Topic of their choice. * Post a comment providing feedback to at least two of their classmates.
WEEK 2			
Ethical Decision-Making and Stakeholder Identification	Asynchronous session	Mon, Jan 18	<ul style="list-style-type: none"> * Ethical values and morality * Notions of justice * Ethics and justice in decision-making
Ethical Decision-Making and Stakeholder Identification	Synchronous session	Wed, Jan 20	<ul style="list-style-type: none"> * Notions of value (pluralism, value creation and value destruction) * Stakeholder identification and prioritization * Stakeholder identification in Ethical Decision-Making
WEEK 3			
Starting a research project Guest Speaker: Emily Nickerson	Synchronous session	Tue, Jan 20	<ul style="list-style-type: none"> Starting your literature review * Searching and evaluating your sources * Managing your citations (incl. APA style) * Annotated bibliography models
Business and Sustainability Research	Synchronous session	Wed, Jan 27	<ul style="list-style-type: none"> Basics of a Research Project * Examples of research topics and research questions in the field of Business and Sustainability * Group work to define topic of Research Project
WEEK 4			
Integrating Sustainability into Business	Asynchronous session	Mon, Feb 1	<ul style="list-style-type: none"> * Beyond CSR * Measuring performance: ESG, triple bottom line * Value chain perspective
Integrating Sustainability into Business	Synchronous session	Wed, Feb 3	<ul style="list-style-type: none"> * Sustainability strategy and planning (links with LPO2) * New models: Circular economy, regenerative economy * Business case for sustainability
Assignment #1: Report: Annotated Bibliography	Assignment	Fri, Feb 5	<ul style="list-style-type: none"> * 4-page write-up with group research topic, research question, and annotated bibliography.
WEEK 5			
Quiz #1: SDGs and Integrating Sustainability	Quiz	Mon, Feb 8	<ul style="list-style-type: none"> * During class hours * Content from Weeks 4 and 5
Sustainable Development Goals (SDGs)	Asynchronous session	Mon, Feb 8	<ul style="list-style-type: none"> * Overview * Goals, targets, and indicators * Progress and rankings
Sustainable Development Goals (SDGs)	Synchronous session	Wed, Feb 10	<ul style="list-style-type: none"> * Business imperative and current role * Trends in business engagement * Emerging frameworks
WEEK 6			

Title	Type	Date	Description
READING BREAK			
WEEK 7			
Quiz #2: Human Rights and Indigenous Rights	Quiz	Mon, Feb 22	* During class hours * Content from Week 7
Human Rights and Indigenous Rights	Asynchronous session	Mon, Feb 22	* Brief history * Main treaties and conventions
Human Rights and Indigenous Rights	Synchronous session	Wed, Feb 24	* Key rights * Tripartite framework: protect, respect, remedy
Assignment # 2.1: Meeting with Instructor	Meeting with Instructor	Thu, Feb 25 Fri, Feb 26	* 15-minute meeting with the instructor * Present the current state of the project, next steps, and receive feedback. * Time of the meeting TBD.
WEEK 8			
Sustainable and Integrated Reporting	Asynchronous session	Mon, Mar 1	* Sustainability reporting Frameworks * Materiality assessment
Sustainable and Integrated Reporting	Synchronous session	Wed, Mar 3	* How to Read a Sustainability Report
Assignment #2.2: Report: Research Project Draft	Assignment	Fri, Mar 5	* Groups will submit a 5-page write-up about their Research Project that includes: research question, relevance, brief literature review, research design, and preliminary results
WEEK 9			
Quiz #3: Integrated Reporting and Measuring Impact	Quiz	Mon, Mar 8	* During class hours * Content from Weeks 8 and 9
Measuring impact in society	Asynchronous session	Mon, Mar 8	* Social and environmental impact assessment * Development indicators
Measuring impact in society	Synchronous session	Wed, Mar 10	* Measuring CSR
WEEK 10			
Marketing and communication	Asynchronous session	Mon, Mar 15	* Certifications * Labels
Marketing and communication	Synchronous session	Wed, Mar 17	* Standards * Greenwashing * Advertisements
WEEK 11			
KPMG simulation	No class	Mon, Mar 22	
Social entrepreneurship	Synchronous session	Wed, Mar 24	* Definition * Sustainable business model canvas
WEEK 12			
Business and government relations	Asynchronous session	Mon, Mar 29	* Regulation * Lawsuits
Business and government relations	Synchronous session	Wed, Mar 31	* Lobbying
WEEK 12			
Easter Monday	No class	Mon, Apr 5	
Implementation exercises	Synchronous session	Wed, Apr 7	* Making the organization more sustainable

Title	Type	Date	Description
Assignment #3: Research Project Report	Assignment	Fri, Apr 9	<p><i>* Groups will submit a 7-page Report of their Research Projects that includes: research topic, research question, motivation, relevance, literature review, research design (data and methods), findings, and conclusion.</i></p> <p><i>* Additionally, the report should include an Infographic of the Research Project.</i></p>
WEEK 13			
Review for exam	Synchronous session	Mon, Apr 12	
Final exam	Exam	TBD	* All course content

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Com 371

Management Finance

IMPORTANT NOTE: This course is COHORT based (meaning work and assignments are typically team based). Attendance is MANDATORY in these courses due to the team-based nature of these courses. There is limited space available in each section of these courses and as a result, these courses will be assigned on a first-come, first served basis to students who meet the minimum GPA requirement (“B”) and have taken all course pre-requisites.

Pre-requisites: Finite Math, Statistics, and Microeconomics

Texts and Resources:

The required textbook for this course is **Introduction to Corporate Finance, 5th Canadian Edition** by Laurence Booth, W. Sean Cleary, Ian Rakita (Wiley: Toronto, ON) ISBN: 978-1-119-56162-0

The text can be purchased or rented online at Wiley:

<https://www.wiley.com/en-ca/Introduction+to+Corporate+Finance%2C+5th+Canadian+Edition-p-9781119561620>

The text can also be purchased at the Campus Bookstore. If you want, you can use a previous edition but the section numbers may have changed. Please double check with me if you have any questions.

Course Objectives and Description:

This course provides an introduction to corporate financial management and the key decisions and issues faced by financial officers in corporations. The course has three major objectives:

- Provide an introduction to financial markets and the sources of capital for mature firms.
- Introduce financial policies set by senior managers and show how these policies affect a company’s ability to pursue its business strategy and achieve its operational objectives.
- Demonstrate the analytical tools used to evaluate whether proposed business activities add value to a company.

The goal is to ensure all students, regardless of career aspirations, gain an appreciation for the financial issues facing companies and to equip all students with the analytical tools that are used to address these issues.

The topics covered in this course include: time value of money; bond and equity valuation; investing; risk, return and portfolio theory; the capital asset pricing model (CAPM) and cost of capital; capital budgeting and project evaluation using internal rate of return (IRR) and net present value (NPV); financial statement analysis and forecasting; and working capital management.

Upon completing the course, students should be able to define basic terminology, to understand the theoretical relationships, and to apply the analytical techniques covered in the course to various decision-making situations. Students will develop problem-solving and decision-making skills through practical examples and assignments. Students will also acquire knowledge of Canadian financial markets and the institutional environment in which financial decisions are made.

We will be using Excel extensively in this course. Excel is an excellent financial tool that is an industry standard for financial professionals. Students will be asked to solve financial problems using Excel.

Students are encouraged to review Excel basics before the course. Within Excel, you can find tutorials by typing “Excel for Windows training” in the bar “Tell me what you want to do...”.

Course Format:

Formally, this course is your introduction to finance. We will combine asynchronous (recorded) and synchronous (live) components that introduce a toolbox of skills that will serve you throughout your *professional careers* and *personal financial lives*. I hope you will find this course useful whether you plan to pursue a career in financial services or simply want to save for many life experiences and invest for your retirement. Understanding the language of finance and having good financial literacy are life skills.

My teaching philosophy:

- **Less is more** in an online setting. Rather than rushing through the material, it is better to build a strong foundation.
- I believe in the **introduce - reinforce - master** model of learning. We will introduce the material using readings and videos, reinforce the material in our discussions, and develop your mastery through quizzes and the final exam.
- Even though we are taking this class online, I want to hit all learnings styles. So I post my PowerPoint slides that complement the textbook readings for **visual and reading/writing learners**, I post videos on YouTube for **aural learners**, and we work through problems with Q&A in class (and office hours) for **kinesthetic learners**.
- I firmly believe that **“students don’t care what you know until they know that you care”**. I will do my best to be gentle, kind and empathetic. *If I am not doing a good job, I would appreciate an email to let me know.* I encourage you to connect with me during office hours (the final 30 minutes of each class) or by appointment on Fridays.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date PT	Weight / % of grade	Description
COM 371 – Participation	Individual	Other	Every class	10%	Attendance, speaking, reading week hand-in
Com 371 - Quizzes	Individual	Quiz	Every week	50%	10 quizzes of 30 minutes each.
COM 371- Final Exam	Individual	Exam	To be determined	40%	Time to be determined by BCom office.
Total				100%	
BONUS: RBC Case Competition	Individual	Other	To be determined	+2% added to final grade	Students who progress to the semi-finals

Course Assessment:

Group Work

The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same

grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Late Work

In the absence of a medical or family emergency there will normally be a grade penalty of **5%** for each day an assignment is late.

Attendance and Participation:

The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating in an online synchronous session is an important part of the learning process in this course. Participation exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Students are generally expected to have their cameras on during synchronous sessions and during breakout room activities. Please inform the virtual classroom moderator if you are unable to have your camera on during a synchronous session. If you do not inform the moderator during the class, you may be considered absent.

Students with unexcused absences* from more than 2 class sessions will have their grade reduced by 5%.

Students with unexcused absences* from more than 5 class sessions may not be permitted to write the final examination.

Quizzes:

Students in this course will complete ten (10) quizzes worth a combined total of 50% of your final grade. Each quiz will be worth 5% and will be made available on BrightSpace. Quizzes will be scheduled once per week, starting in the second week of the course. The quiz each week will cover the material assigned and covered over the previous week, unless specified otherwise. Several quizzes will cover multiple classes.

Your weekly quiz will open Friday at 08:00 PT and must be completed by Monday at 20:00 PT. Students will have 30 minutes to complete each quiz once the quiz is begun. At the end of 30 minutes, the quiz will close automatically and any work will be submitted. **A failure to attempt a quiz will lead to a grade of 0% on that quiz.** Your grade for the quiz and feedback will be released by Tuesday 10:00 PT. If you experience technical difficulties, please email your instructor with an explanation of what happened as soon as possible. Based on your circumstances, your instructor will then decide whether to reset your quiz or not. Please allow for delays if you are emailing over the weekend.

Quizzes will consist of qualitative and quantitative questions. A question may be multiple choice, match the answer, or some other BrightSpace format that can be graded automatically. For some quantitative questions, you will be asked to enter the numerical answer based on the inputs given. You will not be able to show your work. You are expected to use Excel or a financial calculator to get the correct answer. If you make a mistake in Excel or with your financial calculator and submit the wrong number on BrightSpace, you will get the question wrong. It is your responsibility to learn how to use these tools effectively.

Schedule – Summary:

Date	Day	#	Topic	Reading	Sections	Quiz	First 50 mins (required)	Second 30 mins (optional)	
12-Jan-21	Tue	1	Introduction to Finance	Ch. 1	1.1-1.5		Course overview	Office hours	
14-Jan-21	Thu	2	Corporate Finance	Ch. 2	2.1-2.6		Corporate finance	Office hours	
19-Jan-21	Tue	3	Time Value of Money: Annuities and Perpetuities	Ch. 5	5.1-5.5	1	PV, FV, Annuities, Perpetuities	Office hours	
21-Jan-21	Thu	4	Time Value of Money: Loans and Mortgages	Ch. 5	5.6-5.7		Loans & Mortgages	Office hours	
26-Jan-21	Tue	5	<i>Review + Excel tips</i>	Slides	5.1-5.7	2	TVM, Excel	Office hours	
28-Jan-21	Thu	6	Bond Valuation and Price	Ch. 6, 18	6.1-6.2, 18.1-18.4		Terminology. Price	Office hours	
02-Feb-21	Tue	--	<i>NO CLASS.</i>						
			Speaker: 13:30-14:30 Gordon Fyfe, CEO of BCI						
04-Feb-21	Thu	7	Bond Yields and Risks	Ch. 6, 18	6.3-6.4, 18.5	3	Yield to Maturity & Risks	Office hours	
09-Feb-21	Tue	8	Equity - Preferred Shares, Common Shares	Ch. 7, 19	7.1-7.2, 7.4, 19.1-19.3		Terminology. Multiples	Office hours	
11-Feb-21	Thu	9	Equity Valuation	Ch. 7	7.3	4	DDM - 1 and 2 stage	Office hours	
16-Feb-21	Tue	--	<i>NO CLASS READING BREAK</i>						
18-Feb-21	Thu	--	<i>NO CLASS READING BREAK</i>						
23-Feb-21	Tue	10	<i>Review problem set over reading break.</i>		Bond and equity	5	Q&A	Office hours	
25-Feb-21	Thu	11	Risk, return and portfolio theory	Ch. 8	8.1-8.3		Stock risk and return.	Office hours	
02-Mar-21	Tue	12	Risk, return and portfolio theory	Ch. 8, 9	8.4-8.6, 9.1	6	Portfolio risk and returns. Diversification	Office hours	
04-Mar-21	Thu	13	Capital asset pricing model (CAPM)	Ch. 9, 20	9.2-9.3, 20.6		CAPM and Beta	Office hours	
09-Mar-21	Tue	14	Weighted Average Cost of Capital	Slides	n.a.	7	WACC and steps	Office hours	
11-Mar-21	Thu	15	<i>Review Portfolios and Cost of Capital</i>				Q&A	Office hours	
16-Mar-21	Tue	16	Capital budgeting	Ch. 13	13.1-13.2	8	Payback, IRR, NPV	Office hours	
18-Mar-21	Thu	17	Capital budgeting	Ch. 13	13.3-13.4		Multiple projects, capital rationing	Office hours	
23-Mar-21	Tue	--	<i>NO CLASS: KPMG</i>						
25-Mar-21	Thu	18	Investing Class	Slides			Lecture and discussion	Office hours	
30-Mar-21	Tue	19	Financial Statement Analysis	Ch. 4	4.1-4.7	9	Ratios & Multiples	Office hours	
01-Apr-21	Thu	20	Financial Forecasting	Ch. 4	4.8		Forecasting	Office hours	
06-Apr-21	Tue	21	Working Capital Management	Ch. 23	23.1, 23.4	10	WC Mgt, Cash Conversion Cycle	Office hours	
08-Apr-21	Thu	22	<i>Review</i>				Q&A	Office hours	

Com 400

Strategic Management

Pre-requisites:

- Financial Accounting I
- Organizational Behaviour
- Human Resources Management
- Marketing
- International Business
- Business and Sustainability
- Management Accounting
- Introduction to Management Information Systems
- Operations Management
- Management Finance

Texts:

There is NO prescribed textbook for the course. All the relevant readings will be included in the course pack (see below). Following are some books that you may refer for additional knowledge and understanding other than the readings and cases given in the course package.

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. *Strategic Management: Concepts: Competitiveness and Globalization, Eleventh Edition*, Cengage Learning, Stamford, 2015, ISBN-13: 978-1-285-42518-4.

Grant, R.M. *Contemporary Strategy Analysis, Eighth Edition*, John Wiley & Sons, West Sussex, 2013, ISBN 9781119941880.

An open textbook of Strategic Management (Canadian Edition) can be found here:

<https://open.bccampus.ca/find-open-textbooks/?uuid=91cdf18-273d-44cc-8432-865d09005fda&contributor=&keyword=&subject>

Cases and Readings:

The course pack will include all reading materials for the course, which include case studies and readings. In addition, short videos may be used in the class to illustrate or strengthen some of the conceptual ideas discussed. COM 400 Course Pack is available at the Bookstore.

Course Objectives and Description:

This course seeks to discuss concepts and tools for designing and implementing effective competitive strategies in the rapidly changing global business environment. Strategy is about the direction of organizations (most often, business firms) and is aimed at understanding why some organizations succeed while others do not. It includes those issues which are of primary concern to senior management, or to anyone seeking reasons for the success and failure among organizations. Students are placed in the role of key decision makers and asked to address questions related to the creation or reinforcement of competitive advantage. Firms, if not all organizations, are in competition; competition for factor inputs, competition for customers, and ultimately, competition for revenues that cover the costs of their chosen manner of serving their customers. Firms have choices to make if they are to survive and thrive. Those which are **strategic** include: the selection of goals, the choice of products and services to offer; the design and configuration of policies determining how the firm positions itself to compete in product-markets; the choice of an appropriate level of scope and diversity; and the design of organization structure, administrative systems and policies used to define and coordinate work. It is a basic proposition of the strategy discipline that these choices have critical influence on the success or failure of the enterprise, and, that they must be integrated. It is the **integration** (or reinforcing pattern) among these choices that makes the set a **strategy**. Specifically, the course objectives are as follows:

- To assist you in acquiring the skills necessary to analyze, assess, design and implement business strategies and programs particularly those that transcend national boundaries.
- To challenge you to think critically and in an integrative fashion about various facets of global competition.
- To foster an appreciation of the external forces that influence and shape the competitive advantage of businesses.

Course Format and Pedagogy:

A combination of case discussions, and interactive lectures will constitute the key pedagogic methods. The skills this course aims to develop are best acquired through practice and repeated exposure to real world strategic scenarios. As the case method has been found to be the most suitable teaching method in this regard, there will be a high emphasis on case discussions as a pedagogic device. It is expected that all participants will read and thoroughly analyse the assigned case before coming to the class. It is useful to hold discussions in small groups (such as your group for the group project) before coming to class. The readings assigned along with the cases are intended to provide conceptual frameworks though not necessarily applicable for each session and for the paired case. The case discussions generally involve a wider range of issues than covered in the designated articles.

The case situation provides a realistic context within which one can identify the major issues facing the firm and reason one's way through to appropriate strategic responses and recommendations for action. All the data necessary for reaching a decision about required courses of action are presented in the case. The data are not complete, but nor are they in a real world situation. You simply have to make the best judgment you can on the basis of the available information. This is the reason too that cases can rarely be 'outdated'. The specific time period (or company or product) covered in the case is often no more than an interesting sidelight. Rather, the principles illustrated by the case are the key to learning. Since adequate preparation is essential for the case method to be effective, it is important that you prepare thoroughly for each class. You may be called upon to start the class or contribute to class discussions on any day. If for some reason you have been unable to prepare adequately, please inform the professor before class. However, I urge you to attend all classes, even if inadequately prepared. Use the discussion questions listed under each session as a guide to case preparation. These questions will not necessarily be discussed in class.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Individual Case Assignments: There will be three individual assignments, the weights for each of which will be 10%. The assignments will be related to the case discussion questions assigned for each class in the course outline. Out of the case studies assigned for sessions 2 through 10 (a total of nine), you can submit the analyses of any three (and only three) for grading purposes. Please see the Table above for more details on the case assignments.

Class Participation (15%): Grading of class contribution will be based on the impact you have on the class discussion during the course. The scoring pattern for the class participation grade is indicated in the Table above. As the case method will be the primary pedagogical tool for the course, you will be expected to actively participate in class discussions. However, as you would be familiar by now, it is quality rather than mere quantity that will be rewarded. Simply monopolizing 'air time' without adding to the learning of the group will not garner credit and may even detract from it. Regular attendance will count toward the participation grade. If you are unable to attend class for any reason, please let me know ahead of time. Lack of preparation for the class, failure to listen, defensive behavior (e.g. aggression or withdrawal) and so on, drain energy and distract from class goals and hence such activities will attract even negative marks.

Group Project Report and Presentation (25%+10%):

Guidelines for the Group Project

An important part of the course is the completion of a group project. Students are asked to form groups of 5 to complete a strategic analysis of an organization or a specific strategic problem within an organization. The chosen organization can be a for-profit or a not-for-profit organization. One of the key purposes of group work is to enhance your skill in working collaboratively. The project, which will involve the strategic analysis of the chosen problem/issue, will give you the opportunity to apply the methodologies, skills, and techniques you learn to real-world business contexts. In addition, the project is designed to help develop skills in unearthing and evaluating business information from multiple sources. Therefore, the group project helps in developing critical and integrative thinking.

Proposal Due: June 2, 2017

Each group should submit a brief outline (one page or less) for the project by June 2 2017 that includes the name of the firm or firms to be studied, the research question, why it is interesting for the group and the group's research plan. This sheet should also be attached to the final project report to be submitted later.

You may choose a topic from the following illustrative list. You could also choose a comparable topic in consultation with the instructor.

- A study of the strategy involved when a company has gained or lost competitive advantage
- Competitive interaction and strategic moves by various selected players in a global industry
- Entry strategies by multinational firms into various local markets (e.g., emerging markets such as China)
- Entry and globalization strategies of a Canadian firm competing in global markets.

Please note: Companies that have been used in the course as cases are off limits for the group project.

Presentation: July 21, 2017

Report Due: July 28, 2017

Begin your report by presenting a one-page executive summary. Although each project will vary, there should be segments of the paper on strategy identification, on the effectiveness of strategies observed, and on implementable conclusions. There should be a strong attempt to link the project with course concepts. The broad criteria for evaluation would include logical flow and integration, use of appropriate conceptual tools, organization and clarity of writing (and presentation), clear recommendations and/or implementable conclusions, and the research rigour and support. The maximum length permitted for the project report is 15 double-spaced pages (excluding the title page, exhibits, and references). Please use 12-point font, with 1" margins on all sides and all pages numbered. Be sure to clearly reference your data sources, using footnotes or end-notes. Cite web addresses in full where web-based information has been used. In case of verbatim quotes of a sentence or more, it is usually necessary to use quotation marks and cite page numbers. Deviations from these guidelines will be penalized.

All members of the group will generally receive the same grade. However, an adjustment for relative contribution may be made, at the discretion of the instructor, if the remaining members of the group state that one or more members did not participate in any meaningful way.

I will be happy to assist you in any way possible to help maximize your learning from the project and encourage you to interact with me on your projects as often as you like.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify

material that can lead to better performance in the course. As you are expected to participate in class discussions of the case assigned for each class, lack of attendance will have an effect on your class participation grade.

Late arrival, attending only a part of a session, etc. are disruptive to the learning environment and you are expected to refrain from such activities.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School. Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- 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 communication, 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 (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the 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 prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Com 402

Legal Issues in Management

Pre-requisites:

- Financial Accounting
- Management Accounting
- Human Resource Management
- Organizational Behaviour
- Operations Management
- Marketing
- International Business
- Business and Sustainability
- Introduction to Management Information Systems
- Management Finance

Course Objective:

From the *University of Victoria Calendar*:

"This course examines several aspects of commercial law that are particularly relevant to those who own, manage, or are employed by a business enterprise. Subjects that will be addressed include common law doctrines (such as contract and negligence), legislation (such as the Employment Standards Act and the Company Act) and other legal principles that affect business decision making in a global environment."

This course is primarily concerned with law as it affects business. While there is no self-contained law of business, the course will examine areas of law which impact business. Principal topics include, an introduction to the Anglo-Canadian system of law, the law of tort and negligence, including professionals' liability, the law of contract, the law of principal and agent, the law of employment. Within the above, we will consider the differences which result from the choice of legal form of business, whether it be sole proprietorship, partnership or limited partnership, corporation or trust. The respective liability of the principals of each form of business will also be considered.

Methodology:

Instruction will principally follow the lecture and case-method approach. Questions from the class and open discussion of topics by the class are especially encouraged. Readings and cases from the textbook should be completed in advance of class. There will be opportunities for individual and group exercises.

Textbook:

Contemporary Canadian Business Law, Principles and Cases, Willes, John A., Q.C., and Willes, John H. (11th or latest edition) available from bookstore. Earlier editions from any source are also recommended and very good value.

Evaluation:

Student grades in Commerce 402 will be determined on the basis of performance in the following components

1. 15 minute case presentations (groups of four students) 10 % of final mark
2. One-hour, open-book, mid-term examination 30 % of final mark
3. Mooting exercise (court simulation - groups of three students) 20 % of final mark
4. Two-hour, open-book, final examination 40 % of final mark

Total: 100%

Case Presentations:

Students must form groups of four students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

In addition, groups are expected to comment upon the impact of the decision on business. By this is meant the impact the decision is likely to have on business or industry having particular regard to the functional areas of marketing, accounting, finance and human resources management. For example, what will be the implication on personnel practices, marketing policies, management information systems, financial strategies etc.

Group case presentations should take approximately 10 minutes and involve each member of the group in a speaking role. The typewritten case brief must be submitted to the instructor before the presentation and indicate the part or parts contributed by each member.

Mooting Exercise - Court Simulation

Students will form groups of seven students (different from the case groups) themselves or on the basis of the instructor's random assignments. The groups will be formed before the mid-term examination. One student in each group will assume the role of "Counsel for the Plaintiff", one student "Counsel for the Defendant", and the remaining member of the group will be the appellate Judge. Each member of the group will prepare its respective position in the moot exercise for oral presentation to the whole class. These presentations will take place between March 29 and April 5, 2018.

Background information will be provided in mid-February. Counsel for the Plaintiff and Counsel for the Defendant must submit to the instructor, before their oral presentation, a typewritten brief of 3-5 pages summarizing their position on the issues. Counsel must give each other and the Judge a copy of this brief. At the oral presentation, the Judges will hear each party and deliver a decision. Following Counsels' presentation, the Judges will deliver an oral decision, to be supported by a typewritten decision of 3-5 pages. The Judges' written decision need not be identical with the oral decision. The Judges' decision must be deposited into the dropbox in the Faculty of Business within the week following the respective moot.

The Briefs and Decisions will be graded using some or all of the following criteria: quality and merit of legal argument, creativity, organisation, clarity and appropriate citation of case or statute.

University Calendar:

Students are encouraged to read the regulations applicable to the course found in the *University of Victoria Calendar*.

Attendance:

The Senate of the University states that "Students are expected to attend all lectures in each course for which they are enrolled". Regular attendance and preparation will enhance students' contribution and success in the course.

Assistance with your work:

If a student intends to seek help or receives help from anyone on any coursework that will be evaluated in this course (ie help from another student, a tutor or anyone), **you must get my permission in advance to submit that work for evaluation**. Failure to do so will be treated in accordance with the university and faculty policies on plagiarism.

Academic Integrity, plagiarism and cheating

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure the highest standard of academic integrity. Instances of cheating or plagiarism will be referred to the Chair of the B.Comm. Committee. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- a. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- b. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- c. Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communication, ideas from a verbal presentation) without referencing the source.
- d. Copying the answers of another student in any test, examination, or take-home assignment.
- e. Providing answers to another student in any test, examination, or take-home assignment.
- f. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- g. Stealing or mutilating library materials.
- h. Reviewing a test or examination prior to the time and date set for the test or examination.
- i. Changing names or answers on an assignment, test or examination after that assignment, test or examination has been graded and returned.
- j. Submitting the same paper or portions thereof for more than one assignment, without prior approval from the instructors involved.

Group Projects and Group Work:

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, 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 may be held jointly accountable unless the violation can be attributed to a specified individual or individuals.

Some courses, while not requiring group projects, encourage (or at least do not prohibit) students to together in groups before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

Provisional Reading and Topics List

Week Beginning Topic

4 January *Introduction to the Canadian Legal System: Text Chs. 1-3*

9 January *Video - Sources of Constitutional and Statute Law*

11 January *Introduction to the Canadian Legal System (continued)*: Text Chs. 1-3
16 January *Video - Sources of Common Law*
18 January *Introduction to the Canadian Legal System (continued)*: Text Chs. 1-3
23 January *Tort Law; Negligence and Professional Liability*: Text: Chs. 4 & 5
25 January *Tort Law; Negligence and Professional Liability: (continued)*
30 January *Contract: Offer and Acceptance*: Text: Ch. 6
31 January *Contract: Consideration, Capacity & Legality of Object*: Text: Chs. 7-8
8 February Practice Mid-Term
12-16 February **Reading Break (no classes)**
TBA February Midterm Examination
20-22 February *Case Presentations Begin - Information on Mooting Exercise - Court Simulation*
27 February *Contract: Assignment and Discharge*: Text: Ch. 11
6 March *Contract: Performance and Breach*: Text: Ch. 12-13
13 March *Agency*: Text: Ch. 15
3 April *Mooting Exercises Begin*
5 April **COM 402 Last Class**
TBA Final Examination

Com 410

Leadership Strategies

Pre-requisite: Organizational Behaviour

Texts:

Harvard Business Review, HBR's 10 Must Reads on Leadership, (Harvard Business School Publishing Corporation, 2011, 978-1-4221-5797-8.)

Course Objectives and Description:

This course will provide students with an introduction to the process of leadership, and the need for a manager to acquire leadership skills. More Specifically:

- Understand the difference between management and leadership, and the importance of mastering both processes.
- Develop and identify the skills needed to lead people in an organization.
- Create an awareness of what constitutes effective leadership.
- Enhance both oral and written skills - both essential to the modern leader.
- Understand the theoretical underpinning of transformational leadership based on the research and writing of James Macgregor Burns, Warren Bennis and Bernard M. Bass.

Course Format:

A variety of teaching approaches are used in this course. Several movies are shown to demonstrate a variety of approaches by leaders in a variety of situations. These films are to be analyzed by the students using the theoretical framework, provided by the previously mentioned scholars. A 1500 to 2500 word analysis is required incorporating all of the movies, due one week after the last film is shown.

Experiential exercises are conducted in the class to demonstrate some of the challenges regularly faced by leaders. These exercises demonstrate decision making, conflict management and communication problems typically faced by leaders in the workplace.

In order to further develop their verbal skills, students must prepare and deliver three "stump speeches" to his or her small group. A written critique of each speech from fellow students is reviewed by the instructor at the end of the course.

Evaluation includes a written examination, a small group project report and presentation, as well as a participation mark. Approximately 70% of the mark is based on the individual's performance, and 30% on group work.

Evaluation Elements:

Students will be evaluated according to the following:

- Movie Reports 20%
- Midterm 40%
- Group Report 20%
- Group Presentation 10%
- Class Participation 10%

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Attendance in this course is compulsory. Students absent from more than 20% of the classes without medical documentation may not successfully complete the course.

All written assignments are due on the last day of classes. Movie reports are due within one week of the class in which the movie was shown.

Academic Integrity:

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- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, 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.
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Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Schedule:

Will be distributed on the first class of the semester.

Com 450

Selected Topics in Management

Topics vary from term to term. For your reference, past Com 450 topics included the following:

- Business Analysis
- Doing Business in India
- Infusing Sustainability into Operations
- Coaching for Higher Performance in Organizations
- Japan in the Context of Globalization

ENT 100

Introduction to Entrepreneurship and Innovation

Pre-requisites: None

Texts:

There is no assigned textbook for this course.

Two readings are mandatory - the Business Model Canvas and the Value Proposition Canvas. Links to these PDFs are provided on CourseSpaces and copies are available at the library.

Weekly suggested readings are also posted to CourseSpaces.

You are also encouraged to find and read additional materials on entrepreneurship and innovation that support your own interests.

What you take away from all readings completed in this course should be woven into your final portfolio assignment.

Course Objectives and Description:

This course will provide you with an introduction to the theory and practice of entrepreneurship and to key principles of innovation. Through a variety of delivery methods including lectures, workshops, interactive assignments and panel discussions, you will explore the key elements of the Business Model Canvas - an important tool that fosters venture readiness. You will have an opportunity to hone your skills in entrepreneurial thinking including opportunity recognition, opportunity evaluation, value proposition development and product concept creation. You will also explore some of the key requirements and concerns with setting up a new venture or introducing a corporate innovation, including how to select a winning team, how to get buy-in, how to form a business, how to protect your ideas, and how to fund it all. Emphasis will also be placed on helping you learn about resources available to support nascent entrepreneurs in Victoria and beyond.

A core principal of this course is to bring the theory we discuss into focus by hearing and learning from entrepreneurs who have started, grown and/or exited their ventures. Through a series of guest speakers and panel discussions, entrepreneurs will share with us their experiences and their expertise in entrepreneurship at the front line - the good, the great, the bad and the ugly.

The course objectives are to:

- Inspire students to the possibilities of entrepreneurship and innovation regardless of their chosen career path
- Develop a broad understanding of the key elements of entrepreneurship and innovation theories
- Create a shift in mindset towards opportunity recognition and entrepreneurial thinking
- Familiarize students with the Business Model Canvas as an organizing tool for turning good ideas into viable businesses
- Expose students to the broad experiences and tacit knowledge of a number of entrepreneurs and innovators
- Introduce the principals of value proposition formation and detailed development
- Enhance persuasive presentation skills
- Foster critical thinking, analytic and synthesis skills in general and as specifically applied to entrepreneurship and to students' personal, education and career goals
- Enhance understanding of the resources available to help first time entrepreneurs start new ventures.

Course Format:

Course material will be delivered through a variety of modes, including:

- Lectures

- Mini in-class workshops
- Class discussions
- Case studies
- Panel discussions with entrepreneurs/innovators
- Panel discussions with topic experts
- Guest speakers

Evaluation Elements:

Students will be evaluated according to the following schedule:

ENT 100	Individual or Group	Type	Due Date	Weight	Description
Assignment 1: Interview	Individual	Class Hand-in Assignment	Sept. 28, 2017 Beginning of class	5%	300 word LIMIT
Assignment 2: Idea Journal	Individual	Class Hand-in Assignment	Nov. 2, 2017 Beginning of class	25%	No limit
Assignment 3: Class Exercise	Group	In-class assignment	Oct. 16, 2017 End of class	10%	Details TBA
Assignment 4: Pitch-it Video	Individual	Submit to CourseSpaces	Video due: Nov. 9, 2017 beginning of class And Assessments due: Nov. 16, 2017 beginning of class	10%	90 second video 2 peer assessments
Assignment 5: Connections and Reflections Portfolio or Business Model Canvas	Individual	Hand-in Assignment unless otherwise approved by Claudia in advance	Nov. 30, 2017 Beginning of class	40%	Document-10 page LIMIT Other formats to be pre-approved
Participation	Individual	In-class	ongoing	10%	Note that your participation grade is EARNED through thoughtful contributions to class discussions

Note: You will find detailed assignment descriptions and evaluation criteria posted to CourseSpaces in two places: in the top/first section below News Forum, References and Resources and under the due date for each assignment

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

This course is intentionally designed so that all of the puzzle pieces do not come together until the completion of the final assignment (Assignment 5). Thus, students are STRONGLY encouraged to wait until the final class to complete the course experience survey. It is important that your feedback represents your perspective after having completed all of the course. Time will be set aside on the last day for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of the class to bring your device to complete the survey. As well, towards the end of the course, you will also receive an email inviting you to complete all of your course surveys. Please WAIT until after our last session before completing the survey for ENT 100. If you do not receive an email invitation or complete the survey in the class time provided, you can go directly to <http://ces.uvic.ca> to find it.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Assignments: You will find a detailed grading rubric for each assignment posted to CourseSpaces in the lead section and under the date that it is due. Additional questions should be brought to my attention.

Group Work: Given the difficulties, that many students encounter trying to coordinate schedules in first year, group work has intentionally been kept to a minimum to improve your course experience. There is, however, one group assignment (Assignment 3). For this assignment, students are expected to work together, participate equally and to share equitably in the workload - there will be no tolerance for social loafing. The instructor reserves the right to lower the student's mark by one or more letter grades if a student has not contributed equally to the team's task or to the assignment.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to important material not in the readings, to opportunities to clarify key concepts, and to your classmates' insights that can help solidify your own. Together, these can help deliver better performance in the course.

A core component of this course is a series of panel discussions and guest speakers. You cannot benefit from the insights these entrepreneurs and source experts will share with us or ask a pertinent question unless you are present. In addition, you are asked to work together with your peers during class time to effectively discuss key concepts, challenge assumptions and further understanding. A number of key learning outcomes for this course are tied directly to in-class experiences. Your class participation grade will be EARNED by actively and thoughtfully participating in class discussions, by engaging with guest speakers and by contributing to workshops. **Missing more than three classes without PRIOR approval from the instructor or a medical certificate will be grounds for receiving a failing grade in the course.**

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
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90 - 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.	
85 - 89	A	8		
80 - 84	A-	7		
77 - 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.	
73 - 76	B	5		
70 - 72	B-	4		
65 - 69	C+	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.	
60 - 64	C	2		
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.	
0-49			E	Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.	

“N” (incomplete) grades: **All graded components must be completed** or you will receive a failing grade of N (grade point value of 0).

Note that it is required that you pass the final assignment (Assignment 5) to pass the course. In the case that you do not attain a passing grade in this component, it will result in a final course grade of Incomplete (N), with the maximum possible percentage grade of 49.

Final course grades are official only after they have been approved by the Program Director and may be subject to change up until that point.

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Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Schedule:

ENTREPRENEURSHIP 100 A = Monday B = Thursday (Link to Business Model Canvas)	Type	Date	Description
ENT 100 Week 1:B Welcome to ENT 100	See CourseSpaces	Thursday, Sept 7	Session Plan: Course overview & Entrepreneurship introduction Introduction to Assignment #1 - Interview Introduction to Assignment # 5 - Connections & Reflections Portfolio/ Business Model Canvas
ENT 100 Week 2:A Value Propositions	See CourseSpaces	Monday, Sept 11	Session Plan: How can you find Ideas Introduction to Assignment #2 - Idea Journal
ENT 100 Week 2:B Value Propositions	See CourseSpaces	Thursday, Sept 14	Session Plan: Guest Speaker - Mr. Don Mattrick
ENT 100 Week 3:A Value Propositions Customer Segments	See CourseSpaces	Monday, Sept 18	Session Plan: How can you use Design Thinking to build ideas Guest speaker - Dr. David Dunne
ENT 100 Week 3:B Value Propositions	See CourseSpaces	Thursday, Sept 21	Session Plan: How can you use creativity to find ideas
ENT 100 Week 4;A Value Propositions Customer Segments	See CourseSpaces	Monday, Sept 25	Session Plan: How do you develop Value Propositions and Product Concepts Introduction to Assignment #4 - Pitch-it Video
ENT 100 Week 4:B Value Propositions Customer Segments	See CourseSpaces	Thursday, Sept 28	Session Plan: Case Study - Value Propositions & Product Concepts Assignment #1 - Interview - DUE
ENT 100 Week 5:A Value Propositions Customer Segments	See CourseSpaces	Monday, Oct 2	Session Plan: How do you build an Entrepreneurial Mindset & Transaction Thinking - Part 1
ENT 100 Week 5:B Guest Panel	See CourseSpaces	Thursday, Oct 5	Session Plan: Panel Discussion - Where do ideas come from and how do they evolve?
ENT 100 Week 6:A Holiday Break	See CourseSpaces	Monday, Oct 9	NO CLASS - Thanksgiving Holiday

ENT 100 Week 6:B Value Propositions Customer Segments	See CourseSpaces	Thursday, Oct 12	Session Plan: How do you build an Entrepreneurial Mindset & Transaction Thinking - Part 2 Introduction to Assignment #3 - Transaction Thinking
ENT 100 Week 7:A Value Propositions Customer Segments	See CourseSpaces	Monday, Oct 16	Session Plan: How do you build an Entrepreneurial Mindset & Transaction Thinking - Part 3 Assignment #3 - Transaction Thinking - DUE
ENT 100 Week 7:B Customer Segments Customer Relationships Value Propositions Channels	See CourseSpaces	Thursday, Oct 19	Session Plan: How do you make Strategic Customer Decisions
ENT 100 Week 8:A All	See CourseSpaces	Monday, Oct 23	Session Plan: Guest Speaker ~ Mr. Dean Lindal
ENT 100 Week 8:B Customer Segments Customer Relationships Value Propositions Channels	See CourseSpaces	Thursday, Oct 26	Session Plan: How do you evaluate Value Propositions and Opportunities READ 'Cupcakes' case BEFORE class
ENT 100 Week 9:A Key Resources Key Activities Key Partners	See CourseSpaces	Monday, Oct 30	Session Plan: How do you build your founding team & lead and motivate first employees
ENT 100 Week 9:B Revenue Streams Cost Structures Key Activities	See CourseSpaces	Thursday, Nov 2	Session Plan: How do you finance your venture Guest Speaker - Ms. Mia Maki Assignment #2 - Idea Journal - DUE
ENT 100 Week 10:A Guest Panel	See CourseSpaces	Monday, Nov 6	Session Plan: Panel Discussion ~ Social innovation and social enterprise - context and considerations Guest speakers - Mr. Derek Juno and Mr. Paul Latour
ENT 100 Week 10:B Key Resources Revenue Streams Key Activities Key Partners	See CourseSpaces	Thursday, Nov 9	Session Plan: Where can you find internal University resources Where can you find external resources Guest speakers - Mr. Rob Bennett and Mr. Jerome Etwaroo Assignment #4 - Pitch It Video - DUE
ENT 100 Week 11:A Reading Break	See CourseSpaces	Monday, Nov 13	NO CLASS - Fall Reading Break
ENT 100 Week 11:B All	See CourseSpaces	Thursday, Nov 16	Session Plan: How do you create a Business Model and Canvas - the rest of the elements Assignment #4 - Pitch-It Video Assessments - DUE Assignment #5 - Option 2 - Optional hand-in of BMC for feedback from Claudia (not grades) - DUE
ENT 100 Week 12:A Key Resources	See CourseSpaces	Monday, Nov 20	Session Plan: How do you form your venture

Key Activities Cost Structures Key Partners			How do you set up your venture How do you protect your ideas
ENT 100 Week 12:B All	See CourseSpaces	Thursday, Nov 23	Session Plan: What matters to you as an entrepreneur?
ENT 100 Week 13:A Guest Panel	See CourseSpaces	Monday, Nov 27	Session Plan: Panel Discussion - Lessons learned through serial founding
ENT 100 Week 13:B All	See CourseSpaces	Thursday, Nov 30	Session Plan: Let's reflect & wrap-up Assignment #5 - Connections & Reflections Portfolio or Business Model Canvas - DUE

ENT 402

Entrepreneurship & Small Business for the Non-Specialist

Pre-requisites:

- Organizational Behaviour
- Marketing

Texts:

Required readings are posted on CourseSpaces. There is no assigned textbook for this course. However, I would like to suggest (but not require) you to read the following books.

- ✓ Good, W. S. (2003). *Building a dream: a Canadian guide to starting a business of your own*. McGraw-Hill Ryerson.
- ✓ Hisrich, R. D. (2012). *International Entrepreneurship: Starting, Developing, and Managing a Global Venture: Starting, Developing, and Managing a Global Venture*. Sage.

A few other sources for entrepreneurial thinkers include:

- www.canadianbusiness.com (Canadian magazine)
- www.profitguide.com (Canadian Profit Magazine)
- www.fastcompany.com (U.S. magazine)
- www.forbes.com (U.S. magazine)
- www.fortune.com (U.S. magazine)
- www.inc.com (U.S. magazine)
- www.cfib.ca (Canadian Federation of Independent Business)
- www.cvca.ca (Canada's Venture Capital & Private Equity Association)
- www.wec.ca (Women Entrepreneurs of Canada)

Course Objectives and Description:

ENT 402 is an exciting course that is guaranteed to change the way you think about entrepreneurship, and the way you look at yourself and the opportunities around you. Through a variety of delivery methods including lectures, in-class activities, interactive assignments and discussions, you will explore the developmental stages of a firm, particularly emphasizing on opportunity recognition and venture creation. An important philosophy of this course is to learn from entrepreneurs who have started, grown and/or exited their ventures through entrepreneurship stories and guest speeches. This course is not limited to those who want to start their own business, as entrepreneurial practice also exists inside large organizations.

After you finish the course, you should be more successful at the following:

- ✓ Applying entrepreneurship concepts and theories to better understand real-world entrepreneurial activities.
- ✓ Analyzing entrepreneurial situations to separate good opportunities from good ideas and developing entrepreneurial business plans by using a variety of abilities and skills.
- ✓ Assessing an entrepreneurial business plan to determine the valuation of a new venture from both the entrepreneur's and investor's perspectives.
- ✓ Starting your own enterprise or adding value to an existing organization.

Course Format:

This course involves lectures, in-class activities, class discussions, case studies, guest speakers, individual and group assignments. If you are fully committed to the learning process, ENT 402 has the potential to be an important part of your development as a successful entrepreneur.

In order to make this course a positive learning experience for both yourself as well as your peers, I encourage you to come to class with the following guidelines in mind:

- ✓ Complete readings before class, and use those readings as a basis for your active participation during in-class activities and discussions. Developmental, theory-based comments are valuable for moving the discussion forward.
- ✓ Ask questions that add to your understanding of the course material as well as the knowledge base of your classmates. Encourage your classmates to get involved. Avoid repeating what has already been said.
- ✓ Be considerate - come to class on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking.
- ✓ To limit distractions for your peers and to facilitate active learning, this course has a policy of no web/email/texting during class.
- ✓ Have an opinion and respect others' rights to hold opinions and beliefs that are different from your own, recognizing that there are many different ways to view the material.
- ✓ Allow everyone the chance to talk. If you have much to say, try to hold back so that your peers might have an opportunity to participate. If you are hesitant, look for opportunities to contribute.

Evaluation Elements:

Students will be evaluated according to the following schedule:

ENT 402	Individual or Team	Type	Due Date	Weight / % of grade	Description
Class Participation	Individual	Participation	Ongoing	15%	Based on in-class contributions.
Entrepreneurship Stories	Team	In-class activity	Ongoing	15%	Details to be discussed on May 2.
Opportunity Pitch	Individual	Presentation	May 30 June 1	10%	Individual presentation (3-minutes).
Opportunity Pitch	Individual/team	Submit to CourseSpaces	June 13	20%	2-page limit.
Business Plan	Team	Submit to CourseSpaces	July 6	NA	10-page limit.
Business Plan Presentation	Team	Presentation	July 20 July 25 July 27	40%	Team presentation (15 minutes + 5 minutes Q&A).
Total				100%	

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Unexcused absences from any class session will have a significant impact on the class participation grade.

Class participation: Students are expected to actively participate in class discussions by attending each class, undertaking assigned readings, offering questions, insights and comments on the material presented and participating fully in class discussions.

Assignments: Assignments are due on the date scheduled. Any additional questions should be brought to the attention of the instructor.

Group work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Requirements for Non-Graded Work:

The draft business plan will be required to be submitted even though there is no grade assigned. This will allow the instructor to add value to the team's individual plan development process.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- ✓ Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- ✓ Paraphrasing a published or unpublished author without referencing the source.
- ✓ 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 communication, 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 (crib notes) into an examination or term test.
- ✓ Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- ✓ Stealing or mutilating library materials.
- ✓ Accessing a test prior to the time and date of the sitting.
- ✓ Changing the 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 prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson School of Business website for details.

IB 301

International Environment of Business

Pre-requisites: None

Texts:

Coursepack is available at the UVic Bookstore. It includes:

1. Leslie Hamilton and Philip Webster, *The International Business Environment 3rd Edition*, (Oxford University Press, 2016). (Second edition is acceptable).

2. Cases Pack:

- Wal Mart Stores in 2003 (Harvard Business Case 704430-PDF-ENG)
- Levendary Café: The China Challenge (Harvard Business Case 4357-PDF-ENG)
- Toys "R" Us Japan (Harvard Business Case 796077-PDF-ENG)
- SKS Microfinance (Harvard Business Case 208137-PDF-ENG)
- Life, Death, and Property Rights: The Pharmaceutical Industry Faces AIDS in Africa (Harvard Business Case 702049-PDF-ENG)
- Caffeine with a Conscience by Mead and Wicks (Darden Business Case UVA-E-0327)
- Foxconn Technology Group (A) (Harvard Business Case 112002-PDF-ENG)

3. Additional Required Readings - Various Cases, News Articles and Notes will also be required for the class. Links/References to these will be available on Coursespaces.

Course Objectives and Description:

Description: This course examines the global environment in which firms operate and how that environment affects the strategies and choices of companies. We will examine how businesses are managed across different countries, considering factors both external and internal to the company. For example, while considering international expansion, a firm needs to take into account exchange rates, international taxation, free trade agreements, market conditions, culture, law, politics and many other factors which will affect it's operations, but over which it has little control. In the context of these external factors, a firm must then make internal decisions to devise a strategy effective for operations in the global environment. Does the firm choose to export its products or invest in production facilities in a new country? Should the company buy production facilities or businesses already present or build its own? What about a joint venture with a local entrepreneur? How does local culture influence local and international operations of the firm? Under what circumstances do different international strategies make sense? This course will investigate these and other questions as part of an exploration into how international corporate strategy is shaped and what are the economic factors that influence it.

Objectives: By the end of this course you will:

- be able to analyze the external environment of an organization operating in diversified cultural and political settings; to identify threats and opportunities, and to assess strategic risk and potential profits resulting from international operations;
- know the most important concepts related to international business and management of a large multinational company;
- know the basic facts about the world economy and major players shaping the global business environment;
- have experienced both advantages and challenges of teamwork in an international setting and you will be able to meaningfully contribute to a group effort.

Course Format:

The class will meet twice a week and will be structured around the relevant chapters of the textbook, cases, and readings as shown in the accompanying schedule.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Assignment Due Dates: Assignment 1 should be uploaded on coursespaces at 8:00 am on the due date. Assignments 2, 3 and 4 must be handed in before the start of the class at 4:30 pm. Any assignments turned in late will be penalized one full letter grade (e.g., B to C) for each day it is late. Assignments cannot be changed after this time. Assignments 2, 3 and 4 will not be accepted online. Students that turn in only an electronic version of these assignments will be asked to also turn in a printed document and will be penalized for a late assignment.

Group Work. The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment. Groups that feel that one or more members have made little to no contribution to a hand-in assignment must address the issue with the professor *before the next hand-in assignment is due*. The professor can, at his/her discretion, require the group to evaluate one another's relative contribution on the next hand-in assignment. Students that are identified as not contributing to group projects may receive a reduced grade on the assignment.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Academic Integrity:

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- paraphrasing a published or unpublished author without referencing the source.
- 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 communication, 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 (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.

- changing the 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 prior discussions with the instructor(s) involved.

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The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

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Service Management Module

[SMGT 415 Customer Experience Management](#)

[SMGT 416 Service Operations and Quality Management](#)

[SMGT 417 Service Human Resource Management](#)

Pre-requisites:

- Financial Accounting
- Management Accounting
- Human Resource Management
- Organizational Behaviour
- Operations Management
- Marketing
- International Business
- Business and Sustainability
- Introduction to Management Information Systems
- Management Finance

Course Materials:

In the past we have used textbooks, but over time recognized the value in creating a set of readings that provide frameworks for understanding, developing and improving service systems. Professors will provide information about accessing required readings whether through course reserves, online course packs or other sources.

Coursespaces:

We have organized CourseSpaces to include the course schedule and a variety of other important materials. You will find class content organized by session, week and day, including class slides, readings, assignments, and other class materials. We will update CourseSpaces throughout the semester. Please be sure to check for changes and announcements daily.

Course Objectives:

The Service Management Experience: After years of offering the program we are quite certain that this specialization will change your life. We hope it is for the better! You will become more passionate about great service and also more critical of poor service. But based on the success and continued support of our alumni, it is clear that the program supports the development of leaders in service design and execution because we focus on improving your ability to think holistically about service design and improvement.

Our two main objectives are for students to:

- Identify service improvement opportunities and solve problems through utilization of a holistic service systems perspective (operations, human resources / talent management, marketing / customer experience).
- Enhance both oral and written communication skills through presentations, facilitations and papers.

Evaluation Elements:

The service management specialization is comprised of the following courses: SMGT 415, 416, and 417. Students will receive one overall grade for the specialization (i.e. students will receive the same grade across all three courses). Students will be evaluated according to the following parameters:

Participation		15% of grade
Service HR Case Facilitation & Paper (Group)		10% of grade
Talent Management Plan Assignment (Group)		10% of grade
Service Anthropologist Assignment (Group)		10% of grade
Integrating Service Systems (Individual)		10% of grade
Service Operations Exam (Individual)		10% of grade
Quality Assignment (Group)		10% of grade
Consulting Project (Group)	Report Total	12.5% 12.5% 25% of grade
Total		100%

Participation: We adopt the student as co-producer model as central to the successful delivery of the service management specialization. The only way to effectively learn the material is through a high level of engagement and participation. To support this we allocate 15% of the total grade to participation (i.e., 5% for each of the three courses).

Since we create the learning environment together, regular attendance and engagement in class would maximize learning and participation grade. We would be concerned if you miss any session, since significant amount of material will be covered in each session. Please be mindful that there are typically only 12 sessions per course, so do not miss more than 2 sessions (25% of the semester) with unexcused absences for a particular course. This may lead to receiving zero for your participation grade for that course. The general expectation is that all classes will be attended except in the cases of documented illness, accident or “family affliction.”

- Attendance, however, is not the only component of your participation grade. Therefore, you are unlikely to receive high marks for this portion of your grade just for attending all classes. Participation involves the following:
 - Preparation effort for class including the completion of readings and assignments
 - Engagement in-class discussions, etc. that adds value
 - Asking questions that are topic-relevant and insightful
 - Making meaningful comments that add to the learning experience
 - Responding to questions of the instructor or other students
 - Participating and active involvement in in-class assignments, cases, exercises etc.
 - Playing a leadership role in the class
 - Being an excellent team member in the eyes of your teammates in team interactions and on team assignments/projects in areas including: attendance/preparation for team meetings, contribution to team discussions, helping to organize team tasks, listening to others, helping the team focus, showing initiative, completing individual assignments for the team in a timely and high quality fashion, contributing both time and effort on the team’s behalf, as well as helping to enhance team relationships, process and results in a manner befitting Gustavson’s pillars

Please note that being late, walking in and out of the classroom, or leaving early from class not only detracts from the learning environment and will result in poor participation marks but also may be considered as an unexcused absence for that session. You are expected to actively participate in class and not detract from the learning experience of your fellow students to receive high marks for participation. After all, we create the learning environment together. These classes are long (170 minutes) but each will include a break about halfway through during which you can leave the class, get food, check your phone, etc.

Group and Individual Assignments: There will be 5 assignments, one consulting project and one exam. Most work in service organisations requires an integrated approach often accomplished through team-based assignments. We try to balance the need to successfully work in teams with the capability to solve problems individually. We have designed several graded reports and presentations to be completed in groups and also have individual evaluation elements.

Late assignments submitted within 24 hours of the deadline will lose 20 percentage points from the assignment grade. After that 24 hour window, late assignments will receive a zero. As in real life, meeting deadlines is important to success.

Assignment requirements are described below and please see our CourseSpaces site for details on the Consulting Project requirements.

Service Anthropologist Assignment:

More and more service managers are realizing the benefits of anthropology in their work to understand the customer. Ethnographic narratives allow the investigator to describe and analyze the practices and beliefs of cultures and communities. The focus is to understand the culture or community from a participant observer perspective that takes into account the insider's and the outsider's perspective. This assignment will have you work as an anthropologist to view a service firm.

The objective is to develop your observation skills and your ability to see details that make up the design and delivery of a service experience, as well as to practice your analytical skills and the ability to craft a report.

After you have formed a group, choose 3 service firms that have a common element. They may all be restaurants, retail stores, banks, health care settings etc. Visit each firm individually or in pairs. Note that different members of your group can observe the same service provider to see how your impressions match up; but still make sure that 3 firms are viewed. Spend time (approx. one hour) in the business just watching other customers and the service providers.

Your group should visit the business at different times and on different days so you can make comparisons about the traffic levels and customer demographics. The text of the paper should be around 7 pages, with additional pages for tables, figures and other graphics, references and the field notes in the appendix.

Specifics as to what observations should be made and questions you should answer will be listed in a more detailed document on CourseSpaces. The assignment is due June 7.

Integrating Service Systems Assignment:

This individual assignment examines the challenges firms face when they attempt to grow their business by integrating new services into an existing service system. Introducing additional services can be especially difficult if the new service requires a substantially different design than the original service. The project is based in large part on a framework that Steve Tax developed with a colleague from research they conducted in the area of service design and growth.

Read the article, "*Designing and Implementing New Services: The Challenges of Integrating Service Systems*" (will be posted on CourseSpaces). This article examines the issues involved in introducing a new service into an existing offering. It provides a process for identifying the extent of differences (people, process, physical environment) for each of the services and the risk with trying to integrate them.

Based on the above article, students will select an existing service provider (provide an introduction and background of the current service model). If you wish, you can use an organization where you have worked or are currently working. Provide a brief overview of the existing service. Identify and briefly describe a new service you would like to introduce into that service system (describe the new service offering). If you are not intimately familiar with the service, you will need to interview someone who

has the requisite knowledge.

Using the concepts from Tables 1, 2 & 3 in the article, identify and discuss the differences (extent of change) and (cross impact issues) resulting from integrating the two systems. Provide managerial recommendations regarding the viability and key success factors associated with introducing the new service.

The assignment should be approximately 6-8 pages of text and several tables and figures. A more detailed description of the assignment will be posted on CourseSpaces. The assignment is **due one week after our last class**.

Service HR Case Facilitation and Paper:

Case studies are a great way to learn by applying tools and frameworks from class to real situations. As such, each group will be responsible for writing up one case study analysis in response to posted questions and facilitating the associated case discussion for one of six cases that are scheduled throughout the semester.

Keep in mind that facilitating is more than just presenting - it entails sharing your perspective, actively listening and building a rich discussion of case content by getting the audience involved through discussion or activities, etc. - all in an effort to maximize learning. The paper itself is a maximum of seven single-spaced pages (plus any additional exhibits) which fosters the creation of a cogent and efficient write-up - a critical skill in getting your points across in a powerful and efficient manner. In terms of logistics, this paper should be handed in to me at the beginning of the class you are facilitating.

For your case analysis, you should apply what you've learned in class along with the readings that are pertinent to the case especially the readings just prior to the class you are facilitating. In your paper you should answer each component of each question and remember: The focus needs to be on your insights in answering the case questions posed not on what actually happened to the organization subsequent to the case. The cases provide us with context but the questions are more focused on tool and framework application.

As part of your facilitation, you should start by providing some brief case background information. The case background should be brief because the most important outcome is that you facilitate a rich discussion with the class around your group's case questions and other interesting topics from the case that your group finds important to discuss. In short, the questions posed to you for the case are the minimum of what should be discussed with the class. (Just as in real life, making your own unique, insightful contributions in real time discussion are critical to adding value and thinking of creative ways to get the class involved will enliven and enrich the conversation). Case presentation/facilitations by your team should last about 40 minutes in total. You should also print off your slides and provide a copy to the instructor at the beginning of the class you are facilitating.

Participation by audience members in case discussions/activities is also very important as these discussions represent an excellent opportunity to showcase your preparation and analysis - even though you are not formally 'on stage'. So please be prepared and engaged in these real-life situations as they will help you in your career when you face similar types of scenarios down the road.

Talent Management Plan Assignment:

Substantial time in the Service HR course is dedicated to the discussion of talent management, that is, the acquisition, development, engagement, and retention of talent critical to achieving an organization's strategy. This is a very important issue for managers and organizational leaders due to the 'war for talent' for employees who best fit an organization's culture and goals, especially as global competition intensifies, technology changes and service expectations increase.

Consequently, for this assignment, you will choose an organization and determine a critical role (e.g.,

'A' position) for the organization to execute its strategy and you will describe the 'as is' (e.g. current) and 'to be' (e.g., your proposed approach) to talent alignment, acquisition, development, engagement and retention - with the emphasis on the 'to be'. You will need to decide which tools/frameworks from the course will best aid talent alignment and management. Because this is a talent management plan, you should also prioritize the order in which you would implement your chosen tools/frameworks. (Every organization has time and cost constraints making prioritization of improvement initiatives key). In making your choice of organization, you should choose a service organization at least one of you on the team is familiar with, interested in working for, or one you simply wish to learn more about. Feel free to choose a service organization you find compelling while recognizing that the value of your research on the organization will directly affect the insightfulness of your recommendations!!!

The Talent Management Plan is a group assignment and should be no more than 5 single-spaced pages of text with additional pages available for exhibits. You are encouraged to use specific frameworks, models or diagrams that help you to better articulate and illustrate your plan and you are expected to cite models, readings, interviews and other sources of data as appropriate, making this another great opportunity to learn by doing and to reinforce course content. In terms of the final submission, you should provide me with a hardcopy of your plan at the beginning of class on **July 17**.

NOTE: I'm also happy to review one draft of your Talent Management Plan and to provide you feedback though this is entirely optional. As with past students, this approach will likely increase your learning by getting feedback prior to final submission.

Quality Assignment on Lean Practices:

Lean practices revolutionized how we manufacture products. While it is considered to be a manufacturing originated quality improvement system, it has been successfully adopted by many service organizations from hospitality to healthcare, or from finance to transportation. Knowing these lean practices and being able to apply them to service operations will be a valuable tool for you.

The objective of this assignment is to help you learn more about the application of lean practices and total quality management in service operations. Since these quality practices are frequently applied in fast-food restaurants, I am asking you to observe one of these restaurants. If possible, I highly encourage you to interview at least one of its managers to get more insights. During the latter part of the semester, more information will be provided about this assignment.

Service Operations Exam: The Service Operations In-Class Exam makes up 10% of the overall grade. Since operations management is a math extensive portion of the specialization, a midterm exam is an effective way to ensure your learning. Further, it offers students an opportunity to apply and integrate course topics from only the operations section of the specialization. More information about the exam will be provided in class as the exam date nears. As a general policy, a make-up exam will not be given, except in documented cases of illness, accident or "family affliction." In addition, work is individual for the exam and all students are expected to pursue the highest standards of academic integrity.

Laptop And Other Electronic Devices Use In Class:

This is a seminar class, in which your active participation makes all the difference to the success of the course. As a result, the use of laptops, cell phones, i-Pads, Blackberrys, PDAs, or any other device which has access to the Internet is normally not permitted during class unless directed by the instructor (BCOM program policy is that such devices are only allowed by the instructor's permission). Complaints from students and past experience in this type of course format have demonstrated that such use is distracting and detracts from the class environment. If you have a documented learning disability or physical condition that requires computer support during class, please come talk to us and together we will work out an appropriate accommodation for you. Thank you in advance for your cooperation with this policy!

Academic Integrity:

School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- 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 communication, 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 (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the 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 prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.