



University  
of Victoria

**PETER B. GUSTAVSON**

School of Business

International Programs

The world looks different from here.

# Course Outlines for Study Abroad: Fall 2019 Term



Gustavson School of Business  
University of Victoria  
2019 - 2020

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# Fall term

- > The 400 level courses are specialization courses, which students take in the last year of their Business degree program. These top-quality courses are taught by professors who are leaders in their respective fields and build on their expertise.
- > The 300 level courses are basic business courses which are taught to students in their initial year of business (3<sup>rd</sup> year courses in the B.Com program) and are similar to the core Business courses taught in most Business Schools around the world. *\*\*There is limited space in these courses\*\**
- > Students can take advantage of our International Business Specialization by taking IB 415, IB 416, IB 417, and COM 400. Students completing all 4 courses will receive the International Programs Certificate in International Business.

Course	Title
Com 202	Financial Accounting I (Credit only granted for one of 202, 315)
Com 206B	Business English & Communication
Com 220	Organizational Behaviour (Credit will be granted for only one of 321, 220)
Com 240	Management Finance (Pre-requisite: COM 202, credit only granted for one of 240, 371)
Com 250	Fundamentals of Marketing (Credit will be granted for only one of 250, 351)
Com 302	Business Law (Credit will be granted for only one of 302, 402)
Com 315	Financial Accounting (Credit will be granted for only one of 315, 270)
Com 317	Managerial Accounting I (Credit will be granted for one of Com 316, 317)
Com 321	Organizational Behavior (Credit will be granted for only one of 321, 220)
Com 351	Marketing Principles & Management (Credit will be granted for only one of 351, 250)
Com 362	Business & Sustainability
Com 371	Management Finance (Credit will be granted for one of 371, 240)
Com 390	Canadian Business Environment (Credit will be granted for only one of 290, 390)
Com 400	Strategic Management
Com 402	Legal Issues in Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 426	Management Accounting II (Pre-requisite: Com 316 or Com 317)
Com 435	Corporate Relations and Responsibilities
Com 445	Corporate Finance
Com 446	Investments (Pre-requisite: Com 240 or Com 371)
Com 450	Selected Topics in Management: Topics To Be Announced
Ent 402	Entrepreneurship & Small Business for the Non-Specialist
IB 301	International Environment of Business (Credit will be granted for only one of 301, 361)
IB 415 **	Cross-National Management (Pre-requisites: IB 301 and Com 220 or Com 361 and Com 32)
IB 416 **	International Marketing (Pre-requisites: IB 301 and Com 250 or Com 351 and Com 361).
IB 417 **	International Finance (Pre-requisites: IB 301 and Com 240 or Com 361 and Com 371. IB 417 must be taken with IB 415, 416, and Com 400 concurrently)
International Business Specialization: **	Please note that all four of the following <b>must</b> be taken together to complete the International Business Specialization: IB 415, IB 416, IB 417, and Com 400 concurrently.

*\*Please note, course lists and outlines are for reference only and are subject to change.*

*\*\*The Certificate in International Business provides students with a rich framework that will enable them to successfully contribute to the development of international business practices within an organization. The certificate will be granted upon the successful completion of Com 400 and the three International Business courses: IB 415, IB 416, and IB 417.*

IB 415 and IB 416 have an elective section whereby the students can take either course or both courses without being in the specialization. COM 400 can be taken without taking the IB specialization courses as well.

# Com 202

## Financial Accounting I

### **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 7<sup>th</sup> 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 206B

## Business English and Communication

### 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%
<b>Total</b>			<b>100%</b>

#### 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

### Text:

*Organizational Behaviour: Understanding and Managing Life at Work*, 10<sup>th</sup> 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 bookstore 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 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

### Textbook and Other Required Materials:

Textbook: **Fundamentals of Corporate Finance, 9th Canadian Edition, Ross (McGraw Hill Ryerson, 2016)** either a hard-copy or electronic version. This must be purchased with access code to the Connect platform and is available via the UVic bookstore. The access code it is not available to be purchased separately.

### Individual access to a financial calculator

Students may use any non-programmable financial calculator, but are strongly encouraged to use the Texas Instruments BA II Plus (or the nearly-identical BA II Plus Professional) calculator. Other financial calculators (with the ability to calculate common finance problems such as Present Value, Future Value, Internal Rate of Return, Net Present Value of cash flows) such as the Hewlett Packard 10811 are also acceptable, but students are expected to be able to ensure they are familiar with the operation and keystrokes for any non-BA II Plus calculators models they choose to use.

*Note: that programmable calculators that can store text or formulas are not permitted during final or midterm examinations.*

### Course Objectives and Description:

This course provides an introduction to financial management. Students will gain exposure to the framework, concepts and tools used in financial decision making. Topics include the role of the financial manager, forms of business organization, agency problems, financial statement analysis, time value of money, discounted cash flow valuation, interest rates, bond valuation, stock valuation, net present value, internal rate of return, capital investment decisions, risk and return tradeoffs, and the cost of capital.

Upon completing the course, students 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 problem assignments. Students 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 corporate finance.

### Course Format:

The course consists of lectures designed to provide the framework, concepts and tools for analyzing financial decisions. The lectures are structured as active discussions , not only presentations of information, and students are expected to come to class prepared to participate. Questions will be asked and discussed in class and students are to participate in these discussions.

Students are expected to review and practice the materials discussed in class by reading the textbook, doing the practice problems contained in each chapter, and by completing the

homework assignments on the Connect platform (discussed below). For additional assistance, the Connect platform offers several valuable learning tools such as short videos explaining the solution for several practice problems.

The suggested practice problems and homework assignments for the next week will be given at the end of each class. Lecture slides will be posted on-line prior to the class in which they are presented.

Students are required to frequently check both the CourseSpaces course website and the Connect website for updates, announcements, lecture materials, and homework assignments. Time sensitive announcements may also be made via email. It is each student's responsibility to ensure he/she is aware of all announcements posted on the CourseSpaces and Connect sites, and frequently monitors his/her email.

#### 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:

Examinations: There are two exams in this course. You will need to have a financial calculator (see "Individual access to a financial calculator" paragraph), it should be a non-programmable calculator for your exam (and probably your homework as well). **Cell phones are not allowed during the exams.** Marking of these exams will include your logical problem-solving process, neatness, referencing, and your "audit trail".

*Missing a class, exam or major assignment will only be considered excused if it is the result of documented injury, illness or family affliction, as explained in the University of Victoria calendar. You should notify your instructor as quickly as possible if you know you are going to be absent. Make-up work will not be available if you miss an exam, or major assigned work. Instead the final examination will be assigned a proportionate amount of additional weight for absences considered excused as above.*

#### Individual Assignment

The assignments must be submitted by the time and dates indicated, **late assignments will be assigned an automatic zero grade - no exceptions.** Although working in groups is strongly encouraged, each student must complete and submit **individually** prepared assignments.

# **Com 250**

## **Fundamentals of Marketing**

### **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.psu.edu/owl/resource/560/05/>

# **Com 302**

## **Business Law**

### **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 mooting 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 work 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 315**

## **Financial Accounting**

### **Texts:**

#### **1) Required: Text with Wiley Plus**

*Financial Accounting, Tools for Business Decision Making*, 6th Canadian Edition with Wiley Plus, Kimmel, Weygandt, Kieso, Trenholm, Irvine

(ISBN: Hardcopy: 9781118885116 or Loose-leaf binder: 9781118885123 or E-book - Code available through the Bookstore)

*\*Note: your textbook should include a code to access Wiley Plus (if you buy a used 6th edition you can purchase the Wiley Plus access separately from the bookstore)*

#### **2) Required: iClicker - (new or used) Available through the Bookstore**

#### **3) Required: E-Casebook**

The casebook contains three cases which will be used in the course (see course schedule). It is available for download or for print via the Bookstore website. Check with the Bookstore for further information.

### **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 to multi-GAAP with the adoption of IFRS in the accounting for public entities as of January 1, 2011. As such, the focus in this course will be primarily on IFRS.

The course objectives are to:

1. Develop the ability to recognize, create and examine basic financial statements; the statement of comprehensive income, 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. Using 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 and cases.

### **Course Format:**

The course consists of a combination of lectures and class discussions as well as on-line pre-work using primarily **Wiley Plus**. 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. iClickers are used regularly in the assessment of student learning and are included in the grade evaluation. Students are expected to complete all preparatory work including reading the course materials, cases and/or other content posted 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.**

**All graded components must be completed or you will receive a grade of N**

The instructor must be advised immediately regarding absence from all examinations and **medical documentation provided**. No make-up for the midterm exam, project, prep work or clicker quizzes will be provided, instead the final examination will be assigned the proportionate amount of additional weight for absences due to medical reasons only if documentation was provided.

Note: A minimum grade of C+ in COM 315 is expected for entry into 4th year course COM 425.

**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:**

**Company Report Project:** The Company Report Project is comprised of two submissions each with specific requirements and due dates. This project (two parts) is primarily an **individual** project. You may discuss your company with other students, but your written reports and numbers **must be your own work!!** A more detailed description of the project and the requirements of the two parts will be posted on B-Link and discussed in class. The E-book "Introduction to the Corporate Annual Report" is suggested as a useful reference for its guidance in looking at annual report information. Due dates and times are **firm**. Late projects will be assigned an automatic grade of zero.

**Prep Work** In order to use 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. Prep-work will be assigned on **Wiley Plus** for completion prior to class.

**Mid-term Exam:** The mid-term will be 2 hours in length and may include multiple choice questions, theory questions and specific problems. It will be written at a common time for all sections of COM 315 - Financial Accounting.

**Final Exam:** The final exam will be held during the regularly scheduled exam period (December that 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/cases.

**Participation**

This is graded based on two components:

5% - iClicker quizzes

5% - Active class participation (see below)

iClicker quizzes will be held at the beginning of class and will normally be 5-10 minutes in length. Each quiz will be comprised of 4 questions. In order to obtain the iClicker quiz mark for that quiz a **minimum of 2 questions must be answered correctly for that session**. These quizzes provide an opportunity to determine the level of content understanding and form part of the participation component (see above).

**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**
- Name card clearly displayed
- 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
- Performing analysis on the board or overheads (self-directed or requested)
- 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. An average participation grade will likely be in the "B- to B" range but is significantly impacted by attendance (see attendance section). The following provides an overview of participation (contribution) grading

# Com 317

## Management 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 321**

## **Organizational Behaviour**

**Class Readings** will be posted on our course web page.

### **Description**

This course explores how to foster and lead organizations in which people are at their best. There are many types of organizations and organizational excellence depends, in part, on identifying the right fit between people and organizations. Leading organizations effectively requires the right fit between leadership skills (motivation, engagement, influence, coaching) and the needs of individuals and groups within a given organizational context. Effectiveness through high performance and job satisfaction requires an alignment between individual strengths and the needs of the organization.

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

Leading People and Organizations II, which you will take in the Spring, will continue this discussion, emphasizing the organizational level, including organizational cultures, structures and processes.

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 effective 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?)

### **Objectives**

After you finish the *fall semester (LPO I)*, you should be able to do the following:

Understand your own values and motivation for working

Demonstrate how to be an effective leader and follower

Influence others (with and without authority)

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

Working effectively in teams

Identifying values and assumptions underpinning different leadership styles and organizational cultures

Communicating effectively and persuasively with different audiences (both verbally and in written/visual form)

Recognizing implications for doing business globally

Recognizing implications for doing business sustainably

## **Format**

Leading People and Organizations I and II both involve 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 and 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 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.

## **What You Can Expect From Us**

We are committed to make this course a valuable learning experience for you. It will be rewarding as well as challenging.

We are here to help you succeed - we are available to help via email and office hours. For email, please include 'COM 321' at the beginning of your subject headline, so our attention is immediately drawn to your email, followed by the subject of your email. Before you send us an email, please check the course syllabus, notes, with your classmates and on the course website for the answer to your question. We will try to respond to emails within 24 hours, excluding weekends. Please come to our office hours or set up an appointment for detailed or complicated questions.

We will upload the PPT slides to the course website after each class.

We will give and receive feedback - We are available in office hours to give feedback on assignments. Finally, 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**

Title	Individual Type or Group		Due Date	Weight % of grade	Description
Learning Logs	Individual	Hand-in Assignment	October 23 <sup>rd</sup> and November 29 <sup>th</sup>	35%	See below. Ask Christian about this assignment.
			Note that I will give feedback on draft submissions if you arrange with me to do so ahead of time.		

Preparation for class discussions	Individual	Hand-in assignment	Five days during the semester, due by end of day before class.	10%	See below. Ask Vivien about this assignment.
Team presentations and report	Group	Hand-in assignment and Presentation	All reports due November 20 <sup>th</sup> . Presentations will run November 20, 22 and 27.	25%	Details to be explained in class and posted to Course Spaces. Ask Vivien about this assignment.
Final exam	Individual	Exam	Dec 13	30%	Exam will be composed of multiple choice questions.
Total				100%	

## Requirements for Graded Work:

**Learning Logs assignment.** Since most of you are likely to soon find yourselves in management/leadership positions, this course is about you, just as much as it is about organizations. We expect you to learn more about how organizations work and what leaders/managers do, and also what *you can*, should, or are likely to do in a leadership/management position. The essence of this course is perception - what has been termed the Law of Perception, which has three rules:

**Rule I: What you look for is what you find.**

**Rule II: Whatever model or theory you use determines what you look for.**

**Rule III: Hence, whatever model or theory you use determines what you find.**

Since the models or theories you use determine what you will find in your world, they are worth examining. The course will provide you with some research-based maps to help you to understand yourself and others in organizational settings. We'll look at leaders and organizations from a variety of different angles, and in the process you'll learn to identify how and where particular theories can be a help or a hindrance.

Since ultimately *your* models and theories will determine how effective you are as a manager/leader, how much you get out of the course depends on your **taking it personally**. Our hope is that you not only learn to apply the models introduced through the course, but also learn to identify and question your own mental models and assumptions. Though the evaluation process demands that we assess your knowledge of course concepts, your grade will most likely have little to do with your success in your organizational lives. If your personal models are appropriate for the leadership/management situations in which you find yourself, you will do well. If not, you will have problems. The course will be really useful to you only to the extent that you use it as a vehicle for questioning the accuracy of your own mental models and making changes where appropriate. The course is a relatively risk-free way of exploring who you are as a person and who you are likely to be as a manager.

To that end, the Learning Logs assignment asks you to prepare a 2-3 page journal entry a total of five times throughout the semester. For each entry, we ask you to reflect on an issue or situation that you've experienced in your own life (as part of a work organization, or a sports team, or a volunteer organization, or when interacting with your roommates - there are many different angles to explore). These learning logs can be written in the form of journal entries, but please make sure that you address the following for each entry:

(1) Describe the issue or situation - what happened?

(2) What did you feel about it? What was your reaction, and why did you have this reaction? Think about how you felt and what you did - what was the consequence of those feelings and reactions?

(3) Discuss 3-4 key points from the readings and class discussions that help you understand the situation or issue differently.

(4) What have you learned from this?

- a. Have you gained a new understanding of the issue or situation, and what is this new understanding?
- b. How would you approach the same issue or a similar issue or situation differently in the future, now that you have taken this course?
- c. What have you learned about yourself in the process of reflecting on this?

**Due Dates:** You will hand in your Learning Log at two different times during the semester: Wednesday, October 23<sup>rd</sup> (three entries) and Wednesday, November 29<sup>th</sup> (two entries). I am happy to give you early feedback on one individual entry, if you arrange that with me in advance. (Christian)

**Grading:** Each entry will be graded as either Fantastic (++) , Acceptable (+), or Below Expectations (-).

**Preparation for class discussions.** At five times during the semester, answer the following three questions on our course website by 9:30 pm the evening before class, to demonstrate your preparation for class: (1) Summarize today's readings in 3-4 sentences. What is the key point of the readings? Note that you can summarize each reading individually, or all readings for that day collectively here. (2) What is one question you have, after reading today's materials?; (3) Find an article, video or news story that relates to today's topic, provide the link, and, in one sentence, explain why it's interesting, provocative, or relevant. Your answers will help us prepare for class the next day with a clearer understanding of what you took away from the readings, and what questions you have about them. Each preparation is worth 2% of the final grade. You can complete more than five if you are unhappy with a grade, such that higher grades will cancel lower grades. For this reason, we recommend submitting them early in the semester.

#### **Final Team Project/Presentation:**

**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. You will have a developmental team feedback session halfway through the semester, and a final peer evaluation at the end of the semester. We will take your final peer evaluation into account when calculating your final grade.

**Attendance.** This is an active class, so you will learn new things in class that are not in the readings, and in turn, your participation will also help your classmates learn. For this reason, participating in class is an important part of the learning process in this course. More formally, the University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Therefore, if you have more than three *unexcused* absences, you will receive a 5% reduction in your final grade for the course. More than six unexcused absences may also mean you are not allowed to write the final exam. An excused absence is one that is documented in advance, due to illness or family emergency / death. Traffic, bus delays or working on other courses are not excused absences.

**Final Exam:** The final exam will cover all material from class discussions, activities, and readings. The final class session is dedicated to reviewing the material from the whole semester. 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%.

**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. If you are sick and absolutely cannot make the final exam, there will be a make-up final exam composed of long-form written questions.

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 351

## Marketing Principles and Management

### Text:

Marketing, Real People, Real Decisions (4th Canadian Edition), Pearson Education Canada.

### **Course Objectives and Description:**

The main objective of this course is to prepare learners to be effective marketing decisions makers.

To achieve this objective, learners need to:

- Understand, and be able to use, marketing terminology
- Be able to apply marketing theory, concepts, and principles to make key decisions relating to marketing strategy, tactics, and implementation.
- Develop the necessary skills to analyze simple marketing problems and develop solutions consistent with that analysis.

A secondary objective of the course is to enhance both oral and written communication skills relating to the evaluation and presentation of marketing solutions.

To achieve these objectives we will devote most of our class time to making and defending marketing decisions. It is expected that you will come to class having read the assigned text chapter and prepared assigned cases and exercises.

### **Course Format:**

The format of the course comprises a mix of lectures, case discussions and issue discussion. Our main focus is the application of marketing theory, concepts, and acumen to making informed marketing decisions. To do this you need to be prepared to participate in every class. This means reading the assigned text chapters before class, reading assigned cases and doing case analysis before class, and engaging in the discussions during class.

Instead of having a midterm, there will be periodic chapter quizzes (using CourseSpaces) to ensure that everyone is mastering the text and classroom material. Solid preparation means we can spend our class time developing marketing decision making skills and applying concepts - which is a lot more fun than having an instructor drone on about the concepts themselves. The five quizzes are worth 2% each, and collectively 10% of the course grade. There will be five to ten questions per quiz and the quiz will be administered electronically via CourseSpaces. The objective is to reward the students who come to class prepared and on-time and encourage mastery of the concepts.

### Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
Case Preparation	Individual	Assignment	See schedule	10%	Requirements are different for each case, see CourseSpaces for specific tasks for each case. To be submitted at the beginning of class. Best 5 of 6.
Case Assignment One	Group	Case Assignment	Oct 21 4:00pm	15%	SWOT, Segmentation & Positioning Assignment

Case Assignment Two	Group	Case Assignment	Nov 18 4:00pm	20%	Product and Pricing Strategy Assignment
Quizzes (2% each)	Individual	Quiz	CourseSpaces	10%	Quizzes: Five to ten questions, multiple choice, completed on CourseSpaces, relating to textbook chapter material and material taught in previous classes.
Contribution	Individual	Participation	n/a	10%	Based on attendance and in-class contribution
Final Exam	Individual	Case	TBA	35%	Case integrating course concepts. Written during final exam period.
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.

### Absences

If you have more than 3 *unexcused* absences, you will automatically receive a grade penalty and lose 50 percentage points from this portion of your grade. In other words, 5 points will be deducted from your participation grade out of 10 points. In addition, students with more than 3 unexcused absences from class sessions will receive a 5% reduction in their final grade for the course.

Please note that being late, walking in and out of the classroom, or leaving early from class not only detracts from the learning environment but will also result in poor participation marks; in addition, extreme behaviour may be treated as an unexcused absence for that session.

Students with unexcused absences from more than 6 class sessions may be denied permission to write the final examination.

Excused absences are limited to documented illness, accident or "family affliction" such as a medical emergency/death of a family member. You should notify the instructor as quickly as possible if you know you are going to be absent. Also, it is the student's responsibility to provide the necessary excused absence documentation if required by the instructor in a timely manner upon your return. Please note in advance that if you are ill and would like the absence excused you will need to provide a signed doctor's note when you return to class.

Missing a class, exam or major assignment will only be considered excused if it is the result of documented injury, illness or family affliction, as explained in the University of Victoria calendar (pages 29-30 and 35). You should notify your instructor as quickly as possible if you know you are going to be absent. Make-up work will not be available if you miss an exam, or major assigned work. Instead the final examination will be assigned a proportionate amount of additional weight for absences considered excused as above.

Please note that missing class for co-op interviews, mock co-op interviews, other interviews, employer presentations, career fair attendance, travel, and other similar activities do not constitute

excused absence. Please see the University of Victoria Calendar for more details pertaining to the school's attendance policy.

#### Contribution

Contribution is more than speaking in class. It is providing insight that helps the class move forward in our collective thinking. Contribution could be asking insightful questions, answering questions, providing rebuttal to comments made by others, linking class concepts to current events, or a host of other insights. These can be in class, or on a CourseSpaces discussion forum. If you do not attend class, then you cannot participate. Therefore your contribution grade will reflect your attendance.

# **Com 362**

## **Business and Sustainability**

### **Texts:**

There are two sources for the readings required for this course:

1. Online resources free to you and available through direct web-links (see Schedule);
2. Printed *Course Pack* for important readings not available online.

There is no textbook for this course. This minimizes costs to you and allows us to introduce you to the most relevant and current materials. Note that you may have to order and prepay your copy of the *Course Pack* from the bookstore a day in advance.

**Important Note:** Always check the announcements and assignments for preparation on Course Spaces for any changes to readings, course materials or dates when preparing for class: we may add useful resources suggested by students and guest speakers, and update materials with emerging issues and current developments.

### **Course Objectives and Description:**

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

- 1) Recognize the consequences of, and inter-connections and trade-offs among, environmental, social and economic decisions at a societal and a business level.
- 2) Recognize and understand the power of business to negatively or positively impact environmental, social, and economic well-being.
- 3) Apply key sustainability frameworks and concepts, such as the Business Case for Sustainability.
- 4) Be aware of his or her own role when participating in personal and professional decisions related to social, environmental, and economic sustainability.

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 / Social Responsibility 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, human health impacts, loss of biodiversity, poverty, global working conditions, and cultural and other impacts from globalization. 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.

The purpose of this course is to educate students 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. This course introduces students to corporate social responsibility, business and sustainability, business and human rights, sustainable development, and social entrepreneurship.

The course will prepare students to engage with and use concepts, tools, and frameworks commonly used by business in the transition to practices that – in addition to traditional financial goals – incorporate social and environmental sustainability into their strategy and operations; in short, practices that create “Sustainable Value”.

## Course Format:

### Course Overview

The goal of sustainable business is **the simultaneous integration of economic prosperity in service of human development in ways that are aligned with, and restorative to, natural systems.** Consequently, sustainable business involves strategies that generate benefits for shareholders and other stakeholders, today and tomorrow, internally and externally.

Our class covers these major themes:

- The Big Picture: Linear Production and Global Risks; Responses from Markets and Institutional Investors
- The Business Case for Sustainability
- Business and Human Rights
- CSR/Sustainability Reporting & Integrated Reporting
- Climate, Policy and Business Innovation

The course draws on a range of learning tools, which include: readings, videos, class discussions, lectures, power-point slides, audio-visuals, individual and group assignments, web-based sources, in-class exercises, and illustrative cases. These are designed to fulfill the course objectives: they will familiarize students with the social, environmental and financial challenges and opportunities faced by managers today, and introduce them to a range of responses and innovations by and for business.

Note that we will also draw on the collective wisdom and creativity of the class and the diverse cultural, work, and educational backgrounds students bring to the class. Students are expected to have read assigned readings or viewed videos or websites for each class before class as specified in the Schedule (below) and through announcements on Course Spaces. Being well prepared allows you to actively engage in class discussions, prepare for assignments and exams, and makes your learning experience overall more fruitful and fun.

### Evaluation Elements:

Students will be evaluated according to the following schedule:

COM 362 Business & Sustainability	Individual or Group	Type (Exam, Hand-in Assignment, Presentation)	Due Date	Weight / % of grade	Description
Assignment 1	Individual	Assignment due in Course Spaces Dropbox	Sunday September 24 11:59 pm	15%	Personal footprint reflection
Mid-Term Exam 1	Individual	Exam	Friday October 13	35%	Exam covers first part of course
Assignment 2	Group	Assignment due in Course Spaces Dropbox	November 24	25%	Sustainability Reporting Analysis
Final Presentations	Group	Presentation	November 27-30 in class	15%	
Quizzes	Individual	Quizzes	On three days over the course. Based on readings.	10%	Quizzes on weekly readings
Total				100%	

### Requirements for Graded Work:

Working thoroughly through the assigned readings and assignments before each class session is required and allows you to get the most out of this class; it prepares you to contribute actively in class discussions and team work. You should be ready to articulate your thoughts, as well as actively listen to perspectives and experiences of others. *For example:* while viewing the YouTube video "The Story of Stuff", take notes of the key points in order to be prepared for active participation in

class. Your active and voluntary contribution to class discussion and in small group exercises benefits all and is expected.

Your thorough preparation of assigned readings and videos, and your active participation in assignments and class discussions is the best way to prepare for doing well on the mid-term and the final exam.

Note also that we are fortunate to draw on guest speakers for this course. Our distinguished guest speakers share their special areas of expertise and the 'real world' perspectives of practitioners.

They contribute critical content to our course and their presentations are mandatory class sessions.

**Group Work:** The purpose of group work is to help you enhance a critical skill: 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.

A student whose academic performance is affected by injury, family or personal affliction, or illness, may request an excused absence with appropriate supporting documentation. Any other absence is considered an unexcused absence.

Please note that *being late, walking in and out of the classroom, or leaving early from class* not only detracts from the learning environment but also may be considered as an unexcused absence for that session.

Students with unexcused absences from more than 3 class sessions will be penalized as follows: students will have their grade reduced by one letter grade (e.g. from A- to B+). Any unexcused absences for the quizzes, midterm exam or presentation classes will result in a zero.

## A Quick Word on Referencing

Any statements not representing your own thoughts *must be referenced appropriately*; that goes for any written text, including the reflection pieces and essays that are part of your assignments. You should also make sure that any sources you use are credible. Note also that you are required to use proper formatting for referencing. A Citation Guide for Business Students may be found on Course Spaces. This should also have been covered in your Orientation.

## Assignments

Assignments are due according to the table above. In fairness to students who hand in assignments on time, late assignments will be penalized 10% per day.

## Midterm Exam

The midterm exam will cover material right up to the exam date. The exams may include a mix of multiple choice and true-false questions, short essay and long essay questions, and will assess both your knowledge of the concepts and tools we will have covered up to the date of the exam, and your ability to articulate, critically assess and apply them. Students are responsible for the materials required for class preparation (readings, videos and other resources), lectures, (including those by guest speakers), in-class videos and content on course slides. You can further strengthen your answers and improve your grade by incorporating content from class discussions and group projects into your exam responses.

If you have special needs that need to be taken into consideration when taking the exam, you must address these issues with your professor **no less than two weeks prior** to the exam date. Special accommodations will not be made for you if you wait until the exam date to raise these issues.

## Quizzes

There will be three quizzes over the course of the semester. We will take your best two grades from these quizzes and use them in calculating your final grade. The quizzes will occur in class. Students must be present to write the quiz. No substitute quizzes will be offered.

Quizzes will happen in the following classes:

Session 6  
Session 12  
Session 14

### **Academic Integrity:**

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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:

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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.

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 instructors and students cannot share the materials without the instructors' consent and cannot sell or profit from the instructors' 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 371

## Management Finance

### Texts:

Booth, Cleary, and Rakita, "Introduction to Corporate Finance", Fourth Edition, Wiley  
ISBN 978-1-119-25397-6 (binder ready version).

### **Business Calculator:**

Students are required to have and competently use an advanced business calculator. We strongly recommend the HP 10bII+ which is available at the University Bookstore. However other models are available, for example the Texas Instruments BA II Plus. If you decide to go for an alternative model, make sure they have financial functions such as Present Value (PV) and Internal Rate of Return (IRR). Note that advanced calculators that can memorize text and formulas (such as graphic calculators) are not acceptable in the exam room.

### **Excel:**

Excel is an excellent tool and is extensively used by financial professionals. In order to prepare the students for the real world, we include a revision of how financial problems can be tackled with Excel, in addition to the Financial Calculator (which will be used in most classes and the exam). Students are encouraged to review Excel basics before the course.

### **Course Objectives and Description:**

This course serves as an introduction to corporate financial management. The primary objective is to provide the framework, concepts, and tools for making/analyzing financial decisions. Topics covered include discounted cash flow techniques, capital budgeting, project evaluation, risk and return tradeoffs, diversification, and the cost of capital.

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. Problem-solving and decision-making skills will be practiced through examples and problem assignments. Students are also expected to acquire knowledge of the relevant Canadian institutional environment in which financial decisions are made.

### **Course Format:**

The course is an introduction to corporate financial management. It consists of lectures designed to provide the framework, concepts and tools for analyzing financial decisions. The lectures are structured as active discussions, not only presentations of information and students are expected to actively participate.

Students are responsible for reading the assigned material, and are expected to come to class fully prepared. Questions will be asked and discussed in class and each student is to actively participate in these discussions. Cold calls will be made.

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date (m/d/yyyy hh:mm AM/PM)	Weight / % of grade	Description
COM 371 – Pervasive Competency	Individual	Other	Every class	10%	

Com 371 - Quizzes	Individual	Quiz	Selected classes	10%	
COM 371 - Midterm	Individual	Exam	24 Feb 2017	35%	
COM 371- Final Exam	Individual	Exam	TBC	45%	Comprehensive
Total				100%	

**A. Note the following regarding evaluation for this course:**

**1. Pervasive competencies (PC)**

This include:

- (i) Attendance at the beginning of class with your name card visible.
- (ii) **Active participation** in class. There is a strong correlation between participation and academic performance.
- (iii) Demonstrating professional skills such as sound judgment and effective communication.
- (iv) Exhibiting ethical behavior, professionalism and integrity.

Note:

- (i) Participation and class attendance are important parts of the learning process in this course. There is a very strong correlation between in-class participation and performance on the final exam. 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.
- (ii) Active participation in class discussions is indicated by asking and answering questions, adding new information (not repeating other comments) and constructive discussion of other student's viewpoints in an environment of mutual respect.
- (iii) Please sit in the same seat with your name card for every class to ensure that you are included in the attendance records. Due to the large number of students, that is the only way to ensure that your attendance is properly taken.
- (iv) The grade for the PC assessment will not be released until the time the course is completed and the final exam is marked.
- (v) Attendance is taken at the beginning of class. If you arrive late you will miss that portion of the PC assessment but can still achieve PC marks with active participation.

**2. Quizzes**

As the terminology used and the concepts of corporate finance can be challenging, quizzes will be given to provide subjective feedback on an individual's progress.

Note:

- (i) The quiz mark will be based on a series of 4 in-class quizzes held during the course.
- (ii) Each quiz will be worth 2-3% of the course grade, and will be about 10- 15 minutes in length (to be announced the week prior to the quiz).
- (iii) No additional time or make-up quiz will be given due to lateness or absence.
- (iv) If the absence is excused the final examination will be assigned the proportionate amount of additional weight.
- (v) Students absent for all four quizzes may be denied permission to write the final examination.

### **3. Mid-term exam**

- (i) The mid-term will be approximately 2 hours long and will examine material covered in the lectures, discussion in class and text readings and questions.
- (ii) The instructor must be advised immediately regarding absence from the midterm exam and medical documentation provided within 7 days.
- (iii) No make-up mid-term will be provided. If the absence is excused the final examination will be assigned the proportionate amount of additional weight.

### **4. Final exam**

The final exam will be held during the regularly schedule exam period. It will be three hours in length.

#### **B. COM 371 is a perquisite for the following courses:**

1. COM 445: For entry to COM 445 you need to get a B- in COM 371.

# **Com 390**

## **Canadian Business Environment**

### **Text:**

Authors : Len Karakowsky and Natalie Guriel

Textbook title : *The context of business: Understanding the Canadian business environment*

Publisher : Pearson Canada Inc.

Year : 2015

ISBN : 978-0-13-291300-3

This textbook is fun to read, full of interesting examples, and emphasizes critical thinking. It also provides a strong online and mobile support and can be a long term useful companion, especially if you want to start a business in Canada or if you want to work in organizations in Canada.

### **Course Description and Objectives:**

This course is about understanding the Canadian business environment, that is, the cultural, the economic, the geographical, the historical, the legal, and the political factors that are a part of the business environment in Canada. The topics include challenges faced by businesses, labor relationships, leadership, organizational structure, business strategy, economic, competitive and technological environment, globalization, governmental influence, social responsibility of businesses, sustainability, and change management.

By the end of this course you will be in a position to:

1. Understand the internal and external challenges that businesses face in Canada, and
2. Identify ways to tackle those challenges.

### **Course Format:**

This course is an important part of your ongoing development. The journey during this course will consist of reflections, group and class discussions/exercises, case analyses, and lectures. Please bring a laptop or IPad in order to access CourseSpaces and internet during the class.

In order to make the in-class experience effective, I encourage you to:

1. Actively participate in the class.
2. Feel free to ask questions about or offer comments on issues that intrigue you.
3. Write down your questions or comments before asking/delivering them - writing down helps to organize thoughts.
4. Respect differences of opinions.
5. Show empathy for others.

### **Requirements for Graded Work:**

The expectations for the reflection papers, in-class micro-reflections, in-class participation, and the group work are mentioned above. The expectations and the grading rubric are also available in CourseSpaces and will be explained in the 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.

**Mid-term and final examination:** The mid-term and the final examination will be based on the course reading, the in-class discussions, and other in-class activities. The specific examination format will be discussed in the class preceding the examination.

**Submission format:** Please keep the length of the *reflections* to within one 8.5-inch-by-11-inch-sized page, use double-spaced Times Roman font with size 12, and keep the margins 1 inch on all sides.

Please keep the length of the *Canadian business proposal* to within eight 8.5-inch-by-11-inch-sized pages, excluding references, if any. Please use double-spaced Times Roman font with size 12, and keep the margins 1 inch on all sides.

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

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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.

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.

# **Com 400**

## **Strategic Management**

**Prerequisites:** (All third year Commerce core)

- Financial Accounting
- Organizational Behaviour
- Marketing
- International Business
- Decision Making for Responsible and Sustainable Global Business
- Management Accounting
- Management of Employment Relations
- 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=91cdcf18-273d-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:**

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potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

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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.
- 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.

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**

### **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 mooted 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 work 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**

**Prerequisites:** Organizational Behaviour and Design

**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:**

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:**

Will be distributed on the first class of the semester.

# **Com 426**

## **Management Accounting II**

### **Texts:**

Horngren et al., Cost Accounting: A Managerial Emphasis, 7th Cdn Edition  
(Pearson, 2016, ISBN #978-0-113-313844-3)

Available in Hardcover, Binder Format, and eBook. As there are no open book in class assignments, any version is fine; however, the electronic version only gives you access for one year. As management accounting does not change much you may find the textbook to be a useful resource for many years both at work and in the CPA program.

### **Course Objectives and Description:**

This course will build upon the concepts introduced in continuation of either Commerce 315/316 or Commerce 270. The emphasis is on why and how the various concepts learned in the previous accounting courses are applied in the business environment.

This course is transferable and satisfies the requirements for a second level management account course as required by the CPA PEP entrance requirements. It is also applicable to any general manager who needs to know more about how accounting information is used to make daily business decisions.

Major topics covered will be the terminology and objectives of management accounting, flexible budgets, variances, variable and absorption costing models, cost allocation decisions, joint and by-product costing, process costing, inventory management and transfer pricing.

As specific learning outcomes, students who successfully complete this course will be able to:

- Prepare and analyze a Cost of Goods Manufactured schedule and related Income Statement
- Understand and apply the various types of cost definitions (fixed, variable, mixed, direct, indirect, period, product) when constructing budgets
- Prepare and interpret flexible budget and identify their limitations
- Understand, calculate, and analyze variances (material, labour, overhead and sales) using both the formula and columnar approach.
- Understand and prepare variable and absorption costing income statements
- Analyze and perform cost allocations and grasp suitable scenarios for application of each approach
- Understand and calculate joint and by-product costing
- Understand and calculate process costing using the standard worksheet approach.
- Understand and calculate product cost using the job cost approach
- Understand and articulate pricing strategies and the related impacts

### **Course Format:**

This course is taught with lectures on the relevant accounting theory (following the text book) and analysis and discussion of business problems to reinforce this theory. Students are expected to attend lectures, read the assigned chapter(s), and prepare solutions for the assigned "in class" problems for discussion (before class). Problems and cases will be then be discussed in class to highlight and clarify key concepts.

Accounting is best learned by practicing and so for each chapter a number of problems from the end of chapter materials in the textbook have been assigned (see Schedule). Those listed as "Self Study" are expected to be completed by students as

homework. There will be no requirement to hand in those problems, nor are grades assigned to them. However, for evaluation purposes, it will be assumed that those problems have been completed and the concepts demonstrated in the problems have been understood. Solutions to these problems will be made available on CourseSpaces.

Optional questions have been provided should additional practice be desired. They may also be used as review questions for exam preparation. I will not assume that every student has seen or attempted these questions.

Those questions listed as "In-class" will be discussed in class. Students are expected to have attempted these questions before the class in which they will be discussed. The discussion of these problems will form part of your contribution grade (see below for more information). Solutions to these problems will only be provided in class.

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (	Due Date	Weight / % of grade	Description
COM 426: Quiz	Individual	Quiz	Sept 25	5%	In-class quiz
COM 426 Midterm Exam	Individual	Exam	Oct 23	30%	In-class exam.
COM 426: Contribution	Individual	Contribution	Throughout course	10%	See below
COM 426: Quiz	Individual	Quiz	Nov 8	5%	In-class quiz
COM 426: Final exam	Individual	Exam	TBA	50%	3 hour multiple choice and problem-based exam
Total				100%	

### **Requirements for Graded Work:**

#### **Examinations:**

There are two exams in this course. They are structured to be similar in style and difficulty to the types of professional exams for this material. As such, you will need to have a non-programmable calculator for the exams. Cell phones will not be permitted in exams. Marking of the exams will include assessing your logical problem-solving process (ie. How you arrived at your answer, not just the answer). This means that part-marks will be available and it will be important for you to show the work that went into solving the problem, not just your final result.

If you miss the midterm for an acceptable reason according to University policy, the weight of the midterm will be added to the final exam. There will be no other make up work or evaluations available.

**Quizzes:** Quizzes will be administered at the beginning of class on the days scheduled and will be 25 - 35 minutes in length. Quizzes will be administered following the same policies as exams (ie. No cell phones, non-programmable calculator, etc.)

If the first quiz is missed for an acceptable reason, the weight will be added to the midterm; if the second quiz is missed for an acceptable reason, the weight will be added to the final exam.

**Individual Contribution:** 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 this course.

Your contribution grade will be based on your analysis, discussion of the problems, and questions that you ask. Students will be asked to prepare solutions to the problems and present these solutions to the class. Consequently, it is imperative that you prepare your problems before class and be ready to discuss them and ask questions about areas that are not clear to you.

Marks will not be awarded for mere class attendance; active participation in these activities and class in general is expected. Both the quantity and quality of your participation in class will be considered.

Students with unexcused absences\* from more than four (4) class sessions will be graded out of 6 marks. If you miss more than six (6) classes you will not get any mark for the class contribution component of your grade and may be disallowed to write the final exam.

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

There will also be time for problem solving in class in a team. You should come prepared with your textbook, calculator and note-taking materials for each class.

### **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.

### **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.

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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.

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 435

## Corporate Relations and Responsibilities

### Required Readings

- i. Course Pack consisting of case studies (**Mandatory** - available at UVic Bookstore). The course heavily focuses on case studies (mainly from Ivey Case publishing) included in the course pack.
- ii. Much of our lecture materials will be drawn from the following book by Crane and Matten (2016): Crane, A., & Matten, D. (2016). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. Oxford University Press

I highly recommend that you purchase/get a copy of this book. Crane and Matten is perhaps the best available book that offers a comprehensive coverage of complex theoretical and analytical concepts surrounding the study of business ethics, corporate relations and corporate social responsibility (CSR).

Another helpful book (Optional): Carroll, A., & Buchholtz, A. (2014). *Business and society: Ethics, sustainability, and stakeholder management*. 9th Edition. Nelson Education.

- iii. For each session, I will assign (and share copies) of at least two journal articles and some newspaper articles for you to review (this will be mandatory reading).
- iv. I will post class slides to CourseSpaces at least a day before a class session. I am also happy to recommend additional readings if you are interested

### Course Objectives and Description:

The course centers on answering the following overarching questions: *i) What role businesses should play in the contemporary society? and ii) Should businesses seek only to maximize shareholder value (profit) or also attempt to serve, the often conflicting interests, of its various other stakeholders?*

These are some of the matters that are becoming ever more complicated for today's businesses in addition to their core strategic goals of finding growth and staying competitive. This course aims to broaden your understanding of how businesses build, manage, and strengthen their collaborations across a diverse set of communities and stakeholder groups with unique needs, expectations and capacities. More specially, in this course, we will examine the relations of a corporation to its employees, the shareholders, competitors, suppliers, customers, government, Non-profits (NGOs), the general public, and nature (the natural environment). Also, we will explore the ethical and CSR challenges facing today's business involving issues such as good governance, regulation and compliance, supplier relations, employee responsibilities to the corporation, sustainability, and risk management.

Throughout the course, you'll play the role of a manager/leader who needs to address those challenges on behalf of their organizations. The course will enhance your skills and expertise in applying ethical theories and other contemporary theories of management and organization to pinpoint the major criticisms of business and characterize the company's general response. The key goal is to enhance your understanding of how businesses could operate in an honest and ethical way while remaining profitable and competitive in this fast-changing world. Upon completion of this course, you should be able to (but not limited to):

- identify, understand and critically analyze current ethical and CSR-related

- problems and issues faced by today's businesses operating in the global economy, applying the concept of corporate governance, corporate accountability, and corporate citizenship to these problems
- identify, describe, explain, and critically analyze, current ethical theory and ethical decision-making and apply the ethical frameworks related to the business setting
  - apply the general principals of ethical decision making to real-life ethical dilemmas that companies and corporate managers in the business environment face today
  - understand the most effective ways companies can manage relationships with employees, shareholders, consumers, suppliers, competitors and government

### **Course Format:**

This course uses a variety of teaching/learning methods including lectures, discussions, group activities, written (group and individual) assignments, examinations, in-class presentations, and analysis of case studies in a coordinated and efficient manner. You must complete all components of evaluation (presentations, reports and exam as noted below) to be eligible for a passing grade in the course.

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Summary/Reflection papers (4x5 points)	20 %
Mid-Term Examination	20%
Attendance and class participation (including peer reviews)	10 %
Group Case Study Analysis (at least 2) (2x 15 points)	30 %
Final Examination	20%
<b>TOTAL</b>	<b>100 %</b>

All submissions to be printed and handed in before the relevant class session starts. For example, all of you will submit your reflection paper #1 on May 09 before the class starts. Groups presenting on that day can either hand-in or email me their written papers before the class starts. The same rule applies for all subsequent submissions. Late submissions will not be accepted.

#### **Item #1 - Summary/Reflection Paper (20%)**

To facilitate class discussion and one's participation, each student is to write a summary or reflection paper on the required readings for that class. There are five reflection papers required, and the better four will be counted towards your final grade.  
**Everyone must write their reflection papers on assigned readings for session#2.**

This assignment gives you a structured approach to summarize key points/ideas, think about what you learned, and integrate, critique and consolidate that learning by articulating your reflections in writing. While you may want to include short summaries, try to reach across the readings for new insights. Thoughtful, well-written and insightful reflection papers and questions will receive top marks.

Guide: The paper should be a summary of the major themes of the assigned readings, as a collective set of readings, not individually. The key skill is to identify the major issues, concepts or theories. As well, consider the following questions: How do the assignment articles/chapter relate to the problems/issues raised in the week's assigned case study? What other real-life problems could be related to the week's readings? What is missing? What questions or solutions aren't being asked/discussed in the articles/chapter?

Each paper should be a maximum of 2 pages, single-spaced, 11-pt. font size, Arial. You

may add your references in a separate page. Each reflection paper will be graded out of 10 points.

**Item #2 and #5 - Mid-term examination (20%) and Final examination (20%)**

Please see the course schedule for details

**Item #3 - Attendance and class participation (including peer reviews) (10%)**

**Contribution:**

Class contribution by each student positively influences the learning experience, increases assimilation of material and stimulates the level of class discussion. The class contribution is more than just speaking in class. It may relate to asking insightful questions, answering questions, listening attentively to your classmates, critiquing ideas constructively or providing a rebuttal to comments made by others, linking course concepts to current events, or a host of other insights. You are expected to be fully engaged in the entire learning process. It means that you will need to devote sufficient time and energy to prepare before class, listen to others during class discussions and participate in class discussions. Active contribution by each student will provide insights that will help the class move forward in our collective thinking. If you do not attend class, then you cannot participate. Therefore, your contribution grade will reflect your attendance.

**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.

**Absences or Lateness:**

You'll have to sign on an **attendance sign-in sheet** for every class (which will be kept as your attendance record). **You are expected to attend classes regularly**, be punctual, and complete all assigned works on time. If you have more than 2 unexcused absences, you will automatically receive a grade penalty and lose 50 percentage points from this portion of your grade. In addition, **students with more than 3 unexcused absences from class sessions will receive a 5% reduction in their final grade** for the course.

Please note that being late, walking in and out of the classroom, or leaving early from class are considered as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Besides, being late is considered as unacceptable as it interferes with the learning opportunities of others. You should report to me about a possible unavoidable lateness in advance. Students with unexcused absences from more than 6 class sessions may be denied permission to write the final examination.

Excused absences are limited to documented illness, accident or "family affliction" such as a medical emergency/death of a family member. You should notify me as quickly as possible if you know you are going to be absent. Also, it is your responsibility to provide the necessary excused absence documentation in a timely manner upon your return. Please note in advance that if you are ill and would like the absence excused you will need to provide a signed doctor's note when you return to class.

Missing a class, exam or major assignment will only be considered excused if it is the result of documented injury, illness or family affliction, as explained in the University of Victoria calendar (pages 29-30 and 35). Make-up work will not be available if you miss an exam, or major assigned work. Instead the final examination will be assigned a proportionate amount of additional weight for absences considered excused as above.

Please note that missing class for co-op interviews, mock co-op interviews, other interviews, employer presentations, career fair attendance, travel, and other similar activities do not constitute excused absence. Please see the University of Victoria Calendar for more details pertaining to the school's attendance policy.

**NOTE: It is your responsibility to catch up on any missed class material by**

getting notes/information from students who were present. Once you have tried to catch up on your own, I will be happy to address any of your remaining questions/concerns about missed class material.

**Item # 4 - Group Case study analysis (2 case studies x15% = 30%)**

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.

**Every member of the class is required to participate in at least two group case study analysis.**

Group case study analysis will have two components - Presentation (50%) and written paper submission (50%).

Working together in groups of 4 to maximum 5, students will organize and lead a 15 to 30 minutes' class discussion (including Q&A) on case study being reviewed that week. Reflections on the main issue under discussion in the case and integration of information from our class discussions will be essential, as well as any peripheral information that your own research uncovers.

The written paper submission will primarily focus on answering some case-specific questions. In general, you should be able to identify the key problems/issues in the case and their root causes and then propose solutions to the identified problems. Your written paper submission may follow the following format - i) Executive Summary: single paragraph summary including recommendations, ii) Problem Statement: Overview of key issues arising from case analysis; iii) Case Analysis: Theory-driven analysis of case(s) identifying factors underlying key issues/problems; iv) Alternative Solutions: Pros and cons of possible solutions to problems; and v) Recommendations: Detailed description of optimal solution with rationale (source: The UNB writing center).

The written paper submission should be a maximum of 3-pages. single-spaced, 11-pt. font size, Arial. You may add your references in a separate page.

Heavy emphasis on peer evaluation: Following your presentation you will be asked to provide short comments on how well your group worked together and comments on group contributions. Input from peer evaluations will also help me to assign participation grades at the end of term. Each person in the group is expected to participate in the presentation and following your presentation you will be asked to provide short comments on how well your group worked together and comments on group contributions. Input from peer evaluations will help me to assign participation grades at the end of term. Each week we may have more than one group presenting the same case, however emphasis will be given on how each group analyze and discuss the case from a different and even opposing perspective.

**Course Experience Survey:**

The BCom program office and I, as your instructor, greatly value your feedback. As with the other 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. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

- What strengths did your instructor demonstrate that helped you learn in this course?
- Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
- Please provide specific suggestions as to how this course could be improved.

I will set aside some time for you in one of the last sessions in the course 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.

### **Your Use of Technology in Class:**

Talking privately with other classmates, using a computer, a cell phone or any other electronic devices during class for activities such as web surfing, texting, and emailing, etc. is distracting for others. Such activities are not even conducive to your individual learning. Besides, an activity like the above may be deemed as disrespectful to the instructor, and may also negatively impact your class contribution grade. I, as your instructor, will have the right to request that you put your technology away at any time. Also, you are not allowed to keep cell phones on desk during class or exam time: **please make sure that your cell phones are turned OFF and inside a bag when you are in class.**

### **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:

- proxy in attendance/signing for another student;
- 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

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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.

### **Guest speakers:**

I may invite guest speakers into the course to share experiences and personal perspectives on issues and problems we will be covering in class. In addition, I would welcome suggestions from class members on potential invitees, including people from your co-op placements who you believe would offer valuable perspectives to our course. Feel free to send me an email or approach me in class or office hours if you'd care to discuss.

# **Com 445**

# **Corporate Finance**

## **Course Material:**

Textbook: *Introduction to Corporate Finance, 4<sup>th</sup> edition*, ISBN: 978-1-119-17128-7 by Laurence Booth, Sean Cleary, Ian Rakita.

Online Coursepack: see Coursespaces for link.

## **Course Objectives and Description:**

This course serves as a continuation of the introductory finance course to more advanced applications of the techniques, concepts, and tools of corporate finance. Main topics include short-and long-term financial management, cost of capital, capital structure, financial leverage, dividends policy, working capital management, leasing, mergers and acquisitions, and the use of derivatives for risk management.

The course objectives are to:

- Understand corporate finance terms and methodologies;
- Be able to use Excel for a variety of calculations and analyses including time value of money, capital budgeting and valuation.
- Enhance analysis, oral and written communication skills.

## **Course Format:**

The course takes place in the classroom and computer lab and includes lectures, flipped classroom activities and guest speakers.

## **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
COM 445: Ratio Analysis	Individual	Hand-in Assignment	5/24/2018	10%	Details in Coursespaces
COM 445: Exam I	individual	Exam	6/5/2018	25%	Online in Lab
COM 445: Options Analysis	Individual	Hand-in Assignment	6/26/2018	5%	Details in Coursespaces
COM 445: Exam II	Individual	Exam	7/5/2018	25%	Online in Lab
COM 445: Final exam	Individual	Exam	TBA	25%	Online in Lab; comprehensive
COM 445: Contribution	Individual	Participation	Ongoing	10%	Details in Coursespaces
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 it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may chose 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 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.

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 will not be permitted to write the final examination.

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

### 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.
85 - 89	A	8	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.
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+ C	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 - 64		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).

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.

# **Com 446**

# **Investments**

## **Course Material:**

**Textbook:** *Fundamentals of Investments*, 2015, ISBN: 9781259459160, McGraw-Hill CreateTM custom textbook based on Jordan, Miller, Dolvin, 7th edition, 2015.

**Problem sets, assignments and projects:** Downloadable from CourseSpaces.

## **Course Objectives and Description:**

This course will deal with the fundamental principles and issues that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, asset allocation, valuation and trading of stocks, bonds, options and futures.

The objective of the course is to assist students to acquire knowledge of investments. Upon completing the course, students should be able to define the basic terminology, to understand theoretical relationships, and to apply the analytical techniques covered in the course to various investment decision-making situations. Students are also expected to acquire knowledge of the relevant Canadian institutional environment in which investment decisions are made.

## **Course Format:**

In keeping with the objectives of this course, lectures will be given to each topic. Problems and readings will be assigned. Students are expected to come to the class fully prepared for discussion of assigned material. Questions will be asked and discussed in class and students are expected to actively participate in these discussions. Cold calls may be made. Students are encouraged to read business newspapers, such as Wall Street Journal and Financial Post. We will discuss current events in class.

## **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Class Participation	Individual	Other	Every class	10%	
Exercise 1 and 3	individual	Hand-in Assignment	Exercise 1: May 15 Exercise 3: July 10	1% 1%	
Portfolio Simulation Report	Group	Hand-in Assignment	July 26	13%	
Stock Valuation Report	Group	Hand-in Assignment	July 19	15%	
Mid-term Exam	Individual	Exam	June 7	20%	
Final Exam	Individual	Exam	To be announced by the Office of the Registrar	40%	
Total				100%	

## **Requirements for Graded Work:**

**Class Participation** includes: attendance at the beginning of class; participation in class discussions by adding new information and competently answering questions; providing solutions

to the multiple choice questions in the teaching notes and other assigned problems; exhibiting ethical behavior, professionalism and integrity.

Students are expected to come to the class fully prepared for discussion of assigned material. Participation and class attendance are important parts of the learning process in this course. Attendance exposes you to material not covered in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Attendance will be taken at the beginning of class. If you arrive late, you will miss that portion of the CP assessment but can still achieve CP marks with active participation once you arrive. Excuses accepted are medical or UVic representation in competition.

**Exercise 1 and 3:** Students will work independently on the assigned problems and submit their answers on the due date at the beginning of class. Late assignments will not be accepted.

**Global Portfolio Simulation:** Students will organize themselves into groups (maximum of six members). The group will act as decision-making units to participate in the simulation of trading stocks, bonds, options and futures in global markets. Each group will submit a written report, including investment strategy, trading history, ending portfolio and a summary of learning from the simulation. Details will be discussed in class.

**Stock Valuation Report:** Students will work in groups (maximum of six members) to prepare a stock valuation report on a stock chosen by the instructor. The report will include an analysis of the industry outlook and security valuation. Details will be discussed in class.

***Global Portfolio simulation and stock valuation report must be done in groups. As new investors, students should learn from their team members.***

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.

**Examinations:** Both exams are closed-book and consist of multiple-choice questions and short answer problems. There will be no make-up exam for the mid-term. If you miss the mid-term exam for a legitimate reason, the corresponding weight will be transferred to the final exam. ***Do not book your travel plans before you know the final exam schedule (determined by the Office of the Registrar).*** No final exam will be given outside of the UVIC schedule.

### **Academic Integrity:**

As a program which helps to create business and government leaders, the Faculty 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. 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:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal 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 into an examination or term test (crib notes).
- 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 test prior to the time and date of the sitting.
- changing name or answer(s) on a test after that test has been graded and returned.

- submitting the same paper or portions thereof for more than one assignment, without discussions with the 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.

# **Com 450**

## **Selected Topics in Management**

Topics vary from term to term.

# **ENT 402**

## **Entrepreneurship & Small Business for the Non Specialist**

**Prerequisites:** Organizational Behaviour and 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](http://www.canadianbusiness.com) (Canadian magazine)  
[www.profitguide.com](http://www.profitguide.com) (Canadian Profit Magazine)  
[www.fastcompany.com](http://www.fastcompany.com) (U.S. magazine)  
[www.forbes.com](http://www.forbes.com) (U.S. magazine)  
[www.fortune.com](http://www.fortune.com) (U.S. magazine)  
[www.inc.com](http://www.inc.com) (U.S. magazine)  
[www.cfib.ca](http://www.cfib.ca) (Canadian Federation of Independent Business)  
[www.cvca.ca](http://www.cvca.ca) (Canada's Venture Capital & Private Equity Association)  
[www.wec.ca](http://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.
Draft 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.
Draft 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 Business**

**NOTE:** Not open to students registered in COM 361

### **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 its 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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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.

# **IB 415**

## **Cross-National Management**

**Prerequisites:** Organizational Behaviour and International Business

**Texts:**

Cross-Cultural Management: Essential Concepts (3rd edition) by David C. Thomas and Mark F. Peterson, Thousand Oaks, CA: Sage Publications, 2015.

A CoursePack is also available for purchase at the UVic Bookstore, which contains required cases. Other materials (readings, additional cases, exercise instructions, powerpoints) will be posted on CourseSpaces as needed, or are available on-line through UVic libraries <http://www.uvic.ca/library/>.

**Course Objectives and Description:**

The decades after World War II have witnessed an enormous increase in the movement of goods, services, ideas, information, and expertise across national boundaries, and a tremendous growth of transnational organizations, including multinational corporations (MNCs) and other forms of international alliances. The world has begun to resemble a global village. At the same time, dramatic demographic changes in the workforce are occurring in Canada and many other countries, both developed and developing. Tomorrow's managers, in domestic or overseas assignments, will increasingly work with people from different countries, cultures, and ethnic groups.

This course is intended to build on your direct international experience with theoretical perspectives, and prepare you for continuing your journey in international business, with a particular focus on strengthening your knowledge and skills in managing and interacting with people from different cultural backgrounds and countries of origin, and thus be able to operate effectively in our globalized environment.

**Course Format:**

There will be a combination of different learning activities: readings, short lectures, class exercises, case discussions, assignments, and group work.

**Evaluation Elements:**

Students will be evaluated according to the following elements:

Midterm exam	25%
Final exam	30%
Team project	20%
Class preparation assignments	15%
Class participation	10%
<b>TOTAL</b>	<b>100%</b>

**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 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:**

Evaluation standards for each evaluation element are described below.

**Team Project (20%):** You will be assigned in groups of 3-4. The team project requirement is described in a separate document. The team project is to be submitted by 5 pm Mar. 26 (Monday) via CourseSpace. Submissions after the deadline will be given a 2% deduction from the assigned percentage grade per day that it is late; submissions after 5 pm Nov. 27 will no longer be accepted.

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. However, adjustments may be made for relative contribution through peer evaluation. Each team member must rate the participation of their teammates. Rate each teammate on the following statement: "This team member did their fair share of work in a timely and high quality manner." Use the following rating scale: 1= *Strongly Disagree*; 2 = *Disagree*; 3 = *Neither Disagree nor Agree*; 4 = *Agree*; 5 = *Strongly Agree*. Please submit through CourseSpace on April 5 a list of each of your team members along with your assigned rating.

Please note Gustavson's standard of professional behavior when it comes to group activities: [Standards of Professional Behavior](#).

- Credit work to all members of the group, especially when using the work for other purposes (e.g. when submitting a group report to a potential employer as a sample of your writing ability, you should cite the names of the other students who worked on the paper).
- It is unprofessional to let one or two members of the group do most of the work when the final grade or reward will be shared by the entire group as it circumvents the learning process. The group should attempt to resolve any misallocation of workload early in the process, and if difficulties persist, should seek advice from the professor or instructor as soon as possible.
- Collaboration on class assignments is only permitted with the instructor's permission and then only to the extent stipulated by the instructor. Be sure you understand the acceptable level of collaboration in each of your courses.
- We should each be a responsible and professional part of the group. This means delivering on work commitments, being prepared and on-time for meetings, and carrying an equitable workload share.
- We all deserve respect, consideration and common courtesy as members of the Gustavson School of Business. Deal with anger, tension and personality conflicts in constructive ways. Rude, insulting or disrespectful language or actions is neither professional nor appropriate.
- If group members reveal anything about themselves in confidence to other group members, and do not wish this information to be divulged outside the group, this should be respected. This would also apply to any confidential information about a third party or organization (e.g. a previous employer) that a member may divulge for group work purposes only.

**Class Preparation Assignments (15%):** These are written submissions in preparation for class (both individual and team). Specific instructions for each assignment will be posted on CourseSpace as needed. Unless otherwise specified, all submissions are to be done by 12 noon the day before class through CourseSpace. Submissions after the deadline will have a 50% deduction from the awarded

points; submissions after the class starts will not be accepted.

Assignments that show care, thought, insight and effort in completion will be awarded more than one point (up to a maximum of 3 points). Keep your submissions short (no more than 3 pages, single line spacing).

**Class Participation (10%):** Class participation is an effective means of understanding the concepts, principles and processes covered in the course. There are two components: (1) contribution during general class discussion, and (2) submission of in-class exercises.

1. Contribution during general class discussion includes answering questions, raising points, sharing insights that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; asking thought-provoking questions; sharing personal experiences to illustrate concepts and principles; sharing current news items from your reading of business periodicals relevant to the topic being discussed; volunteering for class activities. Needless to say, to actively participate requires coming to class prepared (having read all required reading assignments for the class, as well as exercise or case materials that need preparation). *Please note that you may be called upon during class to answer questions or share your thoughts and experiences.*

2. From time to time, there will be in-class exercises that will require submissions at the end of class. *Only written submission in class will be accepted as part of class participation, as they are a product of participating during the class.* Submissions in-class can be done by e-mail; no submissions will be accepted after class has ended.

**Examinations (55%):** There will be two exams, both closed-book and in-class. The first exam worth 25% is 1.5 hours long. The second exam is cumulative, worth 30% and 2 hours long. Exams will utilize different formats, such as multiple choice, fill-in-the-blanks, true-or-false, and short essay questions.

**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 for more than three (3) classes may be penalized with a course grade reduction of 3%. Excused absences are those that are due to illness, accident or family affliction; documentation may be required.

### **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.
- 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.
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# **IB 416**

## **International Marketing**

**Prerequisites:** Marketing and International Business

### **Texts:**

- Optional Textbook: Warren J. Keegan and Mark C. Green, *Global Marketing*, 9th Edition, (Person, 2016, ISBN#. 9780133545005)
- Required Material: Casepack

(accessible at Ivey Publishing: <https://www.iveycases.com/CoursepackView.aspx?id=12262>)

### **Course Objectives and Description:**

The course objectives are to help students:

- Understand the basic global marketing process model;
- Appreciate the differences and similarities of consumers from different parts of the world;
- Develop a clear picture on how global and local forces jointly shape marketing activities;
- Apply basic marketing mix into global context;
- Enhance analytical skills for case study and learning.

### **Expectations**

As your instructor, I expect that you will:

- Take full responsibility for your own learning (e.g., come on time, well prepared);
- Be an active participant in class discussions;
- Complete all work on time with proper thought;
- Perform your share of team work;
- Treat your fellow students and instructor with respect;
- Ask questions when you don't understand;
- Contribute to building a positive learning community by helping others learn.

### **Course Format:**

This class is designed to teach you not only the basic concepts involved in international marketing, but also how to apply the knowledge in your life or career. Lectures, case study, in-class group discussions and exercises, and out-class group projects are designed to lead you to a better understanding of the applicability of the discipline.

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Weight / % of grade	Description
Participation	Individual	Participation	20%	
ICEs	Individual	Quiz	15%	
Case Presentation	Group	Presentation	10%	
Mid-Term Paper	Individual	Hand-in	20%	
Schneider Project	Group	Hand-in and Presentation	35%	25% for the hand-in paper, 10% for the final presentation
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:

*Individual Class Participation (20%):* You are expected to actively participate in classroom discussion and presentations. During the semester, I will evaluate the students after each session regarding your contributions to the overall learning experience. Students who do not show up will receive no point; students who show up but do not participate (i.e., ask and answer no question, provide zero comment) will receive about 25% of the grade; students who do participate in a very limited level (i.e., provide general comments, repeat what others have already said) will receive about 50% of the grade, students who show good participation (i.e., provide reflective comments, give valid support for a conclusion) will receive about 75% of the grade, and students who show excellent participation (i.e., provide insightful comments, show critical thinking, provide alternative ways) will receive about 100% of the grade. Your final grade on this part will be the average of the scores you get throughout the semester. As part of the participation, students are required to attend each class meeting. Students with unexcused absences from 3 class sessions will have their participation grade reduced by 25%, in addition students with unexcused absences from more than 5 class sessions may not receive any participation grade.

*ICEs (In-Class Exercises, 15%).* You are expected to review your notes regularly to assist effective learning. To achieve this, there will be multiple ICEs during the semester to check whether you have learned what we have discussed before. The dates of the ICEs will be randomly determined. Your final grade will be the average of the scores you get throughout the semester.

*Case Presentation (10%).* At the beginning of each session with a case to be discussed, an assigned

team will present their analyses and conclusions. The presentation needs to be brief (no more than 15 minutes) and captures the key points. Although you may choose your own presentation style, below is a general guideline you might consider following:

- Executive summary (1 slide)
- Background (1 slide)
- Key question at hand (1 slide)
- Your conclusions (1 slide)
- Providing supporting evidences
- Discussing alternatives
- Implementation (1 slide)
- Key learning (1 slide)

*Mid-Term Paper (20%).* In the middle of the semester, you will need to submit a paper *individually*. The focus of the paper should be on the first two steps of the marketing process model, namely understand consumers and plan ahead. You can choose any brand, product, or company you want. Your job is to first identify a new country market it is about to enter (either real or imagining), and then make a plan how to understand the consumers in the new market and how to implement STP. Below is a general guideline to follow:

- The paper should be about 10 pages using 11 pt. Time New Roman font, double space with default margins. Please submit a word document through course space;
- Start with a brief summary with information such as the company's background, which country it is interested in entering, and what are the key issues;
- Explain why it is important and/or necessary for the company to expand to international markets;
- Provide a brief analysis to show how the new market's environmental factors might be different from its home country, and discuss possible marketing implications;
- Check Hofstede's website and other online resources to see if these two countries are different from each other on the five cultural values. Then, explain in detail how such differences might impact the marketing practices;
- Design a marketing research project, using both secondary and primary data, to help the company better understand the new market;
- Do a STP analysis and clarify possible target markets as well as the corresponding positioning for the company;
- Summarize your recommendations.

*Schneider Project - Paper (25%):* After the field trip to Schneider Electric, you need to identify a country or a foreign market that Schneider has not yet been present. Then, you need to write a paper on how Schneider might manage its marketing efforts to be successful on the new market by following the international marketing process model. Your grade will not only be determined by showing how much you have learned in the class, but also how well you apply the knowledge into actual marketing practices. Individual accountability will be taken into consideration. The paper is due by **July 26th, 2017**.

*Schneider Project - Presentation (10%):* At **July 27th, 2017**, a joint group presentation will be held. In this presentation, you will present your findings in the paper by combining International Marketing and the other three courses you are taking within the IB module. I will grade you on your overall performances with a special emphasis on the International Marketing part.

### **Academic Integrity:**

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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.

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# **IB 417**

## **International Finance**

**Prerequisites:** Management Finance and International Business

**Texts:**

Multinational Business Finance - 14th Edition, by C. Eiteman, Stonehill and Moffett; Pearson, 2016,  
ISBN-13: 978-0-13-387987-2. (Referred to as ESM text)

Note: A digital version of this text is available at a discount.

**Course Objectives and Description:**

The objective of this course is to introduce students to the fundamental principles and issues related to the functioning of international financial markets and their implications for corporate decision-making, in particular for firms operating with multiple countries/currencies. Topics covered include international monetary systems, foreign exchange markets and currency derivatives, international parity relations, exchange risk management, interest rate & currency swaps, and financing decisions in global capital markets.

As a 4th year finance course, concepts covered in previous finance courses will be incorporated. Students are expected to have a good working knowledge of these concepts, and good quantitative and analytical skills.

**Course Format:**

Lectures will be the principal method of instruction.

**Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date (m/d/yyyy hh:mm AM/PM)	Weight / % of grade	Description
IB417: Quizzes (2)	Individual	Quiz	Selected classes	10%	Each quiz will be of approximately 10 to 20 minutes duration and take place during the regular class schedule.
IB417: Mid-term exam	Individual	Exam	17-Oct	30%	Closed-book exam in the regular class schedule. <b>Note:</b> Section A02 will attend the class time/location of Section A01 for the mid-term exam on this day in place of their regular time/location
IB417: Research project	Group	Presentation and discussion.	23-Nov 28-Nov	20%	Each group selects a research topic related to current international financial issues and prepares a class presentation.
IB417: Final exam	Individual	Exam	TBC	40%	Closed-book exam covering all course topics (cumulative)
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:**

Quizzes: Each quiz will take place at the beginning of a selected class and be approximately 10-20 minutes long.

Exams: Both the mid-term and final exam are closed book and consist of short problems and multiple choice questions as well as essay questions. There will be no make-up exam for the mid-term exam. If you miss this exam for a legitimate reason, the corresponding percentage will be transferred to the final exam.

Research project: For the research project you will be asked to work in groups on selected research topics. Each group will conduct research on their topic and prepare a 15 minute class presentation that will take place in-class. Detailed description and guidelines will be posted separately on CourseSpaces.

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.

### **Academic Integrity:**

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