



Gustavson
School of Business
University of Victoria

Course Outlines for Study Abroad: Spring 2021 Term



Gustavson School of Business
University of Victoria
2020-2021

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Spring 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.
- > Students can take advantage of our Service Management Specialization by taking SMGT 415, SMGT 416, SMGT 417 and COM 400. Students completing all 4 courses will receive the GSB International “Certificate in Service Management”.

Course	Title
Com 202	Financial Accounting I (Credit only granted for one of 202 or 315)
Com 206C	Business English and Communication
Com 220	Organizational Behaviour (Credit will be granted for only one of 220, 321)
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 290	Introduction to Canadian Business (Credit will be granted for only one of 290, 390)
Com 302	Legal Environment of Business (Credit will be granted for only one of 302, 402)
Com 317	Management Accounting I (Credit will be granted for one of 317, 316)
Com 400	Strategic Management
Com 402	Legal Issues: Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 435	Corporate Relations and Responsibilities
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 Com 361, 301)
Service Management Specialization	Please note that all four of the following must be taken together to complete the Service Management Specialization: SMGT 415, SMGT 416, SMGT 417, and Com 400 concurrently.
SMGT 415**	Customer Experience Management (SMGT 415, 416, 417, and COM 400 must be taken concurrently)
SMGT 416**	Service Operations & Quality Management (SMGT 415, 416, 417, and COM 400 must be taken concurrently)
SMGT 417**	Service Human Resource Management (SMGT 415, 416, 417, and COM 400 must be taken concurrently)

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

**In a world that is increasingly dependent on service for growth, the “Certificate in Services Management” provides students with a rich framework that will enable them to successfully contribute to the development of service practices within an organization. The certificate will be granted upon the successful completion of COM 400 and the three Services Management courses: SMGT 415, SMGT 416, and SMGT 417.

Com 202

Financial Accounting I

Text:

Required: Text with WileyPlus

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

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

***Note:**

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

Course Objectives and Description:

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

The course objectives are to:

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

Course Format:

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

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

Requirements for Graded Work:

WileyPlus PRE Quizzes: In order to utilize class time most effectively, lectures will be condensed in order to focus on key points and to provide additional time for discussion and practice problems. Students will be required to read the applicable chapter in the text before attending class and to demonstrate that they have completed this preparation by individually completing the weekly on-line WileyPlus PRE quiz by the dates specified in the course schedule. Note that all WileyPlus PRE quizzes are due by 9:00 pm on the due date.

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

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

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

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

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

Class Norms (which affect participation) include:

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

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

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

Com 206C

Business English and Communication

Texts:

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

Course Objectives and Description:

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

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

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

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

Specific course objectives include the following:

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

Course Format

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

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

We will start by learning communication theory, exploring various audiences and learning to write using a specific writing process. A few weeks into the course you will realize what a supportive atmosphere

we have developed and you will look forward to case discussions, mini-presentations and other public speaking activities.

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

Course Experience Survey:

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

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

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

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

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

Com 220

Organizational Behaviour

Text:

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

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

Course Objectives and Description:

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

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

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

Course Experience Survey:

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

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

Requirements for Graded Work:

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

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

Grading Scale:

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

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

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

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

Com 240

Management Finance

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 calculator 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.purdue.edu/owl/resource/560/05/>

Com 290

Introduction to Canadian Business

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:

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.

Com 302

Legal Environment of Business

Course Objective

From the *University of Victoria Calendar*:

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

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

Methodology

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

Textbook

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

Evaluation

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

1. 15 minute case presentations (groups of four students) 10 % of final mark
 2. One-hour, open-book, mid-term examination 30 % of final mark
 3. Mooting exercise (court simulation - groups of three students) 20 % of final mark
 4. Two-hour, open-book, final examination 40 % of final mark
- Total: 100%

Case Presentations

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

Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the

court, the decision reached by the court and, most importantly, the reasons for decision.

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

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

Mooting Exercise - Court Simulation

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

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

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

University Calendar

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

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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.

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Academic Integrity, plagiarism and cheating

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referencing the source of the words.

- b. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
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- e. Providing answers to another student in any test, examination, or take-home assignment.
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Group Projects and Group Work

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Provisional Reading and Topics List

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- 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 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 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=91cdf18-273d-44cc-8432-865d09005fda&contributor=&keyword=&subject>

Cases and Readings:

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

Course Objectives and Description:

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

- To assist you in acquiring the skills necessary to analyze, assess, design and implement business strategies and programs particularly those that transcend national boundaries.

- To challenge you to think critically and in an integrative fashion about various facets of global competition.
- To foster an appreciation of the external forces that influence and shape the competitive advantage of businesses.

Course Format and Pedagogy:

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

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

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

Guidelines for the Group Project

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

addition, the project is designed to help develop skills in unearthing and evaluating business information from multiple sources. Therefore, the group project helps in developing critical and integrative thinking.

Proposal Due: June 2, 2017

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

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

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

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

Presentation: July 21, 2017

Report Due: July 28, 2017

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

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

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

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. As you are expected to participate in class discussions of the case assigned for each class, lack of attendance will have an effect on your class participation grade.

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

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and

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

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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.

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

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

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

Com 402

Legal Issues: 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.

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

Mooting Exercise - Court Simulation

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

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

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Provisional Reading and Topics List

Week Beginning Topic

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 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 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%
TOTAL	100 %

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:

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- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source;
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source;
- copying the answers of another student in any test, examination, or take-home assignment;
- providing answers to another student in any test, examination, or take-home assignment;
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials;
- accessing a test prior to the time and date of the sitting;
- changing the name or answer(s) on a test after that test has been graded and returned;
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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- 8 -

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

Course Objectives and Description:

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

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

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

Course Format:

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

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

- ✓ Complete readings before class, and use those readings as a basis for your active participation during in-class activities and discussions. Developmental, theory-based comments are valuable for moving the discussion forward.
- ✓ Ask questions that add to your understanding of the course material as well as

the knowledge base of your classmates. Encourage your classmates to get involved. Avoid repeating what has already been said.

- ✓ Be considerate - come to class on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking.
- ✓ To limit distractions for your peers and to facilitate active learning, this course has a policy of no web/email/texting during class.
- ✓ Have an opinion and respect others' rights to hold opinions and beliefs that are different from your own, recognizing that there are many different ways to view the material.
- ✓ Allow everyone the chance to talk. If you have much to say, try to hold back so that your peers might have an opportunity to participate. If you are hesitant, look for opportunities to contribute.

Evaluation Elements:

Students will be evaluated according to the following schedule:

ENT 402	Individual or Team	Type	Due Date	Weight / % of grade	Description
Class Participation	Individual	Participation	Ongoing	15%	Based on in-class contributions.
Entrepreneurship Stories	Team	In-class activity	Ongoing	15%	Details to be discussed on May 2.
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:

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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:

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

IB 301

International Environment of Business

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 it's operations, but over which it has little control. In the context of these external factors, a firm must then make internal decisions to devise a strategy effective for operations in the global environment. Does the firm choose to export its products or invest in production facilities in a new country? Should the company buy production facilities or businesses already present or build its own? What about a joint venture with a local entrepreneur? How does local culture influence local and international operations of the firm? Under what circumstances do different international strategies make sense? This course will investigate these and other questions as part of an exploration into how international corporate strategy is shaped and what are the economic factors that influence it.

Objectives: By the end of this course you will:

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

Course Format:

The class will meet twice a week and will be structured around the relevant chapters of the

textbook, cases, and readings as shown in the accompanying schedule.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

Academic Integrity:

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SMGT 415, SMGT 416, SMGT 417

Services Management Module

SMGT 415 Customer Experience Management
SMGT 416 Service Operations and Quality Management
SMGT 417 Service Human Resource Management

COURSE MATERIALS

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

COURSESPACES

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

COURSE OBJECTIVES

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

Our two main objectives are for students to:

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

EVALUATION ELEMENTS

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

Participation	15% of grade
Service HR Case Facilitation & Paper (Group)	10% of grade
Talent Management Plan Assignment (Group)	10% of grade
Service Anthropologist Assignment (Group)	10% of grade
Integrating Service Systems (Individual)	10% of grade
Service Operations Exam (Individual)	10% of grade

Quality Assignment (Group)		10% of grade
Consulting Project (Group)	Report Total	12.5% 12.5% 25% of grade
Total		100%

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

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

Attendance, however, is not the only component of your participation grade. Therefore, you are unlikely to receive high marks for this portion of your grade just for attending all classes.

Participation involves the following:

- Preparation effort for class including the completion of readings and assignments
- Engagement in-class discussions, etc. that adds value
- Asking questions that are topic-relevant and insightful
- Making meaningful comments that add to the learning experience
- Responding to questions of the instructor or other students
- Participating and active involvement in in-class assignments, cases, exercises etc.
- Playing a leadership role in the class
- Being an excellent team member in the eyes of your teammates in team interactions and on team assignments/projects in areas including: attendance/preparation for team meetings, contribution to team discussions, helping to organize team tasks, listening to others, helping the team focus, showing initiative, completing individual assignments for the team in a timely and high quality fashion, contributing both time and effort on the team’s behalf, as well as helping to enhance team relationships, process and results in a manner befitting Gustavson’s pillars

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

Group and Individual Assignments: There will be 5 assignments, one consulting project and one exam. Most work in service organisations requires an integrated approach often accomplished through team-based assignments. We try to balance the need to successfully work in teams with the

capability to solve problems individually. We have designed several graded reports and presentations to be completed in groups and also have individual evaluation elements.

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

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

Service Anthropologist Assignment

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

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

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

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

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

Integrating Service Systems Assignment

This individual assignment examines the challenges firms face when they attempt to grow their business by integrating new services into an existing service system. Introducing additional services can be especially difficult if the new service requires a substantially different design than the original service. The project is based in large part on a framework that Steve Tax developed with a colleague from research they conducted in the area of service design and growth. Read the article, "*Designing and Implementing New Services: The Challenges of Integrating Service Systems*" (will be posted on CourseSpaces). This article examines the issues involved in introducing a new service into an existing offering. It provides a process for identifying the extent of differences (people, process, physical environment) for each of the services and the risk with trying to integrate them.

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

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

The assignment should be approximately 6-8 pages of text and several tables and figures. A more

detailed description of the assignment will be posted on CourseSpaces. The assignment is **due one week after our last class**.

Service HR Case Facilitation and Paper

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

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

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

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

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

Talent Management Plan Assignment

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

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

The Talent Management Plan is a group assignment and should be no more than 5 single-spaced pages of text with additional pages available for exhibits. You are encouraged to use specific frameworks, models or diagrams that help you to better articulate and illustrate your plan and you

are expected to cite models, readings, interviews and other sources of data as appropriate, making this another great opportunity to learn by doing and to reinforce course content. In terms of the final submission, you should provide me with a hardcopy of your plan at the beginning of class on **July 17**.

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

Quality Assignment on Lean Practices

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

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

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

LAPTOP AND OTHER ELECTRONIC DEVICES USE IN CLASS

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

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