



Gustavson
School of Business
University of Victoria

Course Outlines for Study Abroad: Summer 2021 Term



Gustavson School of Business
University of Victoria
2020-2021

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Summer 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 International Business Specialization by taking IB 415, IB 416, IB 417, and COM 400. Students completing all 4 courses will receive the GSB International “Certificate in International Business”.
- > 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 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 400	Strategic Management
Com 402	Legal Issues in Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 425	Taxation for Managers (Pre-requisites: 270 or 315)
Com 426	Management Accounting II (Pre-requisite: 316 or 317)
Com 435	Corporate Relations and Responsibilities
Com 445	Corporate Finance
Com 446	Investments (Pre-requisite: Com 240 or Com 371)
Com 450	Selected Topics in Management: Topics To Be Announced
COM 495	Marketing Communications
Ent 100	Intro to Entrepreneurship
Ent 402	Entrepreneurship & Small Business for the Non-Specialist
IB 301	International Business (Credit will be granted for only one of Com 361, 301)
International Business Specialization: **	Please note that all four of the following must be taken together to complete the International Business Specialization: IB 415, IB 416, IB 417, and Com 400 concurrently.
IB 415 **	Cross-National Management (Pre-requisites: IB 301 and Com 220 or Com 361 and Com 32)
IB 416 **	International Marketing (Pre-requisites: IB 301 and Com 250 or Com 351 and Com 361).
IB 417 **	International Finance (Pre-requisites: IB 301 and Com 240 or Com 361 and Com 371).
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**	Services Marketing (SMGT 415, 416, 417, and COM 400 must be taken concurrently)
SMGT 416**	Operations & Quality Management (SMGT 415, 416, 417, and COM 400 must be taken concurrently)
SMGT 417**	Human Resource Management (SMGT 415, 416, 417, and COM 400 must be taken concurrently)
Entrepreneurship Specialization	Please note that all four of the following must be taken together to complete the Entrepreneurship Specialization: ENT 410, ENT 411, ENT, 412, ENT 413 and Com 400 concurrently.

ENT 410 **	New Venture Marketing (ENT 410, ENT 411, ENT, 412, ENT 413 and COM 400 must be taken concurrently)
ENT 411 **	New Venture Planning/Financing (ENT 410, ENT 411, ENT, 412, ENT 413 and COM 400 must be taken concurrently)
ENT 412 **	Entrepreneurship Theory, Concepts, & Context (ENT 410, ENT 411, ENT, 412, ENT 413 and COM 400 must be taken concurrently)
ENT 413 **	Entrepreneurship: People, Organization & Practice (ENT 410, ENT 411, ENT, 412, ENT 413 and COM 400 must be taken concurrently)

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

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

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

**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.

**The GSB International Certificate in Entrepreneurship provides students with a strong foundation which will enable students to successfully integrate functional areas of knowledge to create an effective business plan. The certificate will be granted upon the successful completion of Com 400 and the four Entrepreneurship courses ENT 410, ENT 411, ENT, 412, ENT 413.

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 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 400

Strategic Management

Prerequisites: (All third year Commerce core)

- Financial Accounting
- Organizational Behaviour
- Marketing
- International Business
- Decision Making for Responsible and Sustainable Global Business
- Management Accounting
- Management of Employment Relations
- Introduction to Management Information Systems
- Operations Management
- Management Finance

Texts:

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

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

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

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

<https://open.bccampus.ca/find-open-textbooks/?uuid=91cdcf18-273d-44cc-8432-865d09005fda&contributor=&keyword=&subject>

Cases and Readings:

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

Course Objectives and Description:

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

proposition of the strategy discipline that these choices have critical influence on the success or failure of the enterprise, and, that they must be integrated. It is the **integration** (or reinforcing pattern) among these choices that makes the set a **strategy**. Specifically, the course objectives are as follows:

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

Course Format and Pedagogy:

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

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

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

Guidelines for the Group Project

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

Proposal Due: June 2, 2017

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

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

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

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

Presentation: July 21, 2017

Report Due: July 28, 2017

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

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

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

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

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

Academic Integrity:

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

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

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

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

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

Com 402

Legal Issues in Management

Course Objective

From the *University of Victoria Calendar*:

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

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

Methodology

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

Textbook

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

Evaluation

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

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

Total: 100%

Case Presentations

Students must form groups of four students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which will be explained, each group

must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

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

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

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

Mooting Exercise - Court Simulation

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

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

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

University Calendar

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

Attendance

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

Assistance with your work

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

Academic Integrity, plagiarism and cheating

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

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

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

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

Group Projects and Group Work

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members may be held jointly accountable unless the violation can be attributed to a specified individual or individuals.

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

Provisional Reading and Topics List

Week Beginning Topic

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

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

11 January *Introduction to the Canadian Legal System (continued): Text Chs. 1-3*

16 January *Video - Sources of Common Law*
18 January *Introduction to the Canadian Legal System (continued)*: Text Chs. 1-3
23 January *Tort Law; Negligence and Professional Liability*: Text: Chs. 4 & 5
25 January *Tort Law; Negligence and Professional Liability: (continued)*
30 January *Contract: Offer and Acceptance*: Text: Ch. 6
31 January *Contract: Consideration, Capacity & Legality of Object*: Text: Chs. 7-8
8 February Practice Mid-Term

12-16 February **Reading Break (no classes)**

TBA February Midterm Examination

20-22 February *Case Presentations Begin - Information on Mooting Exercise - Court Simulation*

27 February *Contract: Assignment and Discharge*: Text: Ch. 11

6 March *Contract: Performance and Breach*: Text: Ch. 12-13

13 March *Agency*: Text: Ch. 15

3 April *Mooting Exercises Begin*

5 April **COM 402 Last Class**

TBA Final Examination

Com 410

Leadership Strategies

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:

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- 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 425

Taxation for Managers

Prerequisites: Financial and/or Management Accounting

Texts:

Canadian Income Taxation: Planning and Decision Making, Buciworld, W., 9th Edition, McGraw Hill Ryerson, 2006.

Course Objectives:

Objective: Tax planning has a significant impact on the business decision making process. Often the form of business organization, the expansion process, the raising of capital, and the form of business acquisitions and divestitures are significantly influenced by alternative tax treatments. While the structure of the tax process is highly technical, the application to the business decision making is not.

The first half of the course will concentrate on the fundamentals of the tax system as it applies to all taxpayers. The second half will develop alternative forms of business organizations from a tax perspective and establish basic tax planning techniques which attempt to maximize cash flows and returns on investments. While the emphasis is on business decision making, the course includes a review of personal financial planning and investment decisions.

Method of Instruction:

Classes will consist of a combination of lectures and discussion of assigned readings and case studies. In order to establish a base for the application of tax planning activities the first half of the course will be weighted towards readings and lectures.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Term Assignment #1	10%
Term Assignment #2	10%
Mid-term Exam	30%
Class Participation	10%
Final Exam (case study)	40%
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 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: 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 a better performance in the course. Students with unexcused absences from more than three (3) class sessions will be penalized by receiving a grade of zero (0) in class participation.

Com 426

Management Accounting II

Texts:

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

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

Course Objectives and Description:

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

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

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

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

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

Course Format:

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

Accounting is best learned by practicing and so for each chapter a number of problems from the end of chapter materials in the textbook have been assigned (see Schedule). Those listed as “Self Study” are expected to be completed by students as homework. There will be no requirement to hand in those problems, nor are grades assigned to them. However, for evaluation purposes, it will be assumed that those problems have been completed and the concepts demonstrated in the problems have been understood. Solutions to these problems will be made available on CourseSpaces.

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

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

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

Requirements for Graded Work:

Examinations:

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

that went into solving the problem, not just your final result.

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

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

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

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

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

Marks will not be awarded for mere class attendance; active participation in these activities and class in general is expected. Both the quantity and quality of your participation in class will be considered. Students with unexcused absences* from more than four (4) class sessions will be graded out of 6 marks. If you miss more than six (6) classes you will not get any mark for the class contribution component of your grade and may be disallowed to write the final exam.

**unexcused absences = absences without appropriate documentation as per the University Calendar*
There will also be time for problem solving in class in a team. You should come prepared with your textbook, calculator and note-taking materials for each class.

Course Experience Survey:

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

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

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-
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 - 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.

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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;
- v) Recommendations: Detailed description of optimal solution with rationale (source: The UNB writing center).

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

Heavy emphasis on peer evaluation: Following your presentation you will be asked to provide short comments on how well your group worked together and comments on group contributions. Input from peer evaluations will also help me to assign participation grades at the end of term. Each person in the

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

Course Experience Survey:

The BCom program office and I, as your instructor, greatly value your feedback. As with the other courses, you will have the opportunity to complete a confidential **Course Experience Survey (CES)** about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.

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

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

Your Use of Technology in Class:

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

Academic Integrity:

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

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

- proxy in attendance/signing for another student;
- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words;
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source;

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

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments. The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property. Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Guest speakers:

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

Com 445

Corporate Finance

Course Material:

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

Online Coursepack: see Coursespaces for link.

Course Objectives and Description:

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

The course objectives are to:

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

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
COM 445: Ratio Analysis	Individual	Hand-in Assignment	5/24/2018	10%	Details in Coursespaces
COM 445: Exam I	individual	Exam	6/5/2018	25%	Online in Lab
COM 445: Options Analysis	Individual	Hand-in Assignment	6/26/2018	5%	Details in Coursespaces
COM 445: Exam II	Individual	Exam	7/5/2018	25%	Online in Lab
COM 445: Final exam	Individual	Exam	TBA	25%	Online in Lab; comprehensive
COM 445: Contribution	Individual	Participation	Ongoing	10%	Details in Coursespaces
Total				100%	

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

Course Experience Survey:

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

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

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

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

Grading Scale:

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

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

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

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

Academic Integrity:

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

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

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.

- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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

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

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

Com 446

Investments

Course Material:

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

Problem sets, assignments and projects: Downloadable from CourseSpaces.

Course Objectives and Description:

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

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

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

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

Final Exam	Individual	Exam	To be announced by the Office of the Registrar	40%	
Total				100%	

Requirements for Graded Work:

Class Participation includes: attendance at the beginning of class; participation in class discussions by adding new information and competently answering questions; providing solutions to the multiple choice questions in the teaching notes and other assigned problems; exhibiting ethical behavior, professionalism and integrity.

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

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

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

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

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

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

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

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

Academic Integrity:

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

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

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

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

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

Com 450

Selected Topics in Management

Topics vary from term to term.

COM 495

Integrated Marketing

Communications

Texts: There is no assigned textbook for this course but a useful reference text is: Clow, K., Baack, D., & J. Peloza (2013). *Integrated Advertising, Promotion and Marketing Communications*, Canadian Edition, Pearson Canada Inc. Toronto.

Readings: Readings and resources will be posted to CourseSpaces to help keep students up-to-date on emerging marketing communications trends, strategies and tactics.

Course Objective and Description:

This course introduces students to the fundamentals of effective marketing communications from planning through implementation. The course highlights the benefits of integrating advertising, sales promotion, public relations, and direct marketing tools, among others, to achieve superior marketing communications results. Emphasis is placed on the strategic aspects of managing the marketing communications function to ensure that efforts contribute to the achievement of marketing and organizational goals. At the conclusion of the course, students will be able to demonstrate the principles of research, analysis, communication and evaluation as they pertain to promotional strategy.

By the end of the course, students will know how to:

- make effective marketing communications decisions to forward marketing and organizational goals
- provide a rationale for strategic decisions based on communications theories and concepts
- appreciate the role of integrated marketing communications in today's global marketplace
- identify the communications implications in management decisions
- critically evaluate effective communications strategies and tactics
- write a comprehensive communications plan
- develop consistent messages across audiences and media
- understand the process of campaign execution
- understand the role that advertising, public relations, sales promotion, direct marketing and personal selling play in an integrated communications strategy
- understand the role of social media in an integrated campaign
- understand the elements comprising an effective media plan
- appreciate some of the key organizational considerations required in managing the marketing communications function within an organization
- appreciate the key elements required to manage an effective client/agency relationship

Course Format:

Key Course Elements:

Client Project

Students will complete a major group project that simulates the real-world process an advertising agency undertakes in identifying and implementing an effective communications plan, from research

through concept development to final client presentation. Working with an actual business, students will develop all of the elements of an effective, comprehensive communications plan, including research and creative execution to address their client's needs. On the last day of class, students will present their final recommendations to the client with whom they have been working throughout the term.

Ads Sample & Critique

As consumers, we are bombarded with thousands of communications messages every week. There are no shortages of examples of advertising, public relations, sales promotion, direct marketing, and personal selling in our environment - on and offline. During the course, students are encouraged to bring in and share current examples of these marketing messages (good and bad). Students will learn how to critically evaluate these communications pieces and present their analyses to the 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. For the final client project, all members of the group will receive the same grade where effort has been equivalent. However, it should be noted that "social loafing" is not tolerated in this course. The instructor reserves the right to adjust an individual's grade downward by at least one letter grade should she receive evidence indicating that the student has not contributed equally compared to his/her teammates in the development of the final project.

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 textbook and readings, to your classmates' insights and helps to clarify material that can lead to better performance in the course. The hands-on client based format of this course necessitates that students actively participate in its delivery. Students are asked to work together effectively in discussing key concepts, challenging assumptions and furthering understanding. A class participation grade is earned by active and thoughtful participation in class discussions and breakout workshops.

Students with unexcused absences* from more than 2 class sessions will have their grade reduced by 5%. In addition, students with unexcused absences from more than 3 class sessions may receive zero for class participation and/or zero on the final project.

If you are unable to attend class due to illness, injury or affliction, you must provide appropriate documentation to the BCom office (BEC 283) on or before the day of your return to class. If you are unable to attend a midterm due to illness, injury or affliction, you must notify your instructor prior to the exam and provide documentation to the BCom office. In the case of the final project, notify your instructor as soon as possible and submit a request for academic concession through the registrar's office.

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

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.
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- accessing a test prior to the time and date of the sitting.
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The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

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

ENT 100

Introduction to

Entrepreneurship

Texts:

There is no assigned textbook for this course. Two readings are mandatory - the Business Model Canvas and the Value Proposition Canvas. Links to these PDFs are provided on CourseSpaces and copies are available at the library. Weekly suggested readings are also posted to CourseSpaces. You are also encouraged to find and read additional materials on entrepreneurship and innovation that support your own interests. What you take away from all readings completed in this course should be woven into your final portfolio assignment.

Course Objectives and Description:

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

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

The course objectives are to:

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

Course Format:

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

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

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

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

Course Experience Survey:

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

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

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

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

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

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.

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:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience

in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

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

Requirements for Graded Work:

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

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

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

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

Requirements for Non-Graded Work:

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

Academic Integrity:

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

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

- ✓ Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- ✓ Paraphrasing a published or unpublished author without referencing the source.
- ✓ Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- ✓ Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.

- ✓ Copying the answers of another student in any test, examination, or take-home assignment
- ✓ Providing answers to another student in any test, examination, or take-home assignment.
- ✓ Taking any unauthorized materials (crib notes) into an examination or term test.
- ✓ Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- ✓ Stealing or mutilating library materials.
- ✓ Accessing a test prior to the time and date of the sitting.
- ✓ Changing the name or answer(s) on a test after that test has been graded and returned.
- ✓ Submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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

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

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

IB 301

International Business

NOTE: Not open to students registered in COM 361

Texts:

Coursepack is available at the UVic Bookstore. It includes:

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

2. Cases Pack:

- Wal Mart Stores in 2003 (Harvard Business Case 704430-PDF-ENG)
- Levedary 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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Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

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

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- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.

- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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

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

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

IB 415

Cross-National Management

Prerequisites: Organizational Behaviour and International Business

Texts:

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

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

Course Objectives and Description:

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

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

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following elements:

Midterm exam	25%
Final exam	30%
Team project	20%
Class preparation assignments	15%
Class participation	10%
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 the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Evaluation standards for each evaluation element are described below.

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

The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. However, adjustments may be made for relative contribution through peer evaluation. Each team member must rate the participation of their teammates. Rate each teammate on the following statement: "This team member did their fair share of work in a timely and high quality manner." Use the following rating scale: 1= *Strongly Disagree*; 2 = *Disagree*; 3 = *Neither Disagree nor Agree*; 4 = *Agree*; 5 = *Strongly Agree*. Please **submit through CourseSpace on April 5** a list of each of your team members along with your assigned rating.

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

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

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

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

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

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

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

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

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

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

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

Academic Integrity:

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

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- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal

presentation) without referencing the source.

- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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

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

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

IB 416

International Marketing

Prerequisites: Marketing and International Business

Texts:

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

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

Course Objectives and Description:

The course objectives are to help students:

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

Expectations

As your instructor, I expect that you will:

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

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Weight / % of grade	Description
Participation	Individual	Participation	20%	
ICEs	Individual	Quiz	15%	
Case Presentation	Group	Presentation	10%	
Mid-Term Paper	Individual	Hand-in	20%	
Schneider Project	Group	Hand-in and Presentation	35%	25% for the hand-in paper, 10% for the final presentation
Total			100%	

Course Experience Survey:

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

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

Requirements for Graded Work:

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

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

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

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

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

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

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

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

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

Academic Integrity:

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Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office. Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

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

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

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

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

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

IB 417

International Finance

Prerequisites: Management Finance and International Business

Texts:

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

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

Course Objectives and Description:

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

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

Course Format:

Lectures will be the principal method of instruction.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date (m/d/yyyy hh:mm AM/PM)	Weight / % of grade	Description
IB417: Quizzes (2)	Individual	Quiz	Selected classes	10%	Each quiz will be of approximately 10 to 20 minutes duration and take place during the regular class schedule.
IB417: Mid-term exam	Individual	Exam	17-Oct	30%	Closed-book exam in the regular class schedule. Note: Section A02 will attend the class time/location of Section A01 for the mid-term exam on this day in place of their regular time/location
IB417: Research project	Group	Presentation and discussion.	23-Nov 28-Nov	20%	Each group selects a research topic related to current international financial issues and prepares a class presentation.
IB417: Final exam	Individual	Exam	TBC	40%	Closed-book exam covering all course topics (cumulative)
Total				100%	

Course Experience Survey:

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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:

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

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

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

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

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Students with unexcused absences from 3 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination.

Academic Integrity:

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- 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.
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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 HR / Talent 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!

ACADEMIC INTEGRITY

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- 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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ENT 410,411,412,413

Entrepreneurship Specialization

CLASSES ARE TAUGHT IN DSB C116, Monday to Thursday from 9:00 to 11:50 (morning cohort) and 1:00 to 3:50 (afternoon cohort). Fridays we will have a combined class from 10:30 to 1:20 (combined cohort) in Engineering Computer Science Building ECS 116. There are a few special classes to note:

- Monday May 13th: A combined class will be held from 10:30am to 1:20pm in DSB C103.
- Tuesday May 14th: Sell Like Hell. There is no class today. This is an opportunity for you to make progress on your innovation projects as a team.
- Thursday May 16th: Ideate! A combined engineering-business idea exchange and networking, plus free pizza event, will take place from ~4:30 pm-6 pm in DTB A120.
- Friday May 24th: A combined class will be held from 1:15 to 4:15pm at the Victoria Conference Centre. There is a B.Com event there in the morning.
- Thursday May 30th: A combined class will be held from 10am to 1pm. The first part of class will take place in Cornett A121; the second part of class will take place in MAC A144.
- Thursday June 27th: Market & Tech Validation Presentations could be scheduled any time between 9 and 4 but students do not need to attend the whole class. You are expected to attend for 1.5 hours to do your own presentation and provide feedback for two others. Let us know of time restrictions well in advance.
- Thursday July 11th: A combined class will be held from 10:30am to 1:20pm in DTB A102.
- Wednesday July 24th: TBA - we are working on an opportunity for you to develop and deliver a sales call and get feedback from sales professionals. This will likely be a full day event, but each student will participate in a classroom session, have prep time, then conduct a sales call. Let us know of time restrictions well in advance.
- Tuesday July 30th is a coaching day. Faculty are available to help teams think through final details about their final presentations.
- Wednesday July 31st final presentations: You could be scheduled any time between 9 and 4 but students do not need to attend the whole class. You are expected to do your own presentation and provide feedback for two others. Let us know of time restrictions well in advance.
- Thursday August 1st. This is our chance to pull everything together. Please be sure to attend. The ENT final exam, which counts for 15% of the grade in each course is scheduled for 1:00 to 3:30 that afternoon. Please be sure to attend.

The Summer Entrepreneurship Program Calendar and the Detailed Assignment List (provided under separate cover on CourseSpaces) are an integral part of this document, and may be updated as needs and learning opportunities warrant.

Office Hours:

Faculty will be available to meet with students in the half hour immediately following a class in which he or she is an instructor, otherwise by appointment.

Materials:

In addition to CourseSpaces files, the following materials are required (all available at UVic Bookstore and online):

Mia and Sara have a combined online coursepack which includes readings **and simulations**. You must purchase this coursepack to **participate in the simulations** for ENT 411, COM 400 and ENT 413. The link to purchase will be posted on CourseSpaces under “News Forum”.

For ENT 412 there is the Venture Intelligence workbook that is available through a course pack at the UVic Bookstore.

For ENT 410 the materials will be available on or through CourseSpaces.
Additional materials for the other courses will also be available on or through Coursespaces.

i-Clickers are used extensively in the entrepreneurship program this summer. You will need to acquire one if you do not already have one (used ones are available for sale from the UVic Bookstore).

The following books are optional background reading (but recommended)

- Getting to Yes (Fisher & Fry, 1991)
- The Art of the Start (Guy Kawasaki)
- Value Proposition Design: How to Create Products and Services Customers Want (Osterwalder)

Program Objectives

The B.Com Entrepreneurship “specialization” semester uses an INTEGRATED design. This means that five courses are taught as one program. This award winning program is designed on four key principles:

- Expertise development
- Learner focused, individualized education
- Full immersion
- Balance of theory and practice

Expertise Development

The overall objective of our program is to help you to become an expert in entrepreneurship within three to five years of graduation. Some entrepreneurship students seek to be new venture experts (repeat entrepreneurs). Some want to be experts in specific businesses or industries (lifestyle businesses, family businesses). Others seek to be experts in delivering services to entrepreneurs (consulting, accounting, coaching, venture capital, banking), and others seek to be corporate entrepreneurs or social entrepreneurs. Whatever your entrepreneurial passion is, we aim to help you become an expert in that (business) domain. We do this by helping you figure out where that passion may lie, by helping you learn how to develop expertise, by encouraging deliberate practice of key skills and by helping you create a plan for developing additional expertise. Our program reflects relatively new findings in Expert Theory that suggest expert cognitive systems, such as the mindset needed to be an expert entrepreneur, are developed primarily through deliberate practice of the right content, for the right duration, at the right intensity. The courses and material delivered in the UVic entrepreneurship program help you develop the thinking and mindset needed to become an expert entrepreneur.

Historically, courses or programs in entrepreneurship have emphasized the writing of a comprehensive business plan or a feasibility plan as the *only* experience students have in their entrepreneurship education. Our program expands your experiences beyond the preparation of a business plan or feasibility plan. Nevertheless, writing a comprehensive business plan or a feasibility plan will be important to many students because it requires that you develop an entry approach and venture goals, and at least mentally integrate the tactics of all the functional areas of a business in order to achieve these goals, which is an important entrepreneurial skill. However, it is the thinking that goes into the business plan and various functional plans that is most important. Consequently we have designed a

series of “one page plan, plus” assignments to help you develop your thinking around identifying and realizing an opportunity to create a new business (or business unit). The plus refers to the written explanation of your one page plan. Writing a full business plan is one outcome learners can focus on during the program but everyone will learn the Lean (Business Model) Canvas approach to entrepreneurial thinking which focuses on identifying and testing key business model assumptions.

The integration of functional areas of knowledge (financing, marketing, accounting, etc.) to create effective plans is not the only entrepreneurial skill required for success. Entrepreneurs also need considerable practice in honing their opportunity identification skills, negotiation skills, networking skills, selling skills, and strategic planning skills to enable them to create and profit from businesses that are based upon strategically competitive work. Most universities that use only the business plan approach must hope that students either already have, or will get, real world experience to strengthen the other sets of skills. We provide a series of classes and assignments that will help you develop expertise in each of these areas. For the most part the assignments build on each other as you navigate the entrepreneurial process, but recognize that iteration is required for the refinement of ideas as opportunities are incrementally understood.

In the program we use the Business Model Canvas, a strategic management template for developing new business models or documenting existing ones. It is a visual chart with elements describing a firm's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.

Throughout the program you will be using the Build-Measure-Learn loop emphasizes speed as a critical ingredient to product development. A team or company's effectiveness is determined by its ability to ideate, quickly build a minimum viable product of that idea, measure its effectiveness in the market, and learn from that experiment. In other words, it's a learning cycle of turning ideas into products, measuring customers' reactions and behaviors against built products, and then deciding whether to persevere or pivot the idea; this process repeats as many times as necessary. The phases of the loop are: Ideas → **Build** → Product → **Measure** → Data → **Learn**.

This rapid iteration allows teams to discover a feasible path towards product/market fit, and to continue optimizing and refining the business model after reaching product/market fit.

Throughout the program your venture concept may pivot, defined as a “structured course correction designed to test a new fundamental hypothesis about the product, strategy, and engine of growth.”

We encourage you to use your assignments to develop a portfolio of entrepreneurial work that can showcase your expertise, goals and passions to potential investors, employers, or others.

This year we are implementing a comprehensive final exam worth 15% of the grade in each of the 5 courses in the entrepreneurship specialization. This is to ensure mastery of the key concepts taught in class and from the readings. The format of the exam will be explained in the last week of classes, but it will have 5 sections (one for each course), with each section designed to take about 30 minutes to complete. If you pay attention in class, do the assigned readings, and synthesize your learning, you should have no problem with the final exam. You **do not** have to pass this exam to pass each of the five courses.

Individualized Education

This Program has been created with learners—prospective entrepreneurs—in mind. Listening closely to feedback from prior classes in entrepreneurship tells us that all students of entrepreneurship do not share identical goals. At least six different reasons (or versions of these reasons) for studying entrepreneurship have been identified:

1. A student has decided to pursue a career as an entrepreneur; wants to start his/her own business or to purchase and run entrepreneurial companies;
2. Students committed to a more traditional career wish to understand entrepreneurial processes so that they may apply this knowledge as required (management of, evaluation of, etc.);
3. Students may want to learn how to think and act entrepreneurially so that they can be more innovative in other contexts (e.g., corporate, non-profit, or government)
4. Friends or acquaintances of students with a business degree may want their advice and/or financial support for their ventures;
5. A student may already be involved in an entrepreneurial setting with specific challenges and/or opportunities that need the refinements possible only through rigorous study;
6. It sounds interesting, the time is available, so why not?

Our “prime directive” is to clearly understand your interests, and to provide the information that you need, in the way that you need it. To enable learners to customize the program so they get out of it what they need, the program has been designed to 1) allow learners to complete assignments on their own venture ideas, and 2) have some options among the assignments to tailor the learning experience to your particular needs.

As part of our commitment to ‘individualization’ there are two streams for program completion. The first ‘investor ready’ stream is where students will focus on developing a lean business plan and a presentation of that plan to a panel of angel investors and experienced entrepreneurs. The second ‘growth consulting’ stream is where you will take on an entrepreneurial venture as a client and you will develop a growth strategy for that venture. These two options will be explained further in class. Both streams are equally challenging; the assignments will not be harder or easier in any given stream. Students are encouraged to pursue the ‘investor ready’ stream as long as possible. Switching to the ‘growth consulting stream’ can happen up until June 29th. If students know that they want to do the ‘growth consulting’ stream early in the program, they will still be expected to join/shadow an ‘investor ready’ team so they gain exposure to that process.

Students also tailor their experience by deciding what industry and product concept they are going to focus on for the semester. They can then tailor assignments to that industry and product context. There are also voluntary custom (Skill Building) assignments (worth 15%), that can replace the grade earned on a required assignment. Voluntary Custom assignments allow students to substitute group grades with grades earned on individual assignments and are an opportunity to further customize their learning experience.

Full Immersion

In the three month ENT specialization we are helping learners acquire an entrepreneurial mindset. We do this by immersing students in an integrated program designed to deliver the concepts that would need to be learned, in the order they need to be learned, to create a new venture. The same concepts and thinking can also be used to create new value within existing organizations. The program is designed to take you through the entrepreneurial process from idea generation to being investor ready. The content of the program is delivered in the order in which you need to learn it to achieve that readiness. This means that ‘marketing’ is not every Monday and ‘finance’ every Wednesday. Faculty deliver the content when it needs to be delivered, so you may see some faculty members two or three times in some weeks and not at all in other weeks. Pay attention to the Coursespaces Calendar to know who is teaching what each day. That is also where class preparation instructions can be found and electronic readings.

Balance of Theory and Practice

Although the design of the UVic Entrepreneurship program has strong foundations in expertise theory and transaction cognition theory, our orientation is highly practical, experiential, and competency based. The teaching team is made up of seasoned faculty and instructors who collectively have strong

academic and industry backgrounds. We supplement the experiences of the teaching team by bringing in a number of guest speakers. The teaching team believes that the best way to develop an entrepreneurial mindset is to practice being an entrepreneur. Consequently there are many experiential program elements designed to confront theory and concept with reality. These include value creation projects, transaction creation exercises, expert entrepreneur interviews, simulations, case studies, elevator pitches, and presentations to venture capitalists and bankers.

Award Winning Model

These design elements have resulted in this program being recognized internationally for excellence. The program was winner of the USASBE Model Undergraduate Entrepreneurship Program Award, presented at the US Association for Small Business and Entrepreneurship Annual Meeting, and winner of the Academy of Management Entrepreneurship Division “Innovation in Entrepreneurship Pedagogy Award.”

Program Process

Teamwork

A large proportion of the program will be focused on enabling you in your venture team to develop a value creation idea from concept through to business plan and pitch. We encourage you to pursue an idea which is meaningful to you. We strongly suggest that you work in teams of a minimum of 3 participants (and an absolute maximum of 5) since the same volume of work will be required regardless of how many people are on the team (we do, however, take team size into consideration when grading).

We will give you several opportunities to interact with your classmates (morning and afternoon cohorts mixed) during the first few weeks of the program. During that time, you should be determining who you would like to work with. Given that some of the projects completed for the Uvic entrepreneurship specialization turn into real businesses, we strongly encourage you to put some thought into the strengths and characteristics you will be seeking in team members, and the ideas that you want to pursue. Unless you have written agreements in place that stipulate otherwise, the instructors (and the Canadian legal system) will assume that you have made equal contribution to the intellectual property developed by the team. Not all team members will necessarily be interested in implementing the business concept developed by the team. The teaching team will help you develop appropriate agreements that allow those who are interested to do so.

The purpose of team work is to enhance your skill in working collaboratively. When a team-based assignment forms part of your evaluation for a grade, all members of the team will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to your handing in of an assignment. Groups may “fire” at any time, a team member who is not doing their share of the work, but only after that individual has received a written (e.g., email) notification about their lack of team contribution, reasonable and specific conditions for restitution, and at least one week of time to respond to the team’s concern(s).

Evaluation

Program Ground Rules:

1. Academic integrity is essential. Please adhere to the standards of academic integrity included as a part of this Program Outline.
2. The personal opinions of the instructors on a given issue are **irrelevant** to your mark. It is poor reasoning or inconsistent application of relevant principles, which is costly in entrepreneurship, not disagreement.

3. 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. We consider attendance to be essential. Since this Program uses experiential learning and value co-creation methods, **more than two 3 hour** absences from class or equivalent part classes (without a medical note), per course, will be grounds for either failing that course or being required to write an additional comprehensive final exam that must be passed at a 75% level to pass the course. On-time and complete attendance is expected.
4. The teaching team considers lateness to be unprofessional and highly disruptive. Disruptions caused by late arrivals negatively impact contribution grades.
5. **Contribution** is critical to your learning and mastering program knowledge and for elevating the level of discussion of cases, concepts, and key issues. While the definition of contribution and the weight given to it varies by instructor, contribution is a required (Core) element of each course in the program. Students can contribute to the learning process in many ways. You are encouraged to ask questions; provide perspectives, analysis, and insight; comment constructively on the perspectives, analysis, and insights of others; and otherwise be engaged in the learning process. You may also contribute in an online forum at CourseSpaces. Your contribution will be evaluated holistically based on your in-class and CourseSpaces discussion board contribution, and thus some students may contribute entirely in class, while others may contribute mostly online. **Showing up for class is not contribution.** Contribution is a required, graded assignment and thus is mandatory for all students.
6. The readings are also essential preparation for each class. Concepts from the readings and details from the cases will form the foundation of class discussion, and will help you to distil your own reasoned position with respect to key principles of entrepreneurship.
7. i-Clickers will be used in the entrepreneurship program this summer. You will need to bring your clicker to each class and use them for classroom engagement and for quizzes.

Marking System

Each course features Required (Core) Assignments, each of which will be graded using a percentage grading system. Required Assignments are mandatory and reflect skills and knowledge that all entrepreneurs should possess. Some Required Assignments give you a choice of different assignment alternatives to allow you to customize your learning experience to best fit your interests and venture needs. Voluntary Custom (Skill Building) Assignments (worth 15%), can replace the grade earned on a required assignment.

Graded material in this course will be marked and reported to the Registrar using percentages as indicated below. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative).

Percentage Range	Grades	Grade Point Value	Description
90 - 100 85 - 89 80 - 84	A+ A A-	9 8 7	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is selfinitiating, exceeds expectation and has an insightful grasp of the subject matter.
77 - 79 73 - 76 70 - 72	B+ B B-	6 5 4	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
65 - 69 60 - 64	C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

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

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

Academic Integrity

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

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

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

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

Group Projects and Group Work

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specified individual(s). Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructors to avoid violating this policy.

Class Schedule

The class schedule for the semester (who is teaching what on what day) is provided on CourseSpaces, and will be updated as necessary hereafter, along with the assignments, projects and final exam.

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 the instructors regarding their part of the program and their teaching, as well as to help the Program make overall improvements.

Time will be set aside in one of the last sessions in the program 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. We 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.