



**Gustavson**  
School of Business  
University of Victoria

# Course Outlines Fall Term

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

Gustavson School of Business (GSB)  
University of Victoria

Contact: [GSBWelcome@uvic.ca](mailto:GSBWelcome@uvic.ca)

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

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

Course Numbers	Course Title
Com 100	Introduction to Business Decision Making ( <i>Credit will be granted for only one of 100, 290, 390</i> )
Com 202	Financial Accounting I ( <i>Credit will be granted for only one of 202, 315</i> )
Com 206B	Business English & Communication
Com 220	Organizational Behaviour
Com 240*	Management Finance
Com 250	Fundamentals of Marketing
Com 302	Legal Environment of Business ( <i>Credit will be granted for only one of 302, 402</i> )
Com 315*	Financial Accounting ( <i>Limited space available; see important note</i> )
Com 317*	Managerial Accounting I
Com 321*	Leading People and Organizations I ( <i>Limited space available; see important note</i> )
Com 341*	Operations Management ( <i>Limited space available; see important note</i> )
Com 351*	Marketing Principles and Management ( <i>Limited space available; see important note</i> )
Com 361*	International Business ( <i>Limited space available; see important note</i> )
Com 390	Canadian Business Environment ( <i>Credit will be granted for only one of 290, 390, 100</i> )
Com 400*	Strategic Management
Com 402*	Legal Issues: Management ( <i>Credit will be granted for only one of 402, 302</i> )
Com 410*	Leadership Strategies
Com 426*	Management Accounting II
Com 435*	Corporate Relations and Responsibilities
Com 445*	Corporate Finance
Com 446*	Investments
Com 450	Selected Topics in Management: Topics To Be Announced
Ent 100	Introduction to Entrepreneurship and Innovation
Ent 402*	Entrepreneurship & Small Business for the Non-Specialist
IB 301	International Environment of Business ( <i>Not open to students registered in Com 361</i> )
<b>International Business COIL Specialization</b>	This specialization is a Collaborative Online International Learning (COIL) program with the University of Victoria and Kozminski University (Poland). This online program enriches cross-cultural learning experiences by placing exchange students, GSB students and Kozminski students in a joint cohort - making the “international” component tangible in this specialization. A certificate will be granted upon the successful completion of the specialization. <b>Please note that all five of the following courses must be taken together to complete the International Business Specialization: IB 409, IB 415, IB 416, IB 417, and Com 400 concurrently. NOTE: IB 409, IB 416, and IB 417 CANNOT be taken on their own. COM 400 is the only course that can taken as individual stand-alone courses.</b>
IB 409	Social Entrepreneurship & New Venture Creation
IB 415*	Cross-National management
IB 416*	International Marketing
IB 417*	International Finance
COM 400	Strategic Management

# Com 100

## Introduction to Business Decision Making

**Pre-requisites:** None

**Course Objectives and Description:**

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

**Coursespaces:**

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

**Course Materials:**

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

**Course Format:**

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

**Evaluation Elements:**

Students will be evaluated according to the following schedule

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

**Requirements for Graded Work:**

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

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

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

**Grading Scale:**

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

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

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

**Academic Integrity:**

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

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

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

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

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

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

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

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

**See schedule below:**

<b>Date</b>	<b>Topic:</b>	<b>Reading:</b>
Thursday 7h September	<b>Introduction:</b> Integrated Business Framework	
Monday 11th September	<b>Environment:</b> The Five Forces	<b>Reading:</b> The Five Competitive Forces That Shape Strategy - Michael E. Porter, Harvard Business Review
Thursday 14th September	<b>Leadership:</b> Level 5 leaders	<b>Reading:</b> Making of an Expert, by K. Anders Ericsson, Michael J. Prietula, and Edward T. Cokely, Harvard Business Review, July 2007
Monday 18th September	<b>Leadership:</b> Level 5 leaders	<b>Reading:</b> What Makes a Leader? Daniel Goleman, Harvard Business Review
Thursday 21st September	<b>Strategy Planning:</b> Diagnosis, Choice, Execution	<b>Reading:</b> Can You Say What Your Strategy Is? David J. Collis, Michael G. Rukstad, Harvard Business Review,
Monday 25th September	<b>Strategy Planning:</b> Diagnosis, Choice, Execution - continued	
Thursday 28th September	<b>Customer and Market Focus:</b> Creating Value With Customers	<b>Reading:</b> The Ultimate Marketing Machine, Harvard Business review 2014
Monday 2nd October	<b>No Class</b>	
Thursday 5th October	<b>Mid-Term</b>	
Monday 9th October	<b>Thanksgiving</b>	
Thursday 12th October	<b>Customer and Market Focus:</b> Creating Value With Customers	<b>Case:</b> Kiwi Experience
Monday 16th October	<b>Guest Speaker - Hannes Blum</b>	
Thursday 19th	<b>No Class</b>	

October		
Monday 23rd October	<b>Human Resource Focus:</b> Motivating Your People	<b>Reading:</b> One More Time: How Do You Motivate Employees? Frederick Herzberg, Harvard Business Review
Thursday 26th October	<b>Human Resource Focus:</b> Motivating Your People - continued	
Monday 30th October	<b>Measurement, Analysis and Knowledge Management:</b> Financials and Forecasting <b>Readings:</b> on Coursespaces	
Thursday 2nd November	<b>Measurement, Analysis and Knowledge Management:</b> Financials and Forecasting <b>Readings:</b> Coursespaces	
Monday 6th November	Mid-Term 2 (in-class)	
Thursday 9th November	<b>Guest Speaker: Martin Rissley</b> <b>Draft Version of Individual Assignment Due</b>	
Monday 13th November	<b>No Class - RB</b>	
Thursday 16th November	<b>No Class - RB extended</b>	
Monday 20th November	<b>Process Management:</b> Increasing Productivity and Quality	<b>Watch:</b> The Founder
Thursday 23rd November	<b>Social Psychology Meets Business</b> <b>Draft Version of Individual Assignment Handed Back</b>	<b>Reading:</b> Harnessing the Science of Persuasion, Robert Cialdini, Harvard Business Review
Monday 27th November	<b>Results:</b> What is Success in Business?	<b>Reading:</b> Using the Balanced Scorecard as a Strategic Management System, Robert S. Kaplan, David P. Norton, Harvard Business Review
Thursday 30th November	<b>Final Version of Individual Assignment Due</b> Exam overview and wrap-up	

# Com 202

## Financial Accounting I

**Pre-requisites:** None

**Text:**

Text with WileyPlus

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

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

***\*Note:***

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

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

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

The course objectives are to:

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

### **Course Format:**

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

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

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

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

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

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

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

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

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

Class Norms (which affect participation) include:

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

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

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



# Com 206B

## Business English and Communication

**Pre-requisites:** None

**Texts:**

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

**Course Objectives and Description:**

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

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

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

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

Specific course objectives include the following:

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

**Course Format**

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

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

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

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

**Course Experience Survey:**

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

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

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

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

Description of evaluation standards for evaluation elements.

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

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

**Students with unexcused absences\* from more than 3 classes [will have grade reduced by 5 %](#)**

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

# Com 220

## Organizational Behaviour

**Pre-requisites:** None

**Text:**

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

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

**Course Objectives and Description:**

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

**Course Format:**

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

**Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

**Course Experience Survey:**

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

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

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

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

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

### **Grading Scale:**

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

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

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

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

# Com 240

## Management Finance

**Pre-requisite:** Financial Accounting I

**Texts and Resources:**

1. Textbook (Required) - Stephen A. Ross, Randolph W. Westerfield, Bradford D. Jordan, Gordon S. Roberts, J. Ari Pandes, & Thomas A. Holloway, "Fundamentals of Corporate Finance", 10th Canadian Edition, 2019, McGraw-Hill Education. (note: An older or different edition is not acceptable).  
Digital Only, Connect: ISBN 9781260305531  
Package, Print Textbook with Connect Access Code: ISBN 9781260305869

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

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

**Course Objectives and Description:**

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

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

**Course Format:**

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

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

**Educational Technology:**

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

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

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

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

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

**Evaluation Elements:**

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

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

**Assignments\*\***

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

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

assignment with your highest grade counting toward your course grade. You must submit assignments individually.

### **Public Company Analysis Group Project\*\*\***

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

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

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

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

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

### **Course Experience Survey:**

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

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

### **Course Assessment:**

Description of evaluation standards for evaluation elements.

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

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

### **Grading Scale:**

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

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

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

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

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

#### **Academic Integrity:**

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

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

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

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



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

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

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

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

**Schedule Summary:**

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

	Friday, Mar. 4 at 11:59 PM to participate in the Public Company Analysis Group Project, and Assignment #5 due	Group Registration due 03/04/2022 at 11:59 PM Assignment #5 due 03/06/2022 at 11:59 PM	
COM 240: Week 9 - Mar. 07 Read and prepare for class	Reading, and Assignment #6 due	Reading due for class on 03/07/2022 and 03/10/2022 Assignment #6 due 03/13/2022 at 11:59 PM	Chapter 9 : Net Present Value and Other Investment Criteria
COM 240: Week 10 - Mar. 14 Read and prepare for class	Reading, and Public Company Analysis Group Project due (15% of grade), and Assignment #7 due	Reading due for class on 03/14/2022 and 03/17/2022 Group Project due 03/18/2022 at 11:59 PM Assignment #7 due 03/20/2022 at 11:59 PM	Chapter 10: Making Capital Investment Decisions
COM 240: Week 11 - Mar. 21 Read and prepare for class	Reading, and Assignment # 8 due	Reading due for class on 03/21/2022 and 03/24/2022 Assignment #8 due 03/27/2022 at 11:59 PM	Chapter 12: Lessons from Capital Market History
COM 240: Week 12 - Mar. 28 Read and prepare for class	Reading	Reading due for class on 03/28/2022 and 03/31/2022	Chapter 13: Return, Risk, and the Security Market Line
COM 240: Week 13 - Apr. 04 Read and prepare for class	Reading	Reading due for class on 04/04/2022 and 4/07/2022	Chapter 14: Cost of Capital, and Course Wrap-Up

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

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

# Com 250

## Fundamentals of Marketing

**Pre-requisites:** None

**Texts:**

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

**Course Objectives and Description:**

The course objectives are to:

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

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

**Course Format:**

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

**Course Experience Survey:**

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

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

**Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

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

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

Description of evaluation standards for evaluation elements.

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

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

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

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

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

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

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

# Com 302

## Legal Environment of Business

**Pre-requisites:** None

**Course Objective:**

From the *University of Victoria Calendar*:

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

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

**Methodology:**

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

**Textbook:**

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

**Evaluation:**

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

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

**Case Presentations:**

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

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

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

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

### **Mooting Exercise - Court Simulation:**

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

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

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

### **University Calendar:**

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

### **Attendance:**

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

### **Assistance with your work:**

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

### **Academic Integrity, plagiarism and cheating:**

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

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

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

- a. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- b. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- c. Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communication, ideas from a verbal presentation) without referencing the source.
- d. Copying the answers of another student in any test, examination, or take-home assignment.
- e. Providing answers to another student in any test, examination, or take-home assignment.
- f. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- g. Stealing or mutilating library materials.
- h. Reviewing a test or examination prior to the time and date set for the test or examination.

- i. Changing names or answers on an assignment, test or examination after that assignment, test or examination has been graded and returned.
- j. Submitting the same paper or portions thereof for more than one assignment, without prior approval from the instructors involved.

### **Group Projects and Group Work**

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

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

### **Provisional Reading and Topics List:**

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

# Com 315

## Financial Accounting

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

**Pre-requisites:** Finite Math, Statistics, and Microeconomics

**Text:**

**Required:** e-text with WileyPLUS

Financial Accounting, Tools for Business Decision-Making, 8th Cdn. Ed. *with WileyPLUS*, Kimmel, Weygandt, Kieso, Trenholm, Irvine, Burnley

The text will be in the form of an e-text – the Wiley access code for the e-text and access to the Wiley website for this course is available through the Uvic Bookstore <https://www.uvicbookstore.ca/text/>. Look for Com 315 and your section and select the e-text. No loose leaf version is available this term due to Covid 19.

**TRIAL VERSION:** A free, two-week trial-version of the text and access to the WileyPLUS website is available. See the Birghtspace COM 315 site for more information.

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

This course is an introduction to financial accounting with emphasis on the basic concepts, mechanics, objectives and judgments involved in using financial statements. The major challenges and problems of financial reporting are much broader than just generating numbers. This course will illustrate that reporting involves a great deal of judgment in order to provide the information required by the many stakeholders. Reporting by public and private companies in Canada has undergone significant transition from Canadian GAAP to multi-GAAP with the adoption of IFRS in the accounting for public entities as of January 1, 2011. As such, the focus in this course will be primarily on IFRS.

The course objectives are to:

1. Develop the ability to recognize, create and examine basic financial statements; the statement of comprehensive income (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 the 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:**

COM 315 will be combination of synchronous (meeting in real time and on-line using Zoom Meeting software) and asynchronous (on your own time-at your own pace) activities. **Sign into [uvic.zoom.us](https://uvic.zoom.us)** to log in for class with your Uvic identification. Otherwise you will end up in the Zoom waiting room and not be admitted to the class. A typical week looks like this:

- Read the assigned text materials for the upcoming week (see Course Schedule)



- **Before Monday's Class:** (asynchronous) go to Brightspace and download that week's PowerPoint (PPT) slide deck. It is located in the "Week" that you are currently preparing for. Typically, you will want to print those slides. Remember, you can save a lot of paper by changing

the Settings in the PPT Print menu. On the Print page (in PPT), go to "Settings" and find the "Slides:" dropdown menu. Change from "Full Page Slides" to "2 Slides" or "3 Slides" per page.

- With the printed slides in hand, you should now go and watch the video recordings for that chapter (located in that "Week" on the COM 315 Brightspace site). Each recording will generally be a 10-15 minute episode, with 5-7 episodes for that week's coverage. In some cases there will be problem examples worked through in the slides. *These recordings are a substitute for the typical class-room lecture on accounting theory.*
- **Monday's synchronous** (live/in-person) class will last approximately 30 minutes. It will be a short poll on the chapter that you have reviewed for the week. It will also be a chance for the professor to outline what is being covered that week and remind you of the assigned questions that will be covered on Wednesday. Attendance at this class counts towards your attendance grade.
- **Before Wednesday's Class:** (asynchronous) prepare the assigned questions (see Course Schedule) It is important that you complete the assigned questions before coming to this class.
- **Wednesday's synchronous** (live/in-person) goes through the assigned questions (as specified on the Course Schedule for that week) and develops solutions for them. Breakout rooms may be used for this activity. If so, you will be assigned into groups (of approximately 5-6 students) to review the work that you have done on the assigned questions and identify if your answers differ from the other solutions in the group. For this class, it is expected that you will have prepared the solutions to the assigned questions. It is not critical that your solution be correct but rather that you are familiar with the problem and have made a "good faith" attempt at trying to solve it. Then we will go through the solutions for the questions. Students will be asked for a solution to the problem. These will be reviewed in class but **will not be posted** (the assigned questions do not have posted solutions). Attendance at this class counts towards your attendance grade.
- **Thursday drop-in Office Hours:** Zoom links for office hours are posted on the first page of this document. The office hours will be "drop-in" (open) Zoom meetings that you can join and ask questions. For any issues that are more detailed or complex, please email your professor ([susanb@uvic.ca](mailto:susanb@uvic.ca) or [grahamc@uvic.ca](mailto:grahamc@uvic.ca)) for a Zoom appointment. Suggest a time that works for your schedule on either Tuesday or Thursday (9:00 am – 5 pm PST) and is at least two days ahead of when you sent your email. In your email, please identify which cohort you are in.
- **Saturday/Sunday.** Instead of a high-stakes mid-term and final exam, this course uses a series of **end-of-week (EOW)** assignments/tests to test your understanding of that week's materials. A complete set of solutions for each chapter's **even-numbered** exercises and problems will be on Brightspace to help you prepare/review for these EOWs. There is also extensive materials on the WileyPLUS site for review. You will be able to access the EOW anytime between Friday 6pm and Sunday 11pm. You will be limited as to 90 minutes to complete the EOW once you have started working on it. Please remember, **these are tests**, not assignments. You will find them challenging and you should be prepared to answer questions on that week's material **before** you attempt the test. Each person's EOW will be unique with regards to numbers and answers. The usual rules regarding plagiarism and academic integrity apply to these EOWs.

## Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Ind. or Group	Type:	Due Date	Weight/ % of grade	Description
Company Report Project – Intro	Ind	Hand-in Assignment	See Schedule	1%	Posted on Brightspace
Company Report Project				12%	
Term Assignment	Ind.	Hand-in Assignment	See Schedule	15%	Posted on Brightspace
Attendance	Ind.		On-going		Attending Monday and Wednesday's classes, joining and participating in group work, asking questions, volunteering solutions to assigned problems.
Monday (10 classes @ 0.5% each)				5%	
Wednesday (11 classes @ 1.0% each)				11%	
End of Week (EOW) quizzes	Ind.	Quiz	See Schedule		
• Practice EOW			Opens at 6:00 pm Friday and closes at 11:00 pm on Sunday	2%	• Getting signed on to WileyPLUS and answer the practice quiz.
• 6 EOWs @ 9% each				54%	• 3-4 questions per EOW that will review/assess the materials covered in that week's materials.
Total				100%	

# Com 317

## Management Accounting I

**Pre-requisite:** Financial Accounting I

**Texts:**

Required Text & CONNECT Access Code

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

eBook Version ISBN 9781259066818

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

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

**Course Objectives and Description:**

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

The course objectives include:

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

**Course Format:**

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

Students are expected to be fully prepared for classes and active discussions. Developing a full understanding of the material is enhanced by completion of all assigned problems and

students are strongly encouraged to do these, as a minimum. It may be helpful to meet with fellow students, after having attempted the problems individually, to verify answers and work out any difficulties. Problems will be reviewed in class using a team approach to learning.

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

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

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

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

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

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

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

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

# Com 321

## Leading People and Organizations I

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

**Pre-requisites:** Finite Math, Statistics, and Microeconomics

Welcome! This course is designed to help you build skills as responsible business leaders who can lead change for a better world throughout your careers. An easy way to think about the differences between LPO1 and LPO2 is that in this course (LPO1), you’re learning about person-to-person interactions (making difficult decisions, building strong teams, becoming responsible leaders), while in the spring you’re learning about organizational processes for managing people (recruitment, performance management, organizational culture and change, etc).

### **Leading Change through Organizations (LPO2, spring semester)**

e.g. How can I build a responsible organizational culture? How do I lead successful organizational changes?

### **Becoming Responsible Leaders**

e.g. How can I motivate others? What is the best way to support the people I lead?

### **Building Strong Teams**

e.g. How can I build a high-performing team? What’s the best way to structure team processes to improve performance and well-being?

### **Making Difficult Decisions**

e.g. How can I make good decisions? How can I act responsibly, even when it’s hard?

### **Course Objectives**

By the time you finish the fall semester (LPO1), you should be able to do the following:

1. Discover how human behaviour -- employee’s differences, their relationships, and their shared values - drive decisions and actions in organizations.
2. Develop your competence in navigating organizational life using the knowledge gained in this course.
3. Use your analysis of human behaviour to improve outcomes in real-life organizational situations.
4. Add to the learning community in this course by actively supporting your classmates.

### **Course Format**

The course is consisted of synchronous (i.e., live sessions via zoom) and asynchronous sessions (i.e., materials you can engage on your own time). During our zoom sessions together, we will be interacting about the readings, cases and doing activities together. Please come to class having read/watched the materials, and ready to contribute. Most class sessions will have breakout sessions when your classmates will expect you to be prepared. There will be a quiz to help you prepare for the first class of each week, due by Sunday night, and a forum discussion between Monday and Wednesday’s classes.

### **How will you be evaluated?**

Title	Who?	Comments	Who should you ask if you have questions?	Weight % of grade
Module 1 decision-making assignment	Team	Due dates listed on course schedule. See assignment description on brightspace.	Stacey	20%
Module 2 teamwork assignment	Individual	Due date listed on course schedule. See assignment description on brightspace.	Andie	20%
Module 3 leadership assignment	Individual	Due date listed on course schedule. See assignment description on brightspace.	Andie	20%
Participation	Individual	See description below.	both	20%
Weekly readings quizzes.	Individual	Due by 11:59pm Sunday night each week. Your top 5 quizzes will count for the semester. There's 9 available; you can do as many as you want. No late quizzes accepted.	both	10%
Final project presentation	Team	"Dress rehearsals" happen the 2 <sup>nd</sup> last week of class. Live presentations occur the final week of class.	Andie	10%
OPTIONAL Final reflection assignment	individual	OPTIONAL. If you receive a higher grade on this assignment than any of the first three module submissions, you can replace your lowest grade with this one instead. Due date listed on course schedule. See assignment description on brightspace.	Stacey	Could replace a 20% module assignment

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

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

Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of 10% for each day an assignment is late. No late submissions considered for forums and quizzes.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending and participating in an online synchronous session is an important part of the learning process in this course.

Students with unexcused absences\* from more than 2 class sessions will have their grade reduced by 5%. In addition, students with unexcused absences from more than 5 class sessions may not be permitted to write the final optional assignment. To document an excused absence (illness, injury or family affliction), please submit the Gustavson self-declaration form to the BCom office (bssclerk@uvic.ca). Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

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

Participation: Participation exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. It represents how much – and how well – you support your classmates' learning. Your participation will be assessed in four approximately equally weighted areas:

- Frequency of forum participation. We expect most students will post ~1.5 posts/week, which could include original responses or replies to others.



- Quality of forum participation. We'll assess a sample of your posts for their application of course material, and the degree to which you're engaging your classmates in conversation beyond "I agree!".
- Participation within your teams, as informed by end-of-semester peer ratings.
- Frequency and quality of contributions to zoom class discussions, using either voice or chat. If you do not attend a synchronous class or miss portions of class due to being late or leaving early, then you

cannot participate in polls and breakout sessions and thus your participation grade will reflect your attendance. Also, please note that habitual lateness or early exits may be treated as an unexcused absence for that session.

### COM 321 Class Schedule

Date & Instructor	Topic	Course Objectives <i>By the end of this week, you should be able to:</i>	Key Due Dates* (11:59pm unless otherwise specified)
<b>Week 1</b> Sept 9-11	Welcome to Gustavson!	All students registered in a class at the Gustavson School of Business are expected to complete our <a href="#">online orientation course</a> on BrightSpace prior to attending class for the first time.	
<b>MODULE 1: MAKING DIFFICULT DECISIONS</b>			
<b>Week 2</b> Sept 14-18  Stacey	(Mon) Intro to LPO1. (Wed) Making ethical decisions	<ul style="list-style-type: none"> <li>• Understand what and how you'll be learning in LPO1 this semester</li> <li>• Analyze a difficult ethical situation using deontology, utilitarianism, virtue ethics and justice principles.</li> <li>• Make, justify and critique a responsible decision by combining multiple principles.</li> </ul>	
<b>Week 3</b> Sept 21-25  Stacey	Making good decisions	<ul style="list-style-type: none"> <li>• Identify biases present in given decision-making situations.</li> <li>• Recommend strategies individuals and groups can use to reduce biases in decision-making.</li> </ul>	Module 1 assignment Due Sun Sept 27 <sup>th</sup>
<b>MODULE 2: BUILDING STRONG TEAMS</b>			
<b>Week 4</b> Sept 28- Oct 2  Stacey	Diversity and team performance: How are they related?	<ul style="list-style-type: none"> <li>• Describe the evidence linking diversity to performance.</li> <li>• Explain how workplace barriers can impede diversity.</li> <li>• Suggest evidence-based methods that can improve performance within diverse teams.</li> </ul>	ITPmetrics team health and peer feedback forms due Sun Oct 4 <sup>th</sup> . Forms will be available AFTER Mission Impossible is done on Fri.
<b>Week 5</b> Oct 5-9  Stacey & Andie	Giving and receiving useful feedback	Mon <ul style="list-style-type: none"> <li>• Plan and deliver constructive, useful feedback to others</li> <li>• Listen and use feedback from others, regardless whether it was delivered well or not.</li> </ul> Wed: Team check in with Andie or Stacey	
<b>Short Week 6</b> Oct 13-16  Andie	Building effective teams	<ul style="list-style-type: none"> <li>• Understand the growing popularity of teams in organizations</li> <li>• Contrast different types of teams</li> <li>• Identify the characteristics of effective teams</li> </ul>	<b>No class Monday Happy Thanksgiving!</b>
Date & Instructor	Topic	Course Objectives <i>By the end of this week, you should be able to:</i>	Key Due Dates* (11:59pm unless otherwise specified)
<b>MODULE 3: BECOMING RESPONSIBLE LEADERS</b>			
<b>Week 8</b> Oct 26-30  Andie	Monday: Leading people	<ul style="list-style-type: none"> <li>• Understand different theoretical approaches to leadership</li> <li>• Contrast different leadership styles (charismatic, transformational, authentic, servant)</li> <li>• Address challenges to effective leadership</li> </ul>	
	Wednesday: How to motivate and influence others	<ul style="list-style-type: none"> <li>• Describe why organizations need a motivated workforce</li> <li>• Diagnose and analyze other's motivations, as a leader (the RGD tool)</li> </ul>	
<b>Week 9</b> Nov 2-6  Andie	Building and using power for good (not evil)	<ul style="list-style-type: none"> <li>• Understand the interplay of power and dependence between people in organizations</li> <li>• Describe the five sources of power</li> <li>• Identify and mobilize my and others' different sources of power</li> </ul>	
Nov 9-11	<b>READING BREAK (Phew!)</b>		
<b>Week 10</b> Nov 16-20  Andie	Putting your social network to work	<ul style="list-style-type: none"> <li>• Explain the importance of looking at structure and patterns in one's social networks in organizations</li> <li>• Interpret network structures and identify the most influential individuals or groups</li> </ul>	Module 3 assignment Due Sun Nov 22 <sup>nd</sup>
<b>FINAL MODULE: PUTTING IT ALL TOGETHER</b>			
<b>Week 11</b> Nov 23-27  Both	Coaching and team work sessions	<ul style="list-style-type: none"> <li>• Seek out feedback from others</li> <li>• Use that feedback to iterate and improve your team's output</li> </ul>	
<b>Week 12</b> Nov 30-Dec 4  Both	Team presentations	<ul style="list-style-type: none"> <li>• Deliver professional team presentations that use what you learned this semester.</li> <li>• Demonstrate your ability to apply knowledge about human behavior to answer questions following your presentation.</li> </ul>	

# Com 341

## Operations Management

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

**Pre-requisites:** Finite Math, Statistics, and Microeconomics

### Introduction:

Welcome to COM 341 Operations Management!

Your COM 341 learning experience will be facilitated entirely online and your engagement in the process is key to the success of this course. The majority of the dedicated class time each week will be spent in synchronous Zoom sessions (typically we will meet for 50 minutes per class) and the remaining content will be covered asynchronously (typically 30 minutes per class). Synchronous sessions will begin promptly at the designated class start time so please ensure you are logged in and ready for class in advance to that time. To ensure we are able to make the most out of our synchronous time together, it will be important that you complete assigned readings and any asynchronous work prior to each synchronous session. Most of the asynchronous work will entail completing quantitative problems so you may practice the application of course content.

### Text:

Heizer J., B. Render, and C. Munson. *Operations Management: Sustainability and Supply Chain Management*, 13<sup>th</sup> Edition. Pearson © 2020. ISBN: 9780135202661.

Note: This is an eText.

### Course Objectives and Description:

This course is designed to address the key operations issues that have strategic as well as tactical implications for service and manufacturing firms. High-performing firms have demonstrated that efficient and effective operations management can become a potent competitive weapon in even the toughest business environments. We will examine both quantitative and qualitative operational techniques and principles used by “world-class” organizations from both the service and manufacturing sectors. Topics include operations strategy, process strategy, process analysis, process mapping and improvement, quality management, forecasting, inventory management, lean operations, and project management.

The course objectives are to:

- Understand core concepts, models and managerial issues in operations management.
- Appreciate the interdependence of operations management and other key functional areas in business organizations.
- Develop the ability to recognize, formulate and analyze business problems/issues related to operations management.
- Apply various quantitative and qualitative techniques to provide solutions to the complex problems in operations management.
- Enhance both oral and written communication skills.



### Course Format:

A combination of lectures, in-class discussions, readings, group and individual problem solving assignments, and in-class exercises will be used to enhance student learning. The online format will consist of both synchronous and asynchronous components. Most of the course will be delivered synchronously through Zoom and the remainder of the designated class time will comprise of asynchronous work. For example, if our synchronous session is 50 minutes then 30 minutes of asynchronous content will be assigned. Please note that the time dedicated for asynchronous content does not include the completion of activities like reading the assigned textbook chapters, working on additional practice problems, or studying for quizzes/exams, etc. These types of activities while imperative to student learning, are expected to be done outside of the designated class time as would be expected for any course, be it delivered online or face-to- face. Both synchronous and asynchronous course materials will be posted to [Brightspace](#) for each session.

### Evaluation Elements:

Students will be evaluated according to the following schedule:

Participation (Individual)	15% of grade
Quizzes (Individual)	15% of grade
Midterm Exam (Individual)	30% of grade
Final Exam (Individual)	40% of grade
Total	100%

### Participation (15%)

Participation is worth 15% of the overall grade and will be graded out of 15 possible points. Given this online course is delivered both synchronously and asynchronously, your participation grade will evaluate both your synchronous and asynchronous participation. One third of your participation grade will be based on your engagement in the synchronous sessions (i.e. synchronous participation will be graded out of 5 possible points) and the remaining weight will be based on your completion of asynchronous work (i.e. asynchronous participation will be graded out of 10 possible points).

### Quizzes (15%)

There will be two quizzes during the term and their combined worth is 15% of the overall grade. The quizzes are equally weighted thus 50% comes from the first quiz and the remaining 50% comes from the second quiz. Work is individual for both quizzes and all students are expected to pursue the highest standards of academic integrity.

Both quizzes will be given outside of the designated class time so all cohorts can take the quiz at the same time. Please note that the BCom program has set aside time in COM 205 to complete the COM 341 quizzes so there is no scheduling conflict with COM 205. The first quiz will be held on Thursday, October 8<sup>th</sup> and the second quiz will be on Thursday, November 19<sup>th</sup>. Both quizzes will start at 1:30pm and will end at 2:00pm. The quizzes will be distributed through [Brightspace](#) and will not be released until 1:30pm on the listed dates and will no longer be available for access after 2:00pm. Thus, it is very important that you start the quiz promptly at 1:30pm or else you are taking away from your time to complete the quiz.

### Midterm Exam (30%) & Final Exam (40%)

There will be two exams in this course, a midterm and a final. The midterm makes up 30% and the final 40% of the overall grade. The midterm will cover all material up to the midterm. The final exam will cover all course material. Therefore, it is a cumulative final and is intended to offer students an opportunity to integrate course topics into a coherent whole.

Work is individual for exams and all students are expected to pursue the highest standards of academic integrity.

Exams might contain (but are not limited to) multiple-choice questions, true/false questions, short answer/listing types of questions, and/or quantitative or qualitative long answers/essays. All synchronous and asynchronous content (e.g. readings, lecture content, discussions by fellow students in the class, learning exercises and the like) will be fair game for exam information about the exams will be provided in class as the exam date nears.

The final exam will be scheduled during the University's final exam period.

Students who fail to complete the final exam (except in cases where there are validated excuses) will receive a grade of N in the course.

\*\*\* Please make every effort to take the quizzes and exams at the prescribed date and time. Students who should miss a quiz or exam without a valid excuse (such as documented cases of illness, injury or family affliction) will not have an opportunity to make up this grade component. If you should miss a quiz or exam and would like the opportunity to make up this grade component, you will need to submit the Gustavson self-declaration form (within 24 hours after the end of your absence) to the BCom office ([bssclerk@uvic.ca](mailto:bssclerk@uvic.ca)). In addition, please be sure to email your instructor, as soon as possible, to inquire about your eligibility to write a deferred quiz or exam.

### **Attendance and Participation:**

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

Students with unexcused absences\* from more than 2 synchronous class sessions in the term will have their course grade reduced by 5%. In other words, 5 percentage points will be deducted from the overall grade (e.g. a final course percentage grade of 80% would be reduced to a 75%).

In addition, students with unexcused absences\* from more than 5 synchronous class sessions in the term may not be permitted to write the final examination.

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

\*unexcused absences = absences without appropriate documentation

Due to the ongoing Covid-19 situation, no medical documentation is required. Self-declaration forms are considered appropriate documentation and the form can be found on the [Brightspace](#) course site.

### Course Schedule 2020

DATE	TOPIC	READINGS
(#1) Sept 15	Introduction to Operations Management (I)	Chapter 1 Operations Productivity
(#2) Sept 17	Introduction to Operations Management (II)	Chapter 1 Operations Productivity
(#3) Sept 22	Process Analysis (I)	Chapter 7S (p. 308, 313 – 317) Capacity, Bottleneck Analysis
(#4) Sept 24	Process Analysis (II)	Chapter 7S (p. 308, 313 – 317) Capacity, Bottleneck Analysis
(#5) Sept 29	Operations Strategy	Ch. 2 Operations Strategy
(#6) Oct 1	Process Strategy	Ch. 7 (p. 279 – 286) Process Strategies
(#7) Oct 6	Project Management (I)	Ch. 3 (p. 59 – 76) Project Management
(#8) Oct 8	Project Management (II)	Ch. 3 (p. 77 – 82) Project Management
*** Oct 8	<b>Quiz #1</b> (Content: Sessions #1 – 6) (Duration: 30 minutes, Start Time: 1:30pm) Note: The quiz will close for submissions at 2:00pm on Brightspace.	_____
(#9) Oct 13	Process Mapping	Ch. 7 (p. 289 – 294) Process Analysis and Design
(#10) Oct 15	Midterm Review	_____
(#11) Oct 20	Quality Management	Ch. 6 Managing Quality
(#12) Oct 22	Process Improvement	Ch. S6 (p. 245 – 256) Statistical Process Control
*** Oct 23	<b>Midterm Exam</b> (Content: Sessions #1 – 10) (Duration: 2 hours, Start Time: 2:00pm) Note: The midterm exam will close for submissions at 4:00pm on Brightspace.	_____
(#13) Oct 27	<i>Excel Lab – Statistical Process Control</i>	Ch. S6 (p. 245 – 256) Statistical Process Control

(#14) Oct 29	Process Capability	Ch. S6 (p. 259 – 261) Process Capability
(#15) Nov 3	Forecasting (I)	Ch. 4 (p. 105 – 119) Forecasting
(#18) Nov 5	Forecasting (II)	Ch. 4 (p. 126 – 128) Forecasting
Nov 10	<i>No Class: Reading Break</i>	-----
(#17) Nov 12	<i>Excel Lab – Forecasting</i>	Ch. 4 (p. 105 – 119, 126 – 128) Forecasting
(#18) Nov 17	Managing Independent Demand Inventory Systems (I)	Ch. 12 (p. 487 – 502) Inventory Management
(#19) Nov 19	Managing Independent Demand Inventory Systems (II)	Ch. 12 (p. 508 – 511; 514 – 515) Inventory Management
<b>*** Nov 19</b>	<b>Quiz #2</b> (Content: Sessions #11 – 16) (Duration: 30 minutes, Start Time: 1:30pm) <small>Note: The quiz will close for submissions at 2:00pm on Brightspace.</small>	-----
(#20) Nov 24	Managing Dependent Demand Inventory Systems (I)	Ch. 14 (p. 565 – 578) MRP
(#21) Nov 26	Managing Dependent Demand Inventory Systems (II)	Ch. 14 (p. 565 – 578) MRP
(#22) Dec 1	Lean Operations	Ch.16 Lean Operations
(#23) Dec 3	Course Review	-----
<b>*** TBD</b>	<b>Final Exam</b> (Content: Sessions #1 – 23) (Duration: 3 hours) <small>Note: The final exam for this course will be scheduled during the University's final exam period. Information regarding the exact date and time for this exam will be provided in class and shared through Brightspace (once determined by the university).</small>	-----

**Note: The course schedule is subject to change.**  
Please check Brightspace frequently for up-to-date information about the course schedule.

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

# Com 351

## Marketing Principles and Management

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

**Pre-requisites:** Finite Math, Statistics, and Microeconomics

### **Introduction:**

Welcome to COM 351! We are excited to be with you and are looking forward to introducing you to the dynamic world of modern marketing. We are both passionate about the field of marketing and bring our experience in various marketing positions along with our research related to a variety of marketing functions. Marketing is arguably the area in an organization that lives most closely to the consumer so we spend a great deal of time understanding human behaviours, motivations and influence in purchasing along with making decisions based on both the external environment and our internal capabilities. Marketing is one of the fastest moving, volatile business topics we will study this term and we hope, by the end of the semester, you will see marketing in a whole new light. Brace for impact!

### **Texts:**

Lamb, MKTG, 4<sup>th</sup> Canadian Edition, (Nelson, 2019, ISBN# 9780176832926). MindTap is the online resource included with this e-textbook you will need to access various tools to complete the course including the chapter quizzes.

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

The main objective of this course is to prepare learners to be effective marketing decision makers. To achieve this objective, learners need to:

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

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

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

### **Descriptions of Major Assessment Components of the Course:**

**Sustainable Marketing Group Project:** Students will work in their cohort groups to develop a sustainable marketing project. This project tasks students to identify, analyze current sustainability issues and develop viable, innovative, sustainable solutions to improve existing practices and/or create new opportunities using sustainable marketing principles. Student



groups can choose between one of two options: Product Development Option or Consultative Option.

Product Development takes an entrepreneurial approach where a solution (product and/or service) is developed to address a current sustainable marketing issue. The Consultative Option takes an analytical approach by analyzing a current business/industry with recommendations for improved, sustainable practices. Guiding sustainable marketing concepts and principles include (but are not limited to) societal marketing orientation, criticisms of current marketing impacts: societal, business and environmental, stakeholder actions and concerns, marketing ethics, product stewardship and clean technologies. Full details on this project will be launched early in the semester on Brightspace.

**Influencer Marketing Individual Assignment:** This assignment tasks students to identify and analyze a market influencer (an individual) over several weeks. The assignment is intended to

help students identify both the emotional/human need side to social media marketing (from the consumer side) as well as the ability to recognize strategic, deliberate marketing initiatives being used through social media to create influence (from the influencer, brand, organization side). Full

details on this assignment will be launched early in the semester on Brightspace.

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
COM 351 Sustainable Marketing Project	Group	Hand-in Assignment	12/06/2020 11:59pm	40%	Cohort teams will produce a written report and digital story related to sustainability in marketing.
COM 351 Online Engagement/Contribution	Individual	Participation	Throughout semester	15%	Students demonstrate ability and willingness to support and drive online learning through various activities.
COM 351 Marketing Influencer Assignment	Individual	Hand-in Assignment	11/22/2020 11:59pm	30%	Students will collect social media data over several weeks and produce an analysis using academic frameworks.
COM 351 Online Textbook Chapter Quizzes	Individual	Quiz	Weekly, dates on course schedule below	15%	Short, 10-question, multiple-choice question quizzes. The best 13 out of 16 quiz scores count toward your grade. Details on Brightspace.
Total				100%	

### **Course Assessment:**

Description of evaluation standards for evaluation elements.

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

group will receive the same grade however, team assignments will be subject to a 360° peer evaluation.

Individual grades may be adjusted based on this peer evaluation.

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

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

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

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

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

**Schedule:**

Title	Type	Due Date	Description
COM 351: Read for class – Week 1	Reading	<p>09/15/2020</p> <p>09/17/2020</p>	<p><b>Theme of the week: Introduction to Modern Marketing and Strategy</b></p> <p>Topic: Modern Marketing &amp; Customer Relationships Chapter 1 Textbook Quiz Ch 1 deadline Monday, September 14, 11:59pm</p> <p>Topic: Corporate &amp; Marketing Strategy Chapter 3 Textbook Quiz Ch 3 due on Wednesday, September 16, 11:59pm</p>
COM 351: Read for class – Week 2		<p>09/22/2020</p> <p>09/24/2020</p>	<p><b>Theme of the week: Sustainable Marketing</b></p> <p>Topic: Sustainable Marketing Chapter 2 (section 2.8 Corporate Social Responsibility) + additional material on Brightspace</p> <p>Topic: Social Responsibility &amp; Ethics <a href="#">Sustainable Marketing Group Project launched</a></p>
COM 351: Read for class – Week 3		<p>09/29/2020</p> <p>10/01/2020</p>	<p><b>Theme of the week: Researching the Marketing Environment</b></p> <p>Topic: The Marketing Environment Chapter 2 (section 2.1 – 2.7) Textbook Quiz Ch 2 due Monday, September 28, 11:59pm</p> <p>Topic: Marketing Research Chapter 5 Textbook Quiz Ch 5 deadline Wednesday, September 30, 11:59pm</p>
COM 351: Read for class – Week 4		<p>10/06/2020</p> <p>10/08/2020</p>	<p><b>Theme of the week: Consumer Behaviour</b></p> <p>Topic: Consumer Behaviour &amp; B2B Marketing Chapters 6 and 7 Textbook Quizzes 6 and 7 deadline Monday, October 5, 11:59pm</p> <p><a href="#">Influencer Marketing assignment launched – START TRACKING (5 WEEKS)</a></p> <p><b>Q&amp;A Session: Sustainable Marketing project</b> – each group discuss their ideas with the instructor and has the chance to get immediate feedback Teams work on Sustainable Project Meet with instructor Submit draft ideas by Wednesday, October 7, 11:59pm</p>
COM 351: Read for class – Week 5		10/13/2020	<p><b>Theme of the week: Who is the Best Customer</b></p> <p>Topic: Segmentation, Targeting Chapter 8 Textbook Quiz 8 deadline Monday, October 12, 11:59pm</p> <p><b>Q&amp;A Session: Influencer Marketing assignment</b> – instructors available</p>



		10/15/2020	Topic: Differentiation, Positioning Chapter 8
COM 351: Read for class – Week 6		10/20/2020	<b>Theme of the week: Product Decisions</b>  Topic: Developing and Managing Products / Services and Brands Chapters 10, 11 & 12 Textbook Quizzes Ch 10, 11 & 12 deadline Monday, October 19, 11:59pm
		10/22/2020	Topic: Product /Service Decisions Continued
COM 351: Read for class – Week 7		10/27/2020	<b>Theme of the week: Branding and Pricing</b>  Topic: Sustaining your Brand
		10/29/2020	Topic: Pricing Decisions – Finding the “right” price Chapter 13 Textbook Quiz 13 deadline Wednesday, October 28, 11:59pm
COM 351: Read for class – Week 8		11/03/2020	<b>Theme of the week: Market Channel Decisions &amp; Retailing</b>  Topic: Getting your product into the customer’s hands Chapters 14 and 15 Textbook Quizzes Ch 14 & 15 deadline Monday, November 2, 11:59pm
		11/05/2020	Q&A session: Ask us everything!! Teams work on Sustainable Project Meet with instructor – status check-in meetings
COM 351: Read for class – Week 9		Reading Break 9-11	<b>Theme of the week: Marketing Communications Part 1</b>
		11/12/2020	Topic: Communicating value to customers Chapter 16 Textbook Quiz Ch 16 deadline Wednesday, November 11, 11:59pm  No class during Reading Break November 9 – 11.
COM 351: Read for class - Week 10		11/17/2020	<b>Theme of the week: Marketing Communications Part 2 – the Return</b>  Topic: Advertising Chapter 17 Textbook Quiz Ch 17 deadline Monday, November 16, 11:59pm
		11/19/2020	Topic: Public Relations and Direct Response Chapter 17 Continued  <b>Influencer Assignment - Due Sunday, November 22, 11:59pm</b>
COM 351: Read for class – Week 11		11/24/2020	<b>Theme of the week: Marketing Communications 3.0</b>  Topic: Sales Promotions and Personal Selling Chapter 18 Textbook Quiz Ch 18 deadline Monday, November 23, 11:59pm
		11/26/2020	Current topics in Marketing

COM 351: Read for class – Week 12		12/01/2020  12/03/2020	Theme of the week: The bitter end  Live Session: Teams meet with instructors - Project status check-in – final Q&A for projects  Course review Course evaluations  Sustainable Marketing Group Assignment due Sunday, December 6, 11:59pm

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

# Com 361

## International Business

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

**Pre-requisites:** Finite Math, Statistics, and Microeconomics

**Texts:**

Hill, C. 2020. International Business - Competing in the global marketplace. 13th edition, McGraw-Hill Education, ISBN# 978-1-260-092340-9

Note: Older editions, such as edition 10, 11, and 12 can be used

**Course Objectives and Description:**

The course focuses on the rapidly changing contemporary international business environment and assesses the opportunities and challenges arising from this endlessly changing milieu. It takes a *macro*, *meso*, and *micro* perspective and draws on key insights from economics, political science, economic geography, and strategic management. For instance, students will learn about globalization processes, the role of institutions and different political, economic, and legal systems, global trade, investments, monetary systems, and the strategy and structure of international business.

The course objectives are to:

- ***recognize*** worldwide dynamics linked to globalization.
- ***discuss*** complexities and challenges related to international trade.
- ***recognize*** the political, legal and financial environments in an international context.
- ***evaluate*** how attractive and challenging different business environments are.
- ***discuss*** strategy and structure of international business activities.

Additionally, students will get the opportunity to enhance their leadership skills by working collaboratively in groups, under time pressure and as individual researchers (e.g. making strategic decisions on the organization of own work). Other skills (all of them critical for students’ future professional practice) such as critical thinking, analytical skills, commercial awareness, as well as integration and communication skills will be practiced frequently in this course too.

**Course Format:**

This course will consist of asynchronous and synchronous learning. Asynchronous learning will generally involve voice-over-PowerPoint presentations posted on BrightSpace for students to watch. These videos are recommended to be watched prior to the synchronous sessions. They are uploaded one week in advance to give you enough time to watch the videos. 30min of asynchronous teaching are also allocated to the beginning of each session. This allows you to catch up and refresh the session’s content prior to the synchronous sessions.

Synchronous sessions will be a combination of instructor delivered content, class discussions and group discussions in breakout sessions. Students are encouraged to use and apply the assigned readings and asynchronous components of each topic to contribute to the class discussions. The aim is to create an interactive teaching environment in the synchronous

sessions. The sessions are 50min long and will be facilitated via zoom meetings. The synchronous sessions are mandatory.

To prepare and study for this course we recommend:

***Preparation in the week prior to the session***

- reading the respective mandatory readings prior to the quiz
- watching the voice-over-PowerPoint video(s) associated with the mandatory readings prior to the quiz
- If it is a week with a quiz, take the quiz after your preparation is complete and before Sunday, 3pm

***Preparation on the day of the session:***

- refresh your memory on the readings by revisiting the asynchronous videos in the first 30min of each class
- attend the synchronous session

***Studying after the session:***

- revisit the asynchronous videos and the mandatory readings if questions remain
- attend office hours or contact Jen or Kristin if you have any remaining questions

**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) PST	Weight / % of grade	Description
COM 361: Midterm exam	Individual	Exam	10/16/2020 2:00 PM to 4:00PM	25%	open book exam, multiple choice and long written answer style questions, all questions need to be answered, testing course content up to exam day
COM 361: Final exam	Individual	Exam	In the December Exam Period	35%	open book exam, multiple choice and long written answer questions, all questions need to be answered, testing course content of entire course
COM 361: Group assignment	Group	Hand-in assignment	11/27/2020, 3:00 PM	25%	assessment information provided in class
COM 361: Quizzes	Individual	Quiz	09/20/2020, 09/27/2020, 10/04/2020, 10/25/2020, 11/01/2020, 11/15/2020, 11/22/2020, 03:00 PM	15%	7 quizzes, 10 questions per quiz
Total				100%	

**Course Assessment:**

Description of evaluation standards for evaluation elements.

**Quizzes:** There will be 7 “pre-reading” quizzes, based on material in the assigned readings. The specific readings covered for each quiz are in the table below. Where “part of” a chapter is indicated, students will be provided with a specific list of which portion(s) of that chapter will be covered prior to the quiz. Each quiz will have 10 multiple choice questions. Quizzes will be done through BrightSpace. You can start each quiz at any time of your choosing after the “quiz available” time specified for each quiz in the table below. Once you start, you have 30 minutes to finish<sup>1</sup>. Make sure you finish your quiz not later than the time indicated in the “quiz closes at” column of the table below.

Quiz	Readings Covered:	Quiz Available Starting:	Quiz Closes At:
#1	Chapter 6 & pages 202-207 of Chapter 7	8:00am PST on 09/17/2020	3:00pm PST on 09/20/2020
#2	Chapter 10	8:00am PST on 09/24/2020	3:00pm PST on 09/27/2020
#3	Chapter 12	8:00am PST on 10/01/2020	3:00pm PST on 10/04/2020
#4	Chapter 8 & parts of 9	8:00am PST on 10/22/2020	3:00pm PST on 10/25/2020
#5	Chapter 13	8:00am PST on 10/29/2020	3:00pm PST on 11/01/2020
#6	Chapter 14	8:00am PST on 11/12/2020	3:00pm PST on 11/15/2020
#7	Chapter 15 & parts of 17	8:00am PST on 11/19/2020	3:00pm PST on 11/22/2020

**Midterm exam:** The midterm exam will cover all in-class material up to the day of the exam, i.e. all mandatory readings, session content, discussions, videos, learning exercises and the like. This is an open book, individual exam and all students are expected to pursue the highest standards of academic integrity (see more details below).

The exam will include multiple choice and long written answer style questions. The long answer style question will need to be answered in written paragraphs, not a bullet point style answer. Students will have to answer all posed questions. More information about the exams will be provided in a session closer to the exam date. Submission will be through BrightSpace.

**Final exam:** The final exam will cover all course material, i.e. mandatory readings, session content, discussions, videos, learning exercises and the like. This is an open book, individual exam and all students are expected to pursue the highest standards of academic integrity (see more details below).

The exam will include multiple choice and long written answer style questions. The long answer style question will need to be answered in written paragraphs, not a bullet point style answer. Students will have to answer all posed questions. More information about the exams will be provided in a session closer to the exam date. Submission will be through BrightSpace.

**Group Assignment:** The purpose of group work is to enhance your skill in working collaboratively. All members of the group will receive the same grade. The group report will require you and your group members to use and apply the course content up to the submission of the report. In the assignment, groups will need to analyze the implications of the global Covid-19 pandemic on one multinational enterprise (MNE). More information about the assignment will be provided in class, on BrightSpace, and in a session closer to submission of the report.

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

Students with unexcused absences\* from more than 2 synchronous class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 synchronous class sessions may not be permitted to write the final examination.



Please note that being late or leaving early from class is disruptive for everyone and, if habitual, such behaviour may be treated as an unexcused absence for that session.

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

**Schedule:**

Week	Date	Topic	Reading
Week 1	14-Sep	Introduction to the IB Environment	Chapter 1
	16-Sep	Political, Economic & Legal Systems	Chapter 2 + pages 83-86 from chapter 3 (benefits/costs/risks)
Week 2	21-Sep	International Trade	Chapter 6
	23-Sep	Government Policy around Trade	Chapter 7
Week 3	28-Sep	Global Economic Policy Current Events	Articles posted on BrightSpace
	30-Sep	Foreign Exchange	Chapter 10
Week 4	5-Oct	Global Capital Markets	Chapter 12
	7-Oct	Review and Catch Up	No new readings
Week 5	12-Oct	No Classes – Thanksgiving on October 12, class cancelled in lieu of exam on October 14	
	14-Oct		
	16-Oct	MIDTERM EXAM	
Week 6	19-Oct	Introduction to IB Activities	Chapter 3
	21-Oct	Trade (A Firm Perspective)	Chapter 9
Week 7	26-Oct	FDI (Inward FDI)	Chapter 8
	28-Oct	FDI (Outward FDI)	Chapter 8
Week 8	02-Nov	Strategy of IB I	Chapter 13 + additional material
	04-Nov	Strategy of IB II	Chapter 13 + additional material
Week 9	09-Nov	No Classes - Reading Break	
	11-Nov		
Week 10	16-Nov	Organization of IB I	Chapter 14 + additional material
	18-Nov	Organization of IB II	Chapter 14 + additional material
Week 11	23-Nov	Market Entry Strategies	Chapter 15
	25-Nov	Global Business Functions I	Chapter 17 + additional material
Week 12	30-Nov	Global Business Functions II	Chapter 18 + additional material
	02-Dec	Exam Prep and Wrap-up	No new readings

# Com 390

## Canadian Business Environment

**Pre-requisites:** None

**Text:**

Authors : Len Karakowsky and Natalie Guriel

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

Publisher : Pearson Canada Inc.

Year : 2015

ISBN : 978-0-13-291300-3

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

**Course Description and Objectives:**

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

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

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

**Course Format:**

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

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

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

**Requirements for Graded Work:**

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

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

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

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

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

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

**Academic Integrity:**

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

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

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

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

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



# Com 400

## Strategic Management

### Pre-requisites:

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

### Texts:

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

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. *Strategic Management: Concepts: Competitiveness and Globalization, Eleventh Edition*, Cengage Learning, Stamford, 2015, ISBN-13: 978-1-285-42518-4.  
Grant, R.M. *Contemporary Strategy Analysis, Eighth Edition*, John Wiley & Sons, West Sussex, 2013, ISBN 9781119941880.

An open textbook of Strategic Management (Canadian Edition) can be found here:  
<https://open.bccampus.ca/find-open-textbooks/?uuid=91cdf18-273d-44cc-8432-865d09005fda&contributor=&keyword=&subject>

### Cases and Readings:

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

### Course Objectives and Description:

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

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

**Course Format and Pedagogy:**

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

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

**Requirements for Graded Work:**

Description of evaluation standards for evaluation elements.

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

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

**Group Project Report and Presentation (25%+10%):****Guidelines for the Group Project**

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

**Proposal Due: June 2, 2017**

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

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

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

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

**Presentation: July 21, 2017**

**Report Due: July 28, 2017**

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

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

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

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

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

**Academic Integrity:**

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

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

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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.

## Legal Issues in Management

### Pre-requisites:

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

### Course Objective:

From the *University of Victoria Calendar*:

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

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

### Methodology:

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

### Textbook:

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

### Evaluation:

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

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

Total: 100%

### Case Presentations:

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

which will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February. Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

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

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

### **Mooting Exercise - Court Simulation**

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

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

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

### **University Calendar:**

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

### **Attendance:**

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

### **Assistance with your work:**

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

### **Academic Integrity, plagiarism and cheating**

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

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

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

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

### **Group Projects and Group Work:**

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

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

### **Provisional Reading and Topics List**

#### **Week Beginning Topic**

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

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

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

16 January *Video - Sources of Common Law*

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

23 January *Tort Law; Negligence and Professional Liability*: Text: Chs. 4 & 5

25 January *Tort Law; Negligence and Professional Liability: (continued)*

30 January *Contract: Offer and Acceptance*: Text: Ch. 6

31 January *Contract: Consideration, Capacity & Legality of Object*: Text: Chs. 7-8

8 February Practice Mid-Term

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

**TBA February Midterm Examination**

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

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

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

13 March *Agency: Text: Ch. 15*  
3 April *Mooting Exercises Begin*  
5 April **COM 402 Last Class**  
**TBA *Final Examination***



# Com 410

## Leadership Strategies

**Pre-requisite:** Organizational Behaviour

**Texts:**

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

**Course Objectives and Description:**

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

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

**Course Format:**

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

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

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

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

**Evaluation Elements:**

Students will be evaluated according to the following:

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

**Course Experience Survey:**

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

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

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

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

Description of evaluation standards for evaluation elements.

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

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

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

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

### **Academic Integrity:**

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

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

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

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

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

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

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

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

**Schedule:**

Will be distributed on the first class of the semester.

## Management Accounting II

**Pre-requisite:** Management Accounting

### **Texts:**

Horngren's Cost Accounting: A Managerial Emphasis, Eighth Canadian Edition Plus My Accounting Lab with Pearson E-text Access card Package 8/E

Authors: S. Datar, M. Rajan, L. Beaubien (Pearson Canada)

Text Hardcover with MyLab: ISBN#: 13: 9780134824680 or

Etext and Mylab with option loose leaf purchase: ISBN#-13: 9780134672052

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

This course is a continuation of Commerce 316/317, which introduced management accounting. It is designed to be transferable and satisfy the requirements of other second level management accounting courses and the requirements of the CPA program. It should also assist the general manager who needs to know more about how accounting information is useful in making daily business decisions

Major topics covered include 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 and transfer pricing. Problem solving and decision-making skills will be practiced through the use of problems and case studies.

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

- Prepare and analyze a Cost of Goods Manufactured and related Income Statement
- Understand and apply the various types of cost definitions (fixed, variable, mixed, direct, indirect, period, product) when constructing budgets
- Prepare flexible budgets
- Understand and compute variances
- Understand and calculate variable and absorption costing problems
- Analyze, determine and complete cost allocations
- Understand and calculate joint and by-product costs
- Understand and calculate process costing
- Understand and compute various pricing decision models.
- **Develop confidence sharing ideas and thoughts in a safe environment to develop critical thinking and analysis skills**

### **Course Format:**

Synchronous sessions will offer a live opportunity to interact with one another and walk through a few more complex problems. There will be participation marks assigned for speaking up in class in addition to online activities. If you know you cannot regularly attend class, or earn participation marks in this way, you should let the instructor know. Our live class time is scheduled with the expectation you have independently worked through Brightspace activities and recommended problems in advance. At times, you will also be required to complete and hand in problems as a group.

**Note: Coming to class does not equal participation** - see the Gustavson Bachelor of Commerce Standards of Professional Behaviour. Consequently, it is imperative that you prepare your problems before class and be ready to discuss them and ask questions about areas that are unclear. Problems will be reviewed in class using a team approach to learning, **and you may be called upon to answer questions pertaining to the assigned pre-reading.** Because of the inclass group activities, you should let your teammates know if you're unable to attend a given class, and ask them what you missed. If you know attending the live sessions will be a challenge for you more generally speaking, you should speak with your instructor to arrange alternate means of achieving participation points, which may include being grouped with other students unable to attend the live sessions for certain activities.

### **Educational Technology**

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

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

The following educational technologies, which stores or accesses your personal information outside Canada, is required for this course: Zoom; Pearson MyLab; Poll Everywhere; Tableau Public. I will make you aware if this list changes. I use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at <https://zoom.us/privacy> [<https://www.pearson.com/ca/en/legal/privacy-statement.html>

<https://www.poll.everywhere.com/privacy-policy>

<https://www.tableau.com/privacy#:~:text=Tableau%20believes%20in%20the%20importance,collect%20and%20receive%20about%20you>. I encourage you to read these documents.

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

#### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

<b>Title</b>	<b>Individual or Group</b>	<b>Type</b>	<b>Due Date</b>	<b>Weight / % of grade</b>	<b>Description</b>
COM 426: Contribution	Individual	In-Class Contribution / DSMs	Ongoing	20%	Contribute to class; Spend 30 minutes working on or achieve 80% in the Dynamic Study Modules on Pearson
COM 426: MyLab Assignments	Individual	Online Assignments	Ongoing	15%	Best 5 of 6 assignments; 3% each
COM 426: Group Exercises	Group	Assigned Problems	September 22 <sup>nd</sup> (5% Ch 4), October 20 <sup>th</sup> (2% Ch 7), November 3 <sup>rd</sup> (2% Ch 12/21)	9%	2% Ch 7, 2% Ch 12/21. Assigned Problems to be completed as a group and uploaded prior to the following class
COM 426: Midterm #1	Individual	Exam	September 29 <sup>th</sup>	15%	Chapter 1, 2, 4
COM 426: Midterm #2	Individual	Exam	October 13 <sup>th</sup>	12%	Chapter 14, 15
COM 426: Midterm #3	Individual	Exam	November 3 <sup>rd</sup>	14%	Chapter 16, 7, 8
COM 426: Midterm #4	Individual	Exam	December 2 <sup>nd</sup>	15%	Chapter 17, 18
Total				100%	

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

### **Course Experience Survey:**

The BCom Program and its instructors value your feedback. As with all of our courses, you will be expected 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 synchronous sessions in the course for you to complete the online survey; you will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet or mobile device. 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.

### **Course Assessment:**

Description of evaluation standards for evaluation elements.

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

**Late Work:** In the absence of a medical or family emergency there will normally be a grade penalty of 20% for each day an assignment is late. Anything submitted more than one hour after the deadline is considered a day late and subject to the 20% penalty.

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

Students with unexcused absences\* from more than 3 class sessions will be penalized as follows: 5% reduction in participation grade for each class missed.

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

### **Grading Scale:**

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

Percentage Range	Grades	Grade Point Value	Description
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
73 - 76	B	5	
70 - 72	B-	4	

			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 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.

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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.

**Please refer to BrightSpace for a detailed course schedule, including planned problems and a set of additional problems students may use in their independent study.**

Students are expected to subscribe to our regularly check the [Instructor Announcements](#) forum in BrightSpace where changes to the course schedule may be posted.

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



# Com 435

## Corporate Relations and Responsibilities

**Pre-requisite:** Organizational Behaviour

### **Texts:**

I have chosen the Bayers, Stanberry Ethics text for this course, which is a FREE, online, open source textbook. Ethics textbooks are generally expensive, but this text offers a thorough overview of ethics and the critical topics a business student should consider. The text is American however, which is why we will just use portions of the book, and additional PDFs from other texts and readings are also assigned.

Everything you need for this course will be available on Coursespaces. The text and readings were chosen to offer explanation of concepts, illustration of CSR and ethical situations in business and to help structure the order of the course. Together the text and readings give you an excellent set of resources to draw on in breaking down ethical problems and making ethical decisions.

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

This course will explore ethical decision-making and corporate social responsibility at the personal and firm level. Readings will offer multiple perspectives on ethical decision-making, building an ethical culture in an organization, and the strength of strong values in a firm. The purpose and value of corporate social responsibility activities will broaden your understanding, and develop your ability to be a responsible leader in any organization.

This course requires a previous sustainability (Com 362) and or ethics course as a prerequisite. This allows you to build on material you already know, and for all of us to dig into some complex ethical discussions. It also allows us to consider CSR and stakeholders in a more sophisticated manner. You will find this course to be very practical, with tools you can apply to many situations in your life.

I value your participation in this class and have built in activities and opportunities where you can share your ethical experiences and your ideas for better corporate social responsibility in firms. I have high expectations for the quality and variety of our discussions. To get the most out of our classes we all need to be prepared. I will prepare by selecting readings that can challenge and inform us, planning a lesson that demonstrates issues that managers grapple with and theory that can help us form good ethical judgements and offer you feedback, both in class and on exams and assignments that will help you further develop your thinking on ethics and CSR. You need to come to class having read the assigned readings, and prepared to use those as a jumping off point for in class discussions, debates and activities. Together we will meet and even surpass the learning objectives for this course.

### **Learning objectives**

This is a practical course where you will learn theory and practice using tools to make you better at ethical decision making and understanding how to implement corporate social responsibility initiatives

Specifically, upon successful completion of Com 435 you should be able to:

- Be aware of and have an increased understanding of the nature of business ethics in the Canadian as well as a global business environment
- Examine the ethical implications of business practices from a stakeholder perspective
- Describe the challenges of social responsibility in a business
- Apply ethical concepts and theories to business cases
- Debate and defend an ethical position based on theory and precedents

- Develop and communicate specific actions to building a positive ethical culture in an Organization

### **Course Format:**

This course will be taught using the readings as a starting point for lectures, group activities and classroom discussions. As such, it is important for students to complete the readings prior to class. In class activities will be a key way to earn participation marks, and readings are critical to being able to participate effectively.

### **Evaluation Elements:**

Please note that all evaluation elements of the course must be completed to receive a passing grade in the course.

Students will be evaluated according to the following schedule:

<b>Title</b>	<b>Individual or Group</b>	<b>Due Date</b>	<b>Weight / % of grade</b>
Personal Ethical Dilemma	Individual	January 14	Pass/Fail
Participation	Individual	Jan - Apr	10%
Midterm exam	Individual	Feb 11	25%
Final Project: Build an ethical culture report	Pairs	Mar 10	35%
Final Exam	Individual	TBA*	30%

\* The final exam schedule is set by the University Registrar's office and is usually available by mid-October.

#### **1) Personal Ethical Dilemma (Mandatory submission; pass/fail grade)**

Please submit an actual ethical dilemma that you have encountered in a work or school environment. The write-up should include two parts:

- Part A - a brief description of the situation, the central issue or dilemma, and the possible options (clearly identify them);
- Part B - how the dilemma was resolved including any remaining issues.

Dilemmas may be selected for discussion during the course. Be prepared to acknowledge that you were the author of the dilemma, and to discuss it in class. In order to respect privacy and the confidentiality of others however, you are not required to identify other individuals involved, nor any organization involved.

Dilemmas should not exceed one page, 12 pt Times New Roman font with one inch margins. The assignment should be posted in the dropbox on the CourseSpaces site prior to our second class on Jan 14. Please indicate your name and student number, on the assignment.

#### **2) Participation**

Active participation in this course can take several forms:

- answering questions in class
- leading/facilitating small group work
- participating in pair and small group work

Participation is encouraged to both deepen your understanding of the material, as well as the understanding of your peers. Questions and answers that are on topic, draw on the readings and on previous class conversations, and are not repetitive will gain participation points.

Participation requires attending class. I will take attendance at the beginning of each class and this will contribute to your participation grade. Students with more than three unapproved absences from the course will receive a zero for participation in the course.

Arriving late and or leaving during class can be disruptive and disrespectful of your colleagues. As a result these actions will reduce your participation score for that class.

**3) Midterm Exam** - Case Analysis: Apply the “Thinking Ethically” framework to a case and support it with ethical theory. In class, Feb. 11. You will have two hours to complete the exam. We will cover the framework in class and you will have the opportunity to practice using it in class prior to the exam.

**4) Final project** - Plan to build a culture of ethics at an organization. This is an excellent opportunity to make use of your work experiences (co-op or other), and apply some of the key elements of this course. The goal of this assignment is to give you experience thinking through the purpose and scope of creating an ethical culture in an organization that participates in corporate social responsibility, and developing tools that will help guide managers make ethical decisions. The report should include:

- a brief summary of the organization (what it does, the number of employees, how long it has existed, who its main competitors are, and where it is located - 1/2 page maximum)
- a description of the current status of the organization regarding its ethical behaviour: are managers left to make decisions regarding customers and suppliers on their own, or is there a code they should follow? Is there a whistleblower hotline? Are there any other instructions, policies or rules in place to help guide employees? What level of trust is given to managers and employees regarding ethics? (1/2 page maximum).
- Does the company have a corporate social responsibility (CSR) initiative? What is it? How long have they been doing this? Is the initiative aligned with its mission and values? How? (1/2 page maximum).
- Create a code of ethics for employees, board of directors and suppliers. If the organization already has a code of ethics, look at it critically and evaluate to for ease of use and thoroughness. (1-2 pages).
- Consider ethics training that you would offer staff at this firm. What training is necessary for staff to make ethical decisions and when/how often should it be offered? Create a plan of courses and workshops you would offer annually. Be sure to address the levels of the organization. For example, the CEO and Board will need different training than the front line employees. (1 page).
- Design a 12 month communications plan to increase awareness of ethical decision-making and CSR at the firm. How often will you communicate? What channels will you use? Who, specifically will you reach out to and how will you reach those people? Also address from whom the messages will come (CEO? Managers? Human Resource department?). Perhaps most importantly, what will you communicate? What are the key messages you want staff to know? (1-2 pages).

This assignment will likely require 5-7 pages. The normal 12 pt, Times New Roman (or equivalent), and one inch margins rules apply. Please hand this assignment in via the dropbox on Course Spaces.

**5) Final Exam** - The Final exam will be cumulative and will test your knowledge and understanding of ethical theory and application as well as your ability to analyze a firm to develop appropriate CSR strategies.

### General Rules for Assignments and Exams

- All assignments will be submitted through a dropbox on course spaces. I grade electronically and will return your assignments with feedback and a grade through course spaces.

### Schedule:

#### Schedule:

Date	Topic	Learning Outcomes	Readings/Assignments
Jan 7	Introduction: What is Business Ethics and Corporate Social Responsibility?	1. Explain your goal for taking this course 2. Discuss why ethics matters 3. Define Corporate Social Responsibility	1. Bayers and Stanberry - Chapters 1-2 2. For Discussion: Equifax Data Breach p 29 of Bayers and Stanberry
Jan 14	Ethical Frameworks - Moral responsibility - Moral development - Moral theory	1. Identify five ethical theories and explain how they apply to an ethical situation. 2. Analyze ethical problems 3. Practice making an ethical decision and defending it using ethical theory	1. Swartz, "The Nuts and Bolts of Determining Ethical Responsibility" (PDF on Course Spaces)
Jan 21	Ethical Frameworks 2 - Moral reasoning process - Moral theory	1. Discuss the components of the ethical framework in the context of a business decision 2. Practice using the framework on a business case	1. Thinking Ethically Framework: <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/</a>
Jan 28	Corporate Social Responsibility - Social responsibility theory - Stakeholder theory	1. Define stakeholders of the firm 2. Explain the positions of two major stakeholder scholars 3. Draw a stakeholder map defining the primary – tertiary levels of stakeholders 4. Apply stakeholder theory to a real business situation	1. Bayers and Stanberry - Chapters 3 and 4 2. For Discussion: <a href="https://www.washingtonpost.com/business/economy/toyota-reaches-12-billion-settlement-to-end-criminal-probe/2014/03/19/5738a3c4-af69-11e3-9627-c65021d6d572_story.html?utm_term=.31b578ad8c7c">https://www.washingtonpost.com/business/economy/toyota-reaches-12-billion-settlement-to-end-criminal-probe/2014/03/19/5738a3c4-af69-11e3-9627-c65021d6d572_story.html?utm_term=.31b578ad8c7c</a>  3. <a href="https://www.washingtonexaminer.com/video-shows-man-dragged-from-united-flight-had-bloodied-face">https://www.washingtonexaminer.com/video-shows-man-dragged-from-united-flight-had-bloodied-face</a>  4. <a href="https://www.washingtonexaminer.com/congress-uses-united-incident-to-crack-down-on-airlines-treatment-of-passengers">https://www.washingtonexaminer.com/congress-uses-united-incident-to-crack-down-on-airlines-treatment-of-passengers</a>



Feb 4	Employers: Creating an ethical work culture	<ol style="list-style-type: none"> <li>1. Define culture as it pertains to a workplace</li> <li>2. Determine elements of an ethical workplace</li> <li>3. Evaluate a company's Code of Conduct</li> <li>4. Develop a Code of Conduct for a firm</li> </ol>	<ol style="list-style-type: none"> <li>1. Swartz. <i>Developing and Sustaining an Ethical Corporate Culture</i> (see PDF on Course spaces).</li> <li>2. B Resource Guide: <i>Creating a Code of Ethics</i> (pdf on Course Spaces):</li> <li>3. McDonalds Code of Conduct (See pdf on Course Spaces)</li> <li>4. Globe and Mail article on McDonalds: <a href="https://www.theglobeandmail.com/report-on-business/rob-commentary/is-it-time-for-mcdonalds-to-rethink-the-ethics-of-the-happy-meal/article31514884/">https://www.theglobeandmail.com/report-on-business/rob-commentary/is-it-time-for-mcdonalds-to-rethink-the-ethics-of-the-happy-meal/article31514884/</a></li> </ol>
Feb 11		Midterm Exam	
Feb 18		Reading Break – No Class	
Feb 25	Consumers: Protection - Consumer protection -Product recalls	<ol style="list-style-type: none"> <li>1. Determine a firm's responsibility to its customers</li> <li>2. Apply the ethical thinking framework to a case</li> </ol>	<ol style="list-style-type: none"> <li>1. Karakowsky, Carroll and Buchholtz – Chapter 11</li> <li>2. For Discussion: <a href="https://www.scu.edu/ethics/focus-areas/business-ethics/resources/the-case-of-nutritional-foods/">https://www.scu.edu/ethics/focus-areas/business-ethics/resources/the-case-of-nutritional-foods/</a></li> </ol>
Mar 3	Consumers: Marketing - Marketing ethics - Pricing, quality, labelling	<ol style="list-style-type: none"> <li>1. Recognize ethical situations in marketing</li> <li>2. Design a plan to train employees to think ethically about decisions in the workplace</li> </ol>	<ol style="list-style-type: none"> <li>1. Bayers and Stanberry – Chapter 9</li> <li>2. For Discussion: <a href="https://www.wsj.com/articles/judge-bars-bud-light-from-suggesting-rival-beers-contain-corn-syrup-11558797548">https://www.wsj.com/articles/judge-bars-bud-light-from-suggesting-rival-beers-contain-corn-syrup-11558797548</a></li> <li>3. <a href="https://www.forbes.com/sites/davidvinjamuri/2019/02/06/bud-lights-super-bowl-ad-corn-syrup-ethics-and-mistaken-identity/#29b48b523a39">https://www.forbes.com/sites/davidvinjamuri/2019/02/06/bud-lights-super-bowl-ad-corn-syrup-ethics-and-mistaken-identity/#29b48b523a39</a></li> </ol>
Mar 10	Global Business Ethics - Bribery - Repressive regimes - Overseas suppliers	<ol style="list-style-type: none"> <li>1. Apply the stakeholder theory concept to a case</li> <li>2. Apply the Ethical Thinking framework to a case.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bayers and Stanberry - Chapter 5</li> <li>2. For Discussion: <a href="https://www.cbc.ca/news/politics/trudeau-wilson-raybould-attorney-general-snc-lavalin-1.5014271">https://www.cbc.ca/news/politics/trudeau-wilson-raybould-attorney-general-snc-lavalin-1.5014271</a></li> </ol>
Mar 17	Issues, Risk and Crisis Management	<ol style="list-style-type: none"> <li>1. Examine a situation where an ethical decision generates media attention</li> <li>2. Determine a course of action in an ethical situation</li> <li>3. Make recommendations to manage similar situations in the future</li> </ol>	<ol style="list-style-type: none"> <li>1. For Discussion: <a href="https://www.scu.edu/ethics/focus-areas/more/engineering-ethics/engineering-ethics-cases/trimming-data/">https://www.scu.edu/ethics/focus-areas/more/engineering-ethics/engineering-ethics-cases/trimming-data/</a> <a href="https://www.pqbnews.com/news/lifes-work-of-talented-b-c-sculptor-leads-to-leukemia/">https://www.pqbnews.com/news/lifes-work-of-talented-b-c-sculptor-leads-to-leukemia/</a></li> </ol>
Mar 24	Giving Voice to Values Exercise	<ol style="list-style-type: none"> <li>1. Evaluate an ethical decision according to workplace values</li> <li>2. Practice sharing your values with a supervisor</li> </ol>	
Mar 31	The Great Debate Exercise	<ol style="list-style-type: none"> <li>1. Practice building an argument to support an ethical decision</li> </ol>	

# Com 445

## Corporate Finance

**Pre-requisite:** Management Finance

**Course Material:**

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

**Online Coursepack:** see Coursespaces for link.

**Course Objectives and Description:**

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

The course objectives are to:

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

**Course Format:**

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

**Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

If you disagree with the assessment received on a grade component, you may request in writing, that the work be reviewed. You need to cite why you think it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may 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	A+	9	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.
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+ C	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 - 64		2	
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

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

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

#### **Academic Integrity:**

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

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

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

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

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

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

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



# Com 446

## Investments

**Pre-requisite:** Management Finance

**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%	

**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. For your reference, past Com 450 topics included the following:

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

# ENT 100

## Introduction to Entrepreneurship and Innovation

**Pre-requisites:** None

**Texts:**

There is no assigned textbook for this course.

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

Weekly suggested readings are also posted to CourseSpaces.

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

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

**Course Objectives and Description:**

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

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

**The course objectives are to:**

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

**Course Format:**

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

- Lectures

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

### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

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

### **Course Experience Survey:**

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

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

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

Description of evaluation standards for evaluation elements.

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

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

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

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

### **Grading Scale:**

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

Percentage Range	Grades	Grade Point Value	Description

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

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

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

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

#### **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.



- o submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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

### Schedule:

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

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

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

# ENT 402

## Entrepreneurship & Small Business for the Non-Specialist

### Pre-requisites:

- Organizational Behaviour
- Marketing

### Texts:

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

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

A few other sources for entrepreneurial thinkers include:

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

### Course Objectives and Description:

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

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

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

### Course Format:

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

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

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

#### **Evaluation Elements:**

Students will be evaluated according to the following schedule:

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

**Course Experience Survey:**

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

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

**Requirements for Graded Work:**

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

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

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

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

**Requirements for Non-Graded Work:**

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

**Academic Integrity:**

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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 Environment of Business

**Pre-requisites:** None

**Texts:**

Coursepack is available at the UVic Bookstore. It includes:

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

2. Cases Pack:

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

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

**Course Objectives and Description:**

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

**Objectives:** By the end of this course you will:

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

**Course Format:**



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

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

Description of evaluation standards for evaluation elements.

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

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

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

### **Academic Integrity:**

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- 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.
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# IB 409

## Social Entrepreneurship & New Venture Creation

<b>AIMS - KNOWLEDGE</b>	The objective of the course is to deliver students knowledge on concepts, theories and research results from the field of entrepreneurship, which will improve understanding of entrepreneurial process and factors, which influence the establishment, survival and development of the new ventures.
<b>AIMS - SKILLS</b>	During the course students will develop entrepreneurial skills required to prepare social business project such as ability to identify social and business opportunities and analyze environmental changes, skills on developing new venture strategy, preparing financial analyses and building the network.
<b>AIMS - SOCIAL COMPETENCES</b>	The objective of the course is to develop transferable skills related to establishing and developing a new venture.

### Learning Outcomes

#### Knowledge

DESCRIPTION OF LEARNING OUTCOMES ON THE COURSE LEVEL
<ul style="list-style-type: none"><li>○ has knowledge on internal changes, which take place in the enterprise during the development process</li><li>○ has knowledge of the most typical mistakes made by entrepreneurs in the process of new venture development</li><li>○ has knowledge on the role of critical incidents in the process of the development of a firm</li></ul>
<ul style="list-style-type: none"><li>○ has knowledge on qualitative methods of gathering and interpreting the data</li><li>○ understands the importance of adjusting tools and methods of gathering data to the specificity of the research problem</li></ul>
<ul style="list-style-type: none"><li>○ has knowledge of principles, methods and tools of preparing a business plan, combining knowledge from different disciplines</li><li>○ is able to design the business plan for the social enterprise</li><li>○ understands the factors, which influence the growth of start-ups</li><li>○ understands the mechanisms of influence of intangible factors in the process of the development of an enterprise</li></ul>

#### Skills

DESCRIPTION OF LEARNING OUTCOMES ON THE COURSE LEVEL
<ul style="list-style-type: none"><li>○ is able to identify critical mistakes made by entrepreneurs in establishing and managing the growth of the enterprise, analyze its causes and consequences</li><li>○ is able to identify organizational problems, analyze them, and develop solutions using selected methods and tools</li></ul>

<ul style="list-style-type: none"> <li>○ is able to critically analyze the business problems using appropriate analytical tools</li> </ul>
<ul style="list-style-type: none"> <li>○ is able to evaluate the attractiveness of market opportunity for new business ventures applying theoretical knowledge and market data.</li> <li>○ is able to present innovative business ideas (to potential investors)</li> </ul>
<ul style="list-style-type: none"> <li>○ Is able to perform the comparative analysis of data collected to address the research problems</li> <li>○ Is able to prepare and conduct in-depth qualitative interviews with entrepreneurs</li> </ul>
<ul style="list-style-type: none"> <li>○ is able to prepare report on comparative analyses of the new venture creation and development process</li> <li>○ is able to prepare a well-structured new venture proposal</li> </ul>
<ul style="list-style-type: none"> <li>○ is able to conduct new venture presentation in convincing way using selected multimedia tools</li> </ul>

### **Social Competences**

DESCRIPTION OF LEARNING OUTCOMES ON THE COURSE LEVEL
<ul style="list-style-type: none"> <li>○ understands the role of network in developing a new venture</li> <li>○ understands the structural and relational mechanisms of creating social capital in entrepreneurial networks</li> </ul>
<ul style="list-style-type: none"> <li>○ is able to create a social business proposal to solve a social problem</li> <li>○ is able to choose an important social problem using appropriate social and economic criteria</li> </ul>
<ul style="list-style-type: none"> <li>○ is able to apply different techniques to identify opportunities on the market</li> <li>○ is able to identify opportunities for development of an enterprise</li> <li>○ is able to identify social opportunities</li> </ul>

MODULE CONTENT	NUMBER OF HOURS
Elements of entrepreneurial process. Phenomena of entrepreneurship through different lenses: qualitative and quantitative views.	3 Lecture
The nature and the process of identification of business opportunities	3 Lecture
Social entrepreneurship: innovative concept for solving social problems	6 Lecture
Challenges for social entrepreneurship	3 Lecture
New venture proposal: structure and elements	3 Lecture
Entrepreneurial network. The role of social ties in entrepreneurial process	6 Lecture
Small business development process	3 Lecture
Entrepreneurial mistakes	3 Lecture
<b>TOTAL CONTACT HOURS</b>	<b>30</b>

### **Methods Of Teaching - Knowledge**

Discussions of the concepts and newest research results, case studies, interviews with entrepreneurs, reading.

### **Methods Of Teaching - Skills**

Case studies, workshops, presentations, interviews with entrepreneurs

### **Methods Of Teaching - Social Competences**

Case studies, workshops, presentations, interviews with entrepreneurs

### **International Dimensions**

Students will learn cases of successful entrepreneurs, who are active on international arena, as well as newest concepts and research findings published in international journals dedicated to entrepreneurship such as Journal of Business Venturing or Entrepreneurship: Theory and Practice.

### **Compulsory Reading**

NO	AUTHOR, TITLE, PLACE & DATE OF PUBLISHING, PUBLISHER, PAGES
1.	Portales, L. (2019) Social Innovation and Social Entrepreneurship Fundamentals, Concepts, and Tools, Palgrave Macmillan.
2.	Gudkova, S. (2015) Exploring Entrepreneurship. Inspirations from the Field, Warsaw: Poltext.
3.	Kickul, J., Lyons, T.S. (2012) Understanding social entrepreneurship. The relentless pursuit of mission in an ever changing world, Routledge.
4.	Baron, R., Shane, S. (2007) Entrepreneurship: A Process Perspective, South-Western, International edition

### **Additional Reading**

NO	AUTHOR, TITLE, PLACE & DATE OF PUBLISHING, PUBLISHER, PAGES
1.	Rezac, D., Thomson, J., Hallgren, G. (2003) The Frog and the Prince: Secrets of Positive Networking To Change Your Life, Frog and Prince Networking Corporation.
2.	Dollinger, M.J. (2007) Entrepreneurship. Strategies and Resources, Prentice Hall
3.	Gitomer, J. (2006) Little black book of connections: 6.5 assets for networking your way to rich relationships, Bard Press
4.	Global Entrepreneurship Monitor Report - 2010-2019

MODE OF ASSESSMENT	DURATION	PERCENTAGE OF TOTAL GRADE
Case study Case studies and workshops		25%
Written assignment (project, report, essay) 1. Social business project - 30% 2. New venture creation and development - a comparative analysis- 45%		75%

# IB 415

## Cross-National Management

### Pre-requisites:

- Organizational Behaviour
- 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:**

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.

# IB 416

## International Marketing

### Pre-requisites:

- Marketing
- 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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- 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

### Pre-requisites:

- Management Finance
- International Business

### Texts:

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

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

### Course Objectives and Description:

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

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

### Course Format:

Lectures will be the principal method of instruction.

### Evaluation Elements:

Students will be evaluated according to the following schedule:

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

### Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the

opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

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

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

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

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

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

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

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

#### **Academic Integrity:**

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- 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.
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- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
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- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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