



Gustavson
School of Business
University of Victoria



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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



Please follow the hyperlink on "Course Numbers" to navigate within the document. Please click on the corresponding "Course Title" for more information on prerequisites.

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.

Course Numbers	Course Title
Com 100	Understanding World-Class Organization (Credit will be granted for only one of 100, 290, 390)
Com 202	Financial Accounting I (Credit will be granted for only one of 202, 315)
Com 220	Organizational Behaviour
Com 240*	Management Finance
Com 250	Fundamentals of Marketing
Com 302	Legal Environment of Business (Credit will be granted for only one of 302, 402)
Com 303*	Intermediate Business Topics : Topics To Be Announced
Com 400*	Strategic Management
Com 402*	Legal Issues: Management (Credit will be granted for only one of 402, 302)
Com 410*	Leadership Strategies
Com 426*	Management Accounting II
Com 435*	Corporate Relations and Responsibilities
Com 450	Special Topics :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 (Not open to students registered in Com 361)

International Business Specialization	Please note that all four of the following courses must be taken together to complete the International Business Specialization: IB 415, IB 416, IB 417, and Com 400 concurrently. NOTE: IB 415, IB 416, and IB 417 <u>CANNOT</u> be taken on their own. COM 400 is the only course that can taken as individual stand-alone courses.
IB 415*	Cross-National management
IB 416*	International Marketing
IB 417*	International Finance
COM 400	Strategic Management

COM100

Understanding World-Class Organizations Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Monday/Thursday 10am-1120am
Location	Building: David Turpin A120
Instructor:	Mark Colgate
Office hours:	<i>1-2pm Thursdays on zoom. Details below.</i> <i>Join Zoom Meeting</i> https://uvic.zoom.us/j/5923297313
Email:	colgate@uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Mark Colgate is a professor in service excellence and coaching at the Gustavson School of Business, University of Victoria. In the not-too-distant past Mark spent 3 years as the General Manager of Customer Satisfaction at Commonwealth Bank of Australia, the 10th largest bank in the world. Mark's background is in marketing, customer experience management and coaching and he has taught these topics in New Zealand, Australia, Canada, Ireland and China where he was a regular professor at the China European Business School in Shanghai - the leading business school in China.

His scholarly publications can be found in journals such as *Sloan Management Review*, *Journal of the Academy of Marketing Science*, and the *Journal of Service Research*. He has also

consulted for many companies such as TELUS, WEX, City of Richmond, Vancouver Whitecaps, Whistler Blackcomb, Kiwi Experience Tourism Bus Company, BC Government, and Toyota Financial Services. He also likes tasty cheese and running (to lessen the impact of the cheese).

Texts and Resources:

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 link to the readings are posted on Brightspace. However, there is a very good ebook *Introduction to Business, by Gitman, Lawrence J et al. (2018)* is posted online for your use.

Course Objectives and Description:

Designed to ensure students learn all of the components of expertly run organizations. Topics covered include understanding the organizational context, strategy, leadership, accounting and finance, employee motivation, operations, customer and market focus and what effective results look like. Case studies of organizations are used to bring the course to life.

Course Format:

A blend of in-person classes, zoom classes, polling, guest speakers, amusing cats, mini case studies, and break-out group exercises will be employed.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type (Exam, Assignment, Quiz, Other)	Due Date	Weight /% of grade	Description
COM 100: Term Assignment	Individual	AI Assignment	Dec 2 nd	15%	Individual Assignment
COM 100: Term Assignment	Individual	Research Assignment	October 16 th	15%	Individual Assignment
COM 100 Midterm #1	Individual	Test	Nov 2 nd	10%	Midterm 1 - Quiz (multiple guess)
COM 100: Midterm #2	Individual	Test	Nov 20 th	15%	Midterm 2 – Accounting test
COM 100: Polling	Individual	Polling	(Ongoing dates throughout semester)	10%	Participation – participation through zoom polling – 2% <i>when you got 2 or more questions correct out of 4 questions (best 5 from 6)</i>
COM 100: Final exam	Individual	Exam	Mid Dec	35%	Final Examination in December – 3 essay questions
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of **2%** for each day an assignment is late.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT is allowed in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI. ***Assignment guidelines will provide additional guidance as to how these tools might be part of your process for each assessment this semester and how to provide transparency about their use in your work.***

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. Attendance is a critical component of everyone's academic success.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

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. **Please note that "A" grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

Note that it is required that you pass **the final exam** to pass the course. In the case that you do not attain a passing grade in any such 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 Academic Director and may be subject to change up until that point.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

TOPIC	Type (In class, online, test etc.	Due Date	Description
COM 100: Welcome!	In class	Thursday 7 th Sept	Introduction: Integrated Business Framework and Entrepreneurship
COM 100: Entrepreneurship	In class	Monday 11 th Sept	Entrepreneurship - Reading: Beating the Odds When You Launch a New Venture
COM 100: Entrepreneurship	Guest Speaker: Zoom Class and zoom quiz 1	Thursday 14 th Sept	Jeff Mallett on entrepreneurship
COM 100: External Environment	In class	Monday 18 th Sept	External Environment: The Five Forces Reading: The Five Competitive Forces That Shape Strategy - Michael E. Porter, Harvard Business Review
COM 100: Leadership	In class	Thursday 21 st Sept	Leadership: Level 5 leaders Watch the Founder movie
COM 100: Leadership	Zoom class and zoom quiz 2	Monday 25 th Sept	Leadership: Level 5 leaders Diversity and Inclusion Revolution
COM 100: Leadership	In class	Thursday 28 th Sept	Leadership: Level 5 leaders Reading: What Makes a Leader? Daniel Goleman, Harvard Business Review
COM 100	Truth and Reconciliation Day	Monday 2 nd October	No Class
COM 100: Strategy	In class	Thursday 5 th Oct	Strategy: Diagnosis, Choice, Execution Reading: Good Versus Bad Strategy

COM 100	Off: Thanksgiving Bash	Monday 9th Oct	No class
COM 100: Strategy	In class	Thursday 12 th Oct	Guest speaker – Hannes Blum
COM 100: Marketing	Zoom Class and zoom quiz 3	Monday 16 th Oct	Strategy: Diagnosis, Choice, Execution Can You Say What Your Strategy Is? David J. Collis, Michael G. Rukstad, Harvard Business Review
COM 100: Guest Speaker	In class: Guest Speaker	Thursday 19 th Oct	AI, Customer and Market Focus: Creating Value <i>with</i> Customers Reading: Marketing Malpractice
COM 100: Marketing	Zoom Class and zoom quiz 4	Monday 23 rd Oct	AI, Customer and Market Focus: Creating Value <i>with</i> Customers Reading: Ultimate Marketing Machine
COM 100: Marketing	In class	Thursday 26 th Oct	AI, Customer and Market Focus: Creating Value <i>with</i> Customers Case: Kiwi Experience
COM 100: Accounting	In class	Monday 30 th Oct	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace
COM 100: Read for class	Mid-term 1	Thursday 2 nd Nov	Online test
COM 100: Read for class	Zoom Class and zoom quiz 4	Monday 6 th Nov	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace
COM 100: Accounting	In class	Thursday 9 th Nov	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace
COM 100: Read for class	Reading Break	Monday 13 th Nov	No Class
COM 100: Read for class	In class	Thursday and 16 th and Friday 17 th Nov	Optional accounting tutorials
COM 100: Read for class	Online test	Monday 20 th Nov	Midterm 2 - accounting test
COM 100: Read for class	In class	Thursday 23 rd Nov	Human Resource Focus: Motivating Your People Reading: Daniel Pink Video – MAP

COM 100: Read for class	Zoom Class and Zoom quiz 6	Monday 27 th Nov	Human Resource Focus: Motivating Your People Reading: Google Best Teams
COM 100: Read for class	In Class	Thursday 30 th Nov	Process Management: Increasing Productivity and Quality
COM 100: Read for class	In Class	Monday 4 th Dec	Process Management: Increasing Productivity and Quality Final exam prep

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 202

Financial Accounting I Fall 2023 Course Outline

WAITLISTED STUDENTS: To keep your spot, you must attend classes and prepare the materials for each class. Use the free two-week trial version of the textbook (see below).

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	A01 Mondays and Thursdays, 11:30-12:50 pm, CRN 10651 A02 Mondays and Thursdays, 2:30-3:50 pm, CRN 10652
Location	A01 David Turpin Building (DTB) A102 A02 Clearihue Building (CLE) A127
Instructor:	Chris Graham, MBA, CPA, CGA (see link below for my bio) https://www.uvic.ca/gustavson/faculty/faculty/faculty/current/grahamc.php
Office:	Business and Economics Building (BEC) 258
Office hours: (drop-in)	Tuesdays 2:00-3:00 pm, Thursdays, 4:00-5:00 pm, or by appointment (due to the difficulty of “showing” accounting problems and solutions via Zoom, I generally recommend in-person appointments).
Email:	grahamc@uvic.ca

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UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Hi, my name is Chris Graham and I've been with the Gustavson School of Business since 2003. I've taught a number of different courses (Accounting, Finance, Strategy, and Economics) at a variety of levels (Business Minor, BCom, and MBA). As a designated accountant (Chartered Professional Accountant-CPA BC) I am passionate about teaching accounting. Accounting is an essential component of running and understanding any business. So whether you go further in accounting or you just want to know the basics, this course is a great introduction.

For some students, accounting is an easy subject. For others it can be challenging. This is, in part, due to the fact that for many of us, it's a new way of looking at financial numbers and how to organize them. It's important to keep up with the readings and get in touch with me for help if/when you need it.

I'm looking forward meeting you and your classmates.

Texts and Resources:

Required: e-text (or loose-leaf text). While WileyPLUS is not required for COM 202; it accompanies the e-text and can be used as an additional study aid. New textbooks should include WileyPLUS as part of the purchase price. **N.B.** a previous edition is not suitable – the questions and accounting information/standards have changed

Financial Accounting, Tools for Business Decision-Making, 9th Cdn. Ed. with WileyPLUS, Kimmel, Weygandt, Kieso, Trenholm, Irvine, Burnley.

The text is in the form of an e-text or a loose-leaf textbook– 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 202, your section and select the e-text. You will need to visit the Bookstore to get the loose-leaf version (which also has e-Text and WileyPLUS).

N.B. For some reason the Bookstore has our textbook listed as “optional”. It is **not optional**. You will need the textbook to do the readings and the problems in order to learn accounting.

TRIAL VERSION: A free, two-week trial-version of the text and access to the WileyPLUS website is available. See the **Wiley Course Information Flyer** posted in the COM 202 Brightspace website.

Calculator: A basic calculator is required for COM 202. It helps if it has a backspace correction key (you just entered an 8 digit number and the last digit was wrong.....), and a memory, but they are not essential. If you are planning to take COM 240 (Introduction to Finance) you might consider buying the **Texas Instruments BA II+** financial calculator available at the Bookstore.

Course Objectives and Description:

This course introduces financial accounting with an emphasis on the basic concepts, mechanics, objectives and judgments involved in financial statements. The major challenges and problems of financial reporting are much broader than just generating numbers. This course illustrates that financial 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 (International Financial Reporting Standards) in “accounting for public entities” as of January 1, 2011. As such, the focus in this course will be primarily on IFRS and financial reporting for an incorporated entity.

Specific objectives include:

1. Develop the ability to recognize, create and examine basic financial statements; the statement of comprehensive income (income statement), statement of changes in equity, statement of financial position (balance sheet), 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:

The course consists of a combination of lectures and class discussions. Lectures supplement course materials to reinforce key course points and the use of problems and/or case studies will allow application of the theory and content. Students are expected to complete all assigned questions/work including reading the course materials, cases and/or other content posted and to be 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.

1. Read the assigned text materials for the upcoming week (see Course Schedule)
2. **Before Monday’s Class** go to Brightspace and download that week’s PowerPoint (PPT) slide deck. It is in the folder for the week that you are currently preparing for.
3. **In Monday’s and Thursday’s Classes** we will cover the theory with examples from that week’s assigned readings. Please read that week’s assigned readings before this class to best participate in the class discussions and generate content questions.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please

let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 Meetings (if used for office hours) and WileyPLUS (elective component of the e-text). 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. For WileyPLUS, the privacy policy and the terms of use list the personal information stored outside of Canada and are available at https://www.wileyplus.com/WileyCDA/privacy_policy.html.

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.

Classroom Use of Technology:

Laptops and tablets will be allowed for use in Com 202 for the purpose of taking notes and for in-class exercises. All other uses are distracting to your learning, the learning of others, and to the instructor. The use of laptops or tablets for any purpose other than taking notes and completing in class exercises is strictly prohibited. **Please refrain from cell phone usage in class.**

Evaluation Elements:

Students will be evaluated according to the following schedule:

COM 202	Individual or Group	Type	Due Date	Weight / % of grade	Description
COM 202 Term Assignment	Individual.	Hand-in Assignment		15%	Posted on Brightspace (Submit through Assignments on Brightspace)
Part 1 6.2%			Part 1: Sun. Oct.15		
Part 2 8.8%			Part 2: Sun. Nov. 5		
End of Week (6 quizzes x 1.5 mks each)	Individual	On-line Quiz	On-going – Sunday night for weeks assigned	9%	Brightspace Quizzes
Mid-term Exam	Individual	Exam	Thurs. Oct 19	28%	80-minute exam
Final Exam	Individual	Exam	UVic Registrar's exam schedule	48%	3-hour exam – comprehensive
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.

Note that it is required that you pass the examinations in aggregate (must achieve at least 38 marks out of the total 76 marks allocated to the exams) to pass the course. If you do not attain a passing aggregate grade in the exams, it will result in a final course grade of Incomplete (N), with the maximum possible percentage grade of 49.

Late/Missed Coursework or Assessments: Late penalties are outlined in the assignment documents. Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness, accident or family affliction) which interfere with their academic obligations. Your instructor must be advised immediately regarding any missed assignment submissions or absences from the midterm/final exam, and acceptable documentation (Self-Declaration Form found in the General Course Information folder in Brightspace) must be provided to your instructor as soon as possible. All graded components for the course must be completed and submitted or you may receive a final grade of **N**.

If, for some reason (e.g., illness, accident or family affliction), you are not able to complete a course component (i.e., End-of-Week Quiz or Part 1 of the Term Assignment) where there is typically no mechanism to “make-up” this work, you will need to inform your instructor **before** the due date. You will need to complete a Self-Declaration Form (found in the General Course Information folder in Brightspace) and provide this to your instructor. Your instructor may move the grade weight to the Mid-term exam or the Final Exam.

If a corrupted file is uploaded to a Brightspace Assignment drop box, late penalties will be applied, and the assignment may have a 0 grade applied. Ensure you are using the required programs to avoid file corruption.

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. As well, 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.

Course Assessment:

Group Work:

In COM 202 all of the course work is individual. Any work that is submitted (e.g., assignments, quizzes, or exams) that is determined to be the product of group effort will receive a grade of 0%.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is not recommended in this course. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted AI material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI. Please note that AI solutions for many accounting situations **do not result in great answers. In part, this is due to the fact that most AI solutions draw on U.S. accounting standards, which do not follow IFRS standards or rules that are used for accounting in Canada.**

Attendance and Participation:

Regular attendance is an expectation of the Gustavson School of Business. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. Attendance is a critical component of everyone's academic success.

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	Grade Point Value	Description
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0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

Note that it is required that you pass the examinations (must achieve at least 38 marks out of the total 76 marks attributed to the exams) to pass the course. In the case that you do not achieve this, it will result in a final course grade of Incomplete (N), with the maximum possible percentage grade of 49.

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

Please note: Students completing or planning to complete a Business Minor need 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 Undergraduate Academic 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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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.

Learning Styles:

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.

Schedule Summary:

Complete term schedule is posted separately on Brightspace

<u>Week</u>	<u>Topic</u>	<u>Date</u>	<u>Description/Readings</u>
1	Course Introduction What is Financial Accounting? Forms of Business Organizations	Thurs., Sept. 7 (C1)	Ch 1 Purpose and Use of Financial Statements (Read the full chapter, but we will come back to financial statements in Week 2) Ch 11 Forms of Business Organizations pp. 11-3 to 11-6
2	The Accounting Framework Income Statement – Multi-Step (only) and two basic ratios Statement of Changes in Equity Statement of Financial Position	Mon. Sept 11 (C2) Thurs. Sept 14 (C3)	Ch 2 A Further Look at Financial Statements pp. 2-21 to 2-27 Ch 5 <i>Merchandising Operations</i> pp. 5-23 to 5-28 (N.B. ONLY the Multi-Step Income Statement will be used in this course so <i>do not</i> refer to the example on page 5-22) Ch 1 pp.1-19 to 1-20 Ch 2 pp. 2-1 to 2-13 N.B. There are posted “sample” financial statements in the Week 2 folder, which follow the expected formatting for assessments.



COM 220

Organizational Behavior (A01 & A02)

FALL 2023

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST) & Location	(A01) Mon & Thurs 8:30am - 9:50 am, David Turpin Building A102 (A02) Mon & Thurs 11:30am - 12:50pm, David Turpin Building A110
Instructor:	Andie (Jung Won) Lee, Ph.D.
Office:	BEC 202
Office hours:	By appointment (in-person or via zoom)
Email:	For all course-related questions: COM220lee@uvic.ca This is the best way to reach me. Either the TA or I will normally answer your emails in less than 24 hours, but expect some delay during weekends. For other questions: jwalee@uvic.ca

We acknowledge and respect the lək̓'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

How do individuals' (employees') differences, their interactions, and shared values influence the success or failure of organizations? This course seeks to develop your overall understanding of organizations by looking at them through the lens of **human behavior**, manifested in **individuals, relationships, and groups** in organizations. We will be learning some core behavioral concepts in psychology, sociology, and social psychology such as personalities, values, motivation, conflict, and culture in an organizational context and how they impact organizations' performance.

Texts and Resources:

Required text: <https://www.uvicbookstore.ca/>

McShane, S., Steen, S., & Tasa K. (2018). *Canadian Organizational Behaviour (11th ed.)*. Toronto, Canada: McGraw-Hill Ryerson.

Readings and cases: COM220 may make use of articles that are available free from Business Source Complete (UVic Library). Additional class readings will be available on Brightspace, UVic Summon (Business Source Complete), or online.

Course Objectives and Description:

The course objectives are to:

- **Understand** how human behavior -- employee's differences, their relationships, and their shared values -- drive decisions and actions in organizations
- **Develop** your competence in navigating through your current or future organizational life using the knowledge gained in this course
- **Apply** the organizational behavior concepts in real-life organizational situations

Course Format:

A blend of lectures, discussions, in-class exercises, individual assignments, tests, and team assignments will be employed.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 technologie(s), which stores or accesses your personal information outside Canada, may be required for this course: **Zoom, Microsoft Teams, Youtube** and **Mentimeter**. 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 in the following links: [Zoom](#), [MS Teams](#), [Youtube](#), [Mentimeter](#). 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	Weight / % of grade	Description
Mid-Term Exam	Individual	In-Person Exam	10/19/2023 During class time	25%	In-Person Exam Details to be announced in class
Final Exam	Individual	In-Person Exam	TBD	35%	In-Person Exam Details to be announced in class
Group Assignment: (1) Report	Group	Written Submission	11/26/2023 11:59PM	20%	Students will work in groups and present their findings with team reports and oral presentations. Details to be announced in class
Group Assignment: (2) Presentation	Group	Oral Presentation	11/27 & 11/30/2023	10%	
Contribution	Individual	Participation	Ongoing throughout term	5%	Attendance and in-class participation
Group Exercises	Group	In-Class Exercise	See class schedule	5%	Students will work in groups during the class
Total				100%	

Exams: There will be two exams in this course, a midterm and a final exam. The midterm makes up 25% and the final exam 35% of the overall grade. The midterm exam will cover all material up to the midterm. The final exam will cover the rest course material.

Exams might contain multiple-choice questions, true/false questions, and short answer questions. All in-class material (e.g., readings, lecture content, discussions by fellow students in the class, videos, learning exercises and the like) will be fair game for exams. More information about the exams will be provided in class as well as on Brightspace site as the exam date nears.

The **Mid-Term Exam** will be held on **October 19th** during the scheduled class time frame. Students who miss the midterm exam without a valid excuse (such as cases of illness, accident or family affliction) will not have an opportunity to make up this grade component. Please make every effort to take the midterm exam at the prescribed date and time.

The **Final Exam** will be scheduled during the University's designated final exam period (the exact date and time will be announced in class and on Brightspace when scheduled by the university). As a general policy, a make-up final exam will not be given, except in cases of illness, accident or family affliction.

Group Assignments: Details of this assignment will be announced in class and on Brightspace.

All group assignments should be *electronically* submitted on Brightspace. Email submissions will not be accepted unless this has been authorized prior to the due date by the instructor. Late assignments, in the absence of a medical or family emergency, will result in a grade penalty of 10% for each day an assignment is late.

Contribution: Contribution include, but not limited to the following:

- Class attendance (see page 5)
- In-class participation based on the following criteria
 - Raising and answering questions
 - Sharing ideas, insights, and feelings
 - Sharing personal experiences and observations
 - Sharing relevant examples from industry and practice
 - Relating and synthesizing ideas of others

- Providing constructive feedback on the learning climate and processes in the classroom
- Helping others develop their views and ideas
- Pointing out relationships to earlier discussions

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

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty."

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is not permitted in this course.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

In this course, your attendance may impact your *Contribution* scores (5%) as well as your *Group Exercise* scores (5%). It is your responsibility to determine the nature of your absences (i.e., can they be excused or unexcused?) and communicate with the instructor/TA in a timely manner.

*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 and should be emailed to COM220lee@uvic.ca in a timely manner. In case your reason for absence is not fully covered by a self-description form, you must write an email to COM220lee@uvic.ca with an explanation in a timely manner.

Once your unexcused absences exceed 3 sessions, you will receive 5% reduction from your final course grade for every additional unexcused absence. In addition, if you have more than 5 unexcused absences, you may not be permitted to write the final examination.

Additionally, in case you miss any classes that include in-class group exercises (see the schedule for exact dates), it may also impact your group exercise scores.

- In case of excused absences, you will get the same scores as your team members. **However, your team members may refuse to give you the same score for the reasons such as a consistent lack of team contribution (e.g., little or no contribution to the team activities/projects). Such decisions by team members must be communicated with and confirmed by the instructor.
- In case of unexcused absences, you will receive zero score on that particular group exercise.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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 Academic Director and may be subject to change up until that point.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

The below schedule is subject to change. I strongly recommend visiting our Brightspace course site (<https://bright.uvic.ca/d2l/home/307576>) for the latest schedule as well as additional class preparation materials.

Class/Session		Topic	Reading	Remarks
Class 1	Sept. 7	COURSE INTRO	CH1 (pp. 1-26)	
	Sept. 11	INTRODUCTION TO OB		
Class 2	Sept. 14	PERSONALITY AND VALUES	CH2 LO1 (pp. 31-36) LO5 (pp. 48-51)	
	Sept. 18			
Class 3	Sept. 21	MOTIVATION	CH5 LO1 – LO4 (pp. 114-126) LO7 (pp. 133-138)	<i>*In-class group exercise #1</i>
	Sept. 25			
Class 4	Sept. 28	POWER AND INFLUENCE I	CH10 LO1 (pp. 260-267) LO4 (pp. 274-278)	No class on Oct. 2 (National Day for Truth and Reconciliation on Sept. 30)
	Oct. 5			
Class 5	Oct. 12	POWER AND INFLUENCE II MID-TERM REVIEW	CH10 LO3 (pp. 269-274)	No class on Oct. 9 (Thanksgiving Holiday)
	Oct. 16			
	Oct. 19	<i>MIDTERM EXAM</i>		
Class 6	Oct. 23	GROUP ASSIGNMENT CHECK-IN & WORKSHOP		
	Oct. 26	TEAM (GROUP) DYNAMICS	CH8 LO2 – LO4 (pp. 202-218)	
Class 7	Oct. 30	PERCEIVING OURSELVES AND OTHERS	CH3 LO1 – LO3 (pp. 58-74)	
	Nov. 2	SPECIAL WORKSHOP: Foundations to Equity, Diversity, and Inclusion.		*10:00 AM – 11:20 AM This workshop is a part of Uvic's 5 Days of Action (Oct. 30 to Nov. 3)
Class 8	Nov. 6	CONFLICT	CH11 LO1 & LO2 (pp. 287-292) LO4 (pp. 296-299)	<i>*In-class group exercise #2</i>
	Nov. 9			
Class 9	Nov. 16	LEADERSHIP	CH12 LO1 & LO2 (pp. 316-323)	No class on Nov. 13 (Reading Break)
Class 10	Nov. 20	CULTURE FINALEXAM REVIEW	CH14 LO1– LO3 (pp. 367-378)	<i>*In-class group exercise #3</i>
	Nov. 23			
Class 11	Nov. 27	GROUP ASSIGNMENT PRESENTATIONS		Group assignment report due on Nov. 26
	Nov. 30			
	TBA	<i>FINAL EXAM</i>		

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 240 A01 & A02

Management Finance

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours:	A01: Monday 18:00 – 20:50 A02: Mon, Thu: 10:00-11:20
Location:	A01: Clearihue Building, A127 A02: David Turpin Building, A104
Instructor:	Sorin Rizeanu, PhD
Office:	BEC 478
Office hours:	Tuesday 13:00-15:00
Telephone:	250-472-5382
Email:	srizeanu@uvic.ca Preferred contact method. Please put in email subject COM240

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Texts and Resources:

Booth, Cleary, and Rakita, "*Introduction to Corporate Finance*", Fifth Edition, Wiley ISBN : 978-1-119-56162-0.

E-book is perfectly usable and probably the cheapest version. You can also rent it if necessary. If you prefer the paper version, it should be available for purchase online or at the Campus Bookstore.

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

MS Excel:

Students are required to have and be able to use MS Excel, at least at beginner level proficiency. In the business world, more than 60% of businesses use spreadsheets. Beyond having all the important financial functions already integrated, Excel's formatting tools make your results easy to present and explain.

Course Objectives and Description:

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

Upon completing the course, students should be able to define basic terminology, to understand the theoretical relationships, and to apply the analytical techniques covered in the course to various decision-making situations. Problem-solving and decision-making skills will be practiced through examples and problem assignments.

Course Format:

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

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

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.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date PT	Weight / % of grade	Description
COM 240 – Pervasive competencies	Individual	Other	Every class	10%	Attendance, speaking, sound judgement, professionalism.
COM 240 – Quizzes	Individual	Quiz	Every week	30%	10 minutes quiz, 2-3 questions
COM 240 – Final Exam	Individual	Exam	To be determined	40%	Multiple choice exam
COM 240 – Excel Project	Group Work	Other	End of Course	20%	Buy/Rent Project
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.

1. Pervasive competencies (PC)

This include:

- (i) Demonstrating professional skills such as sound judgment and effective communication.
- (ii) Exhibiting ethical behavior, professionalism and integrity.

Note:

- (i) The grade for the PC assessment will not be released until the time the course is completed and the final exam is marked.

2. Reading Checks Quizzes

To properly insure that students cover the material in a timely and balanced manner, every week of classes a quiz will be taken. 10 minutes, 2-3 questions from the previous week material.

- (i) No additional time or make-up quiz will be given due to lateness or absence.

- (ii) If the absence is excused the final examination will be assigned the proportionate amount of additional weight.
- (iii) Students absent for more than five quizzes may be denied permission to write the final examination.

3. Final exam

- (i) The final exam will be 2 hour long and will examine material covered in the lectures, discussion in class and text readings and questions.
- (ii) The instructor must be advised immediately regarding absence from the final exam.

4. Group Project

Each group of 4-5 students will submit their solution to a case study.

At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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.

At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” 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.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (eg. illness) which interfere with their academic obligations.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, **is not permitted** in this course for students. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

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	Grade s	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.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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:

This is provided as a guide and is subject to revision. Changes will be announced in class and posted on the COM 371 course site.

Week	Lecture #	Week of	Topic	Quiz #
1	1	11-Sep	Intro	
	2		Corporate Governance	
2	3	18-Sep	Time Value of Money	1
	4		Loans and Mortgages	
3	5	25-Sep	Bonds I	2
	6		Bonds II	
4	7	2-Oct	Equity I	3
	8		Equity II	
5		9-Oct	Thanksgiving Day	
			Review I	4
6	9	16-Oct	Risk Return Portfolio I	
	10		Risk Return Portfolio II	
7	11	23-Oct	CAPM	5
	12		Investing 101	
8	13	30-Oct	Calls and Puts	6
	14		Calls and Puts	
9	15	6-Nov	New Issues - Crypto	7
	16		New Issues - Crypto	
10		13-Nov	Reading Break	
11	17	20-Nov	Cap Budgeting	8
	18		Cap Budgeting	
12	19	27-Nov	WACC	9
	20		International Tax	
13		4-Dec	Review II	10

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 250 A02
Fundamentals of Marketing
Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	M. W. 4:30 – 5:50 pm
Location	DTBA104
Instructor:	Dr. Linda Shi
Office:	BEC210
Office hours:	<p><i>Monday: 6PM-7PM</i> <i>Thursday: 1-2PM</i></p> <p>Office Hour on Zoom</p> <p>Join Zoom Meeting https://uvic.zoom.us/j/4487638193 Meeting ID: 448 763 8193 One tap mobile +17789072071,,4487638193# Canada +16475580588,,4487638193# Canada</p> <p>Dial by your location +1 778 907 2071 Canada +1 647 558 0588 Canada Meeting ID: 448 763 8193 Find your local number: https://uvic.zoom.us/u/kypuiqsxS</p>
Email:	Please catch me during or after class or office hour for a prompt response.

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Provide a personal introduction about yourself and your background. Write in the first person if you are comfortable with this. The purpose is to welcome students to the course and be available to students.

Required Case Pack:

Harvard Casepack available at URL: <https://hbsp.harvard.edu/import/1090627>

Professor: Linda Shi

Course: COM250 Fall 2023 Fundamentals of Marketing

For subsequent access to the materials, you will need to log in at <https://hbsp.harvard.edu/>.

For technical assistance, please contact the Harvard Business Publishing Tech Help line at 800 545-7685 or 617-783-7600; or email techhelp@hbsp.harvard.edu. Our business hours are 24 hours a day, 7 days a week.

Text:

Marketing for Marketing: An Introduction 6th Edition

Author(s): Armstrong, Gary | Kotler, Philip | Trifts, Valerie | Buchwitz, Lilly

Textbook ISBN-13: 9780134470528

Please note: any other editions, including 4th, 5th, 7th edition, are acceptable.

Online Text

To register for MyLab Marketing for Armstrong: Marketing: An Introduction, 7th Ed:

Go to <https://mlm.pearson.com/enrollment/shi28566>.

1. Sign in with your Pearson student account or create your account. For Instructors creating a Student account, do not use your instructor credentials.
2. Select any available access option, if asked.
 - o Enter a prepaid access code that came with your textbook or from the bookstore.
 - o Buy instant access using a credit card or PayPal.
 - o Select Get temporary access without payment for 14 days.
3. Select Go to my course.
4. Select MyLab Marketing for Armstrong: Marketing: An Introduction, 7th Ed from My Courses.

If you contact Pearson Support, give them the course ID: shi28566

Course Objectives and Description:

The class is intended to help you understand the concepts and skills of the marketing process. You can understand the related marketing concepts and tools, form your own marketing philosophy, and apply these to your career planning after completing this course.

You will be able to perform the following tasks after completing this course:

1. Understand marketing process;

2. Develop a marketing plan to introduce a new product or improve your current marketing practice;
3. Apply the marketing process model to your future work.

Course Format:

The course format is a combination of lectures, in-class discussions, cases, team presentations, and group project. Exam and group project are designed to help you review the concepts learned from this course and apply them into a real business environment.

Class Preparation

In preparation for each class please complete all required assigned readings and activities, as we will be applying, not reviewing, posted content. For each of our sessions, please ensure that:

- You have closed unnecessary programs on your computer as you may be sharing your screen for some activities
- You arrive early to ensure a prompt start time and give you a chance to ensure your audio/video is working. It also gives us a chance to chat and connect.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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: youtube, google news and video. 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.

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	Weight	Description
Class Participation	Individual	Participation	ongoing	10%	Based on attendance, group work, and in-class contribution
Mid-term Exam	Individual	Exam/Case	Oct. 18	20%	
Group Presentation	Group	Case Presentation	<u>See syllabus case discussion date</u>	20%	Students who choose to do group presentations do not need to take mid-term exam. Case presentation grade substitutes mid-term grade
Group/Individual Project	Group/Individual	Hand-in Assignment and In-class presentation for group (note: If you write report individually, you don't need to do in-class presentation)	<u>Nov. 27, 29 Group Project Presentation</u> <u>Dec. 6 Report Submission</u>	30%	Students who choose Group Project path needs to do both presentation and report submission. If you choose to do individual report, you only need to turn in report and no need to present in class.
Final Exam	Individual	Exam	TBD	40%	
Total				100%	

Note: There are several time slots available for group case presentations on a volunteering basis. The group members who contributed to case presentations don't need to take mid-term exam as your group presentation grades substitute your mid-term exam grade (20%). If you are interested in the group case presentation opportunities, please organize your group of **no more than five people** and **contact me ASAP or come to my office hour to register** for case presentation.

There will be no make up mid-term exam as group case presentation is an alternative to mid-term exam. If you cannot attend the mid-term exam, please organize a group to present a case in class.

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

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If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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

Use of Artificial Intelligence (AI):

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Attendance and Participation: Regular attendance is an expectation for Commerce classes. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

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 1/3 of the semester course (approximately 12 class hours) may not be permitted to write the final examination.

*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.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g. illness) which interfere with their academic obligations.

Contribution and Attendance (10%): Attending class regularly demonstrates your dedication to the course. Throughout the semester, your participation in class will be evaluated. Typically, you will be required to answer a few questions via Zoom during each week. Participation in class discussions will increase your contribution grade, and attendance will be tracked.

Mid-term Exam (20%)

A close book mid-term exam will be given to summarize the first half semester key learning objectives. More details will be announced before the mid-term exam.

Please note make up mid-term exam will NOT be arranged because you can choose to do case presentation which has a flexible schedule.

OPTIONAL Case Presentation (20%):

Students can organize team with no more than five people and volunteer to present the analysis of a selected case at the start of the class in which that case is to be discussed. Your presentation should be no more than 20 minutes in length including discussion time. Please upload your course slides to Case Presentation Registration Section on Brightspace before presentation and hand in your presentation slides with notes page to instructor in class. Make sure all group members' names and student IDs are provided on the first slide for grading purpose.

The students present cases do NOT need to participate in the mid-term exam as your case presentation grade substitutes your mid-term grade. If you are interested in this opportunity, please contact me ASAP to reserve the spot.

Case Presentation Format

While each case will require a different emphasis, as a broad guideline you should include the following topics in your presentation:

- Executive summary (1 slide)
- Key issues (1 slide)
- Situation Analysis (SWOT) (1 slide)
- Conclusions from analysis (1 slide)
- Alternative courses of action (1-2 slides)
- Discussion of alternatives (1 slide)
- Comparison of alternatives (1 slide)
- Recommendations (1 slide)
- Implementation (1 slide)
- Key learning (1 slide)

Grading

You will receive feedback from the class and your instructor on your presentation. In grading your assignment, I will ask the following questions:

- How carefully did you define the issues? Did you capture the essence of the case/topic?
- How thorough were your analyses?
- How relevant was your analyses to the problem at hand?
- Did you draw correct conclusions from your analyses?
- Did you systematically and thoroughly compare the alternatives?
- Were your recommendations appropriate?
- Were your implementation plans realistic?
- Did you see the bigger implications inherent in the case/topic?

For the case presentation, please note that, *unless otherwise stated* (there may be exceptions to this), you should assume that the information in the case is all that would be available to the decision maker at the time of the decision – i.e. conducting your own online research is unwarranted and may be distracting. For the topic presentation, please use book chapters as your guideline and feel free to search online to include any relevant information about the chosen company.

Group Project (30%):

Objectives

1. To conclude the course by applying the key tools and concepts you have learned.
2. To show that you have not just learned *about* the concepts in marketing principles, but that you can *work with* them in a real-world situation.
3. To show that you can exercise sound judgment in evaluating marketing opportunities/threats.

For the group project, you will research and analyze a brand/company and propose a new initiative for the brand/company. The new initiatives can be entering a new market/new customer segment, introducing a new product, or improving the brand's current practices to address certain issues, i.e., competitive threats. You are expected to submit a final course project report on the last day of class. You need to make sure to propose a new initiative that the company/brand has not yet conducted. Your report needs to add value to the company/brand existing practices.

Report

You are expected to follow the sequence of course map to complete your report. A good format for this would be:

Background & New Initiative

The company and its strategy

The new initiative you propose and rationale.

SWOT Analysis

Segmentation, Targeting and Positioning

4Ps analysis

Conclusions

Recommendations & Implementations of your new initiative(s)

Your grade of the final report will depend on:

- Did you exercise sound judgment in evaluating marketing opportunities/threats?
- How carefully did you define the issues/opportunities (i.e., new initiatives)? Did you capture the essence of the situation? Does the new initiative you propose make sense?
- Did you present your story in a compelling way?
- Did you develop an appropriate segmentation, targeting, and positioning strategy?
- Did you develop an actionable and meaningful marketing mix plan?
- Did you draw reasonable conclusions from your analysis?
- Were your recommendations appropriate?

A list of categories and brands will be provided. Each group can register a unique product category and choose one specific brand from the chosen category. Please note you cannot register the same category that has been chosen by the other group. The sign-up is on a first come first serve basis.

The written assignment is due in the last week of the semester, and should be no more than 12 pages, 11 pt., 1.5 spacing with default margins. Please submit it in Microsoft Word on Brightspace- Final Course Project Folder, using your last name and researched company as the filename, e.g. Shi_Linda_Costco.docx. Please make sure all group members put down names and student IDs on the cover page of your report.

Final Exam (40%): Final exam will be held at the end of the semester which will be an overall assessment of your understanding of marketing principles.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates’ learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. **In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment.** Attendance is a critical component of everyone’s academic success.

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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
73 – 76	B	5	
70 – 72	B-	4	

			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.
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0-49	E		Conditional supplemental
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“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.

Note that it is required that you pass the mid-term exam or case presentation to pass the course. In the case that you do not attain a passing grade in any such component, it will result in a final course grade of Incomplete (N), with the maximum possible percentage grade of 49.

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A's	25-40%
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Grade Range	Proportion Of Class
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Schedule Summary:

	Topic	Type	Date	Description
	Class Introduction	Lecture	09/06 Wed	Syllabus
1.1	Introduction		09/11 Mon	Chap. 1: Marketing
1.2	Introduction		09/13 Wed	Chap. 1: Marketing in the post-pandemic world
2.1	SWOT: Marketing Environment	Lecture	09/18 Mon	Chap. 4: Marketing Environment

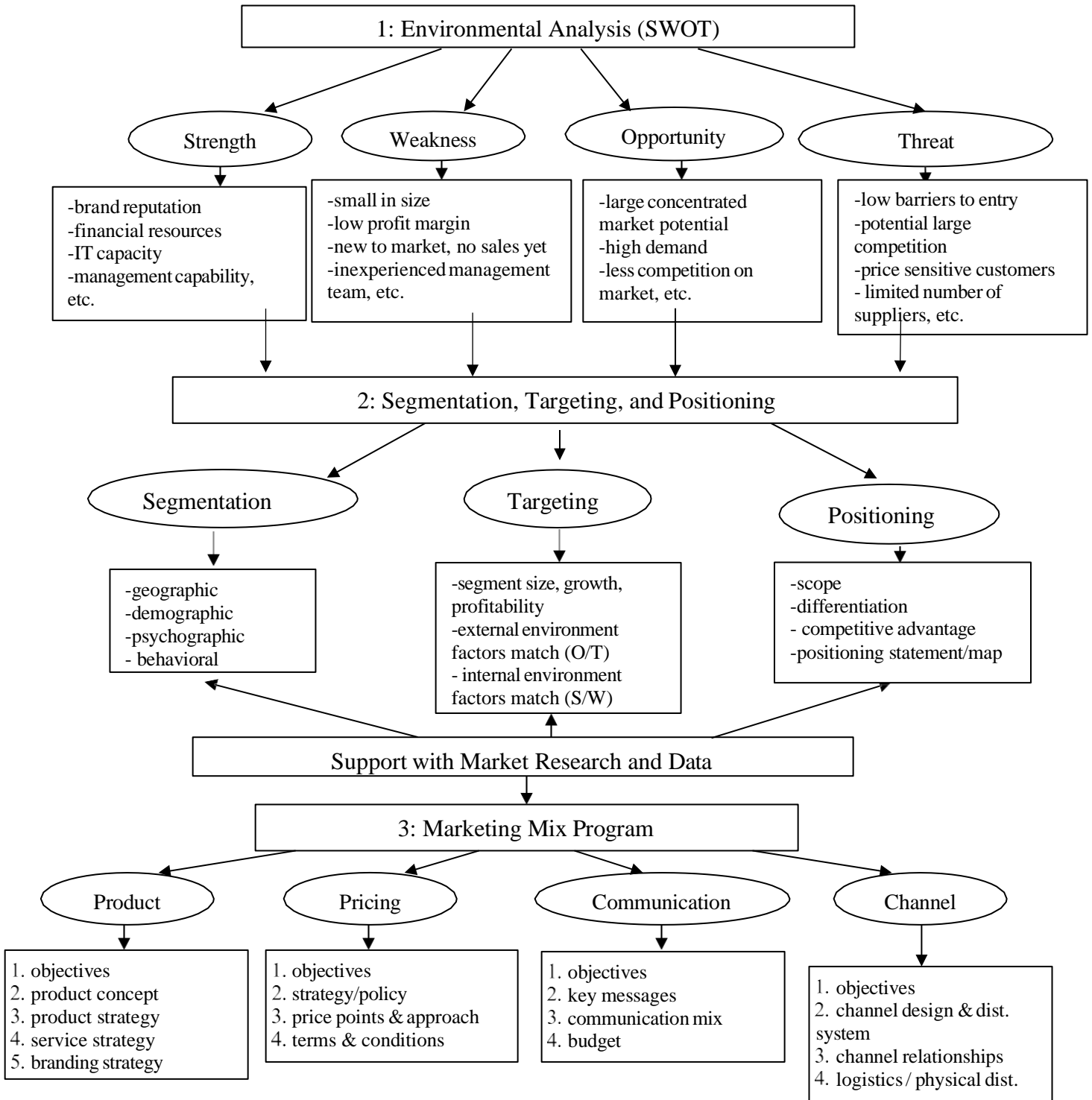
2.2	SWOT: Marketing Environment	Case	09/20 Wed	<i>Case 1: Does Mattel's Iconic Barbie Doll Need a Makeover?</i>
3.1	Consumer Behavior	Lecture	09/25 Mon	Chap. 6: Consumer Behavior
3.2	Consumer Behavior	Case	09/27 Wed	<i>Case 2: Showrooming at Best Buy</i>
4.1	Segmentation, Targeting & Positioning	Lecture	10/02 Mon	Chap. 7: Market Segmenting, Targeting, and Positioning
4.2	Segmentation, Targeting & Positioning	Case	10/04 Wed	<i>Case 3: Graham's Pharmacy: Traditional Care, Modern Solutions</i>
			10/9 Mon	<i>No Class for Thanksgiving</i>
4.2	Segmentation, Targeting & Positioning	Lecture	10/11 Wed	Chap. 7: Market Segmenting, Targeting, and Positioning
5.1	Product & Services	Lecture	10/16 Mon	Chap. 8: Products and Services
			10/18 Wed	<i>Mid-term Exam</i>
6	Branding	Lecture	10/23 Mon	Chap. 9: Branding
			10/25 Wed	<i>GUEST LECTURE (TBD) Or Preparation for Final Project</i>
7.1	Pricing	Lecture	10/30 Mon	Chap. 10: Pricing
7.2	Pricing	Case	11/1 Wed	<i>Case 4: Nestle's Maggi: Pricing and Repositioning a Recalled Product</i>
8.1	Channels	Lecture	11/6 Mon	Chap. 11 & 12: Marketing Channels & Retailing (II)
8.2	Channels & Retailing	Case	11/8 Wed	<i>Case 5: Amazon Go: Venturing into Traditional Retail</i> Chap. 12: Retailing and Wholesaling
			11/13 Mon	<i>No Class for Reading Break</i>
			11/15 Wed	<i>No Class for Reading Break</i>
9.1	Communication & Promotion	Lecture	11/20 Mon	Chap. 13: Communicating Customer Value

9.2	Communication & Promotion	Case	11/22 Wed	<i>Case 6: East Coast Lifestyle: Expanding A Regional Apparel Brand</i>
10.1	Final Group Project		11/27 Mon	Group project in-class presentation I
10.2	Final Group Project		11/29 Wed	Group project in-class presentation II
10.3	Final Group Project		12/04 Mon.	Group project in-class presentation III (Note: If you write individual report, you don't need to present in class.)
	Final Exam	Exam	TBD	

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.

Appendix: Course Map

Marketing Principles Course Road Map





COM 302 A01

Legal Environment of Business

Fall 2023 Course Outline

Note: please regularly check your Brightspace site and subscribe to Brightspace Announcements for course updates and changes.

Course hours (PST)	Mondays and Thursdays at 1.00 p.m.
Location:	CLE C112
Instructor:	Mark D Bridge, LL.M, J.D., Barrister and Solicitor (British Columbia, England and Wales)
Office hours:	Please request in class or by e-mail: MarkBridgeCommerce@uvic.ca
Email:	MarkBridgeCommerce@uvic.ca

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction

Welcome to Legal Environment of Business. This course is very relevant to success in business.

Textbook

Contemporary Canadian Business Law, Principles and Cases, Willes, John A., Q.C., and Willes, John H., 12th e-book edition available from bookstore. Hardcopy editions by the same author from any source are also recommended and very good value. Please cite the 12th edition if you reference the textbook in coursework or project work..

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 consist of class lectures and discussion on each topic supported by questions posed to the class. It is essential that students read ahead in order to be able to follow the content and participate in practice questions and discussions. There will be a practice quiz with a worked solution approximately 12 October (one week prior to the mid-term quiz provisionally scheduled for 19 October 2023). Evaluation dates are subject to change. Please do not make plans to be absent from the classes scheduled before and after the provisional mid-term exam date.

Detailed chapter notes, power point slides, example handouts and other materials will be posted in advance in Brightspace.

As part of the participation in the course, teams of five students will be assigned a legal case to brief in written form according to a method provided. In October 2023, according to a schedule, the cases will be presented in class demonstrating understanding of "case brief" format used for judicial decisions. All necessary information will be provided. No research is required or should be undertaken in the exercise.

In November, teams of seven students will argue and judge a hypothetical, legal dispute in contract and agency. This will also take place in class, according to a schedule determined in mid-October.

Participation in other forms and by other means, such as contribution to discussion questions, assistance to class members, *et alia*, will be encouraged and acknowledged. Other evaluations include a final quiz to be scheduled in the December Exam Schedule period. As this date will not be known until after the Reading Break, please do not make travel plans for December prior to the date being confirmed by the University.

Equity, Diversity and Inclusion

Equity, diversity and inclusion are core values at the University of Victoria.

At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in- person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture.

We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation

Student grades in COM 302 will be determined on the basis of performance in the following assessments. See schedule of dates (pp. 15-17 below).

1. A case presentation exercise in teams of 5. Presentations involve 8-10 minutes spoken presentation in October (schedule to be determined).
20% of final mark
2. An in-person, mid-term quiz provisionally scheduled for 19 October 2023
25% of final mark
3. A contract-themed, legal dispute presentation in teams of 7 in the style of a Moot in-class during the last two weeks of November 2023 (schedule to be determined).
25% of final mark
4. A final examination during the December Examination Period
30% of final mark

Total: 100%

You must complete all graded components for this course unless you are excused. Failure to complete all components will result in a grade of N.

Additionally, there is an attendance requirement. See below, page 8.

Failure to meet the attendance requirement without the written permission of the Undergraduate Academic Director in respect of a major, extenuating circumstance will cause you to be excluded from the final examination with the result that your final grade is N (Incomplete, fail and GPA of 0).

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.

Case Presentation Exercise

In September, students will be invited to form groups of five students either themselves or on the basis of the instructor's random assignments. 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 the legal decision according to the format explained. Case presentations will take place in class according to the schedule in October 2023.

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 8-10 minutes and involve each member of the group in a speaking role. The written case brief must be submitted to the Brightspace dropbox before the presentation and indicate the part or parts contributed by each member.

This is a group project and each member of the group will receive the grade of the group.

Mooting Exercise - Court Simulation

Also, in September, students will be invited to form different groups of seven students themselves or on the basis of the instructor's random assignments. Two students in each group will assume the role of "Counsel for the Plaintiff", two students "Counsel for the Defendant", and the remaining members of the group will be a presiding judge, a time-keeping judge and an assistant judge.

Following a method to be explained, teams of counsel within each team will prepare their respective positions in the moot exercise for oral presentation in class. These presentations will take place in the final two weeks of the course in November.

Background information will be provided in mid-October. Counsel for the Plaintiff and Counsel for the Defendant must upload to Brightspace in a designated area, a copy of their moot brief document. The moot brief is a jointly-written brief of between 3 and 5 pages summarizing Counsels' position on the issues. A template for use will be provided in October.

Immediately prior to the commencement of each moot, written copy of each team's moot brief will be provided to opposing counsel and also provided to the judges for use during the moot presentation.

During the moot, the Judges will listen to the argument of each team of legal counsel and after having done so deliver a judgment on the issues. The Judges should deliver an immediate oral decision. Later, a written decision of between 3 and 5 pages will be jointly written by the judges. The written decision need not be identical with the oral decision. When written, the judges' decision will be uploaded to Brightspace.

The moot briefs and judges' written 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. To assist the judges in this task, there will be a "judges' coaching session" in November. For all participants, full information will be provided in class to explain effective strategies and techniques to use.

This is an individually assessed exercise.

Course Experience Survey

The Gustavson School of Business 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 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. As well, toward the end of the course, 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.

Course Assessment Group Work

At the Gustavson School of Business team projects and assignments are an integral component to student learning.

It is an expectation that students contribute equitably to all team assignments. In order to receive an individual grade, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility.

It is not acceptable for a team member to allow another team member to fulfill their work for them or for a team member to appropriate the work of the other team member(s) or prevent the other(s) from making their own contribution(s).

To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.

What To Do If There Is A Problem In Your Group

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Attendance and Participation

Regular attendance is an expectation of the Bachelor of Commerce Program. There is an attendance policy that will result in exclusion from the final examination if violated (see immediately below).

Attendance in every class is an expectation for COM 302. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

Attendance Policy

This policy does not apply to absence due to illness, injury, personal affliction, family responsibilities, job interview or similar about which you advise me via e-mail prior to the cause or as soon as you are able: < MarkBridgeCommerce@uvic.ca >

In particular, if you or your family are not well, please stay at home and take care of yourselves until you recover. I will be more than happy to assist you with missed content.

This policy does apply to voluntary absences that have no justification other than personal choice to be absent.

In cases of absence of any six scheduled class times during the term (other than situations described above and other than class times where an in-class team presentation does not require your presence), you will be denied permission and excluded from writing the final examination unless you obtain the written permission of the Undergraduate Academic Director for a major, extenuating circumstance.

The consequence of missing the final examination is a course grade of N (incomplete, fail and GPA 0).

Use of Artificial Intelligence (AI)

Use of AI generated content, created or obtained directly or indirectly, is prohibited in the course.

In the United States, recent use of AI by trial lawyers who claimed not to know what it was, have resulted in judicial admonishment (ie public humiliation) and citation (ie referral) to disciplinary bodies for investigation and response.

Unattributed use of AI is a form of academic dishonesty for purposes of university policy. It is not permitted to use AI, whether attributed or not, in this course.

See the explanation at points c and d, page 12, below, for instruction on proper research, citation and attribution in a law course. Please ask for assistance if you are in any doubt. You will never be faulted for citing and attributing ideas to original (not artificial) sources of law, including any law contained within the adopted textbook for the course.

Missed Coursework, Team Work or Examinations

As explained, above, you must complete all graded components for this course unless you are excused. Failure to complete all components will result in a grade of N.

If you face unexpected circumstances that interfere with your academic obligations or success in the course, you must seek advice from a BCom Advisor or your instructor as soon as possible.

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.

Please note that “A” grades are usually achieved by a minority of students.

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).

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.

University Calendar

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

Attendance

The University of Victoria Calendar 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 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:

- a. using work prepared by any form of artificial intelligence service, such as ChatGPT.
- b. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- c. In law, a required reference must include the full name of the author, the full name of the work, the year of publication, the page cited with the full text quoted within quotation marks. If, as is not uncommon, words are omitted, then “elipses” must be used to show the omission of the words in the original text.
- d. For greater certainty, it is not sufficient to paraphrase original text and simply insert a citation of the type “ (Green, 2015) ”. Examples of correct citation will be provided in class. If in doubt, please ask before assuming that a form of citation acceptable in another context is sufficient in law.
- e. paraphrasing a published or unpublished author without referencing the source.
- f. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- g. 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.
- h. Copying the answers of another student in any test, examination, or take-home assignment.
- i. Providing answers to another student in any test, examination, or take-home assignment.
- j. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- k. Stealing or mutilating library materials.
- l. Accessing a test or examination prior to the time and date of the sitting.
- m. Changing the name or answer(s) on a test after that test has been graded and returned.

- n. 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.

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, *inter alia*, individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

For the Moot Exercise individual team members are encouraged to work with members of the class who are on teams other than their own. This collaboration is expected and is not a violation of academic integrity provided that the final result is the original work of the person submitting it for evaluation and assessment.

Class Time and Office Hours

COM 302 A01 meets on Mondays and Thursdays from 1.00 to 2.20 p.m.

Office hours are available by arrangement at a time that is mutually convenient to you.

You are very welcome to e-mail me for direct assistance at any time. My email is **MarkBridgeCommerce@uvic.ca**

Respect

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 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.

Somewhere in this outline is an expression meaning “something for something”. If you are the first member of the class to locate the expression, you will win a very nice item of Gustavson “bling”. To claim the prize, go to Brightspace and send a class-wide e-mail to everyone in the class using the dropdown “Class List”. The subject line of the e-mail must read “I claim the COM 302 - A01 Course Outline prize”. In the body of the e-mail, type the following and enter the page and line number where you have located the expression meaning “something for something”. In particular, type the following message inserting the page and line number in place of the variable letters “X” and “Y”: “I located the winning expression in the Course Outline contest on page X at line Y, and I claim the Gustavson prize for section A01.” In addition to sending the e-mail to the whole class, forward your “sent” message to the course instructor at <MarkBridgeCommerce@uvic.ca> to show the time and day of your message. Good Luck to all. The winning class member will be the first person to send the class-wide e-mail as time- stamped by Brightspace and the prize will be awarded in a future class.

Reading, Topics List and Important Dates (dates approximate).

	Dates subject to change	Topics and Activities
06	September	<i>Introduction to the course. Introduction to Canadian Law: Sources of Law of Law, Relevance to Business; Forms of Business Organisation: Types of Property: Real and Personal; Protection of Intellectual Property, Text Chapter 1, online materials and discussion.</i>
08	September	Instructions posted for 5-person Case Presentation Team Requests and 7-person Moot Team Requests via Brightspace.
08-15	September	5-person Case Presentation Team Requests due by noon on 15 September. In absence of a request, teams will be formed at random from the class.
11	September	(Continuing) <i>Introduction to Canadian Law: Sources of Law of Law, Relevance to Business; Forms of Business Organisation: Types of Property: Real and Personal; Protection of Intellectual Property, Text Chapter 1, online materials and discussion.</i>
16-22	September	7-person Moot Team Requests of 7 class members due by noon on 22 September. In absence of a request, teams will be formed at random from the class.
18	September	Case Presentation information and exercise instructions will be posted to Brightspace.
18	September	<i>Introduction to Canadian Law, as above (continued). Relevance of Environmental Law; International Law as applicable to domestic and international business; Law of Employment, Labour Law, Text Chapters 1. Further optional reading: Chapters 19, 20, 34 and 35.</i>
21	September	<i>Hierarchy of Law: Constitutional Law, Common Law and Statute; Judicial Process, Alternative Dispute Resolution, Text chapters 2 and 3.</i>
25	September	<i>Tort Law: Civil Liability compared to Criminal Liability; Intentional and unintentional tort; Defences and vitiating circumstances, tort remedies, use and protection using insurance, Text Chapters 4 and 5. Further optional reading Chapter 31.</i>

30	September	Moot Presentation Team List and Schedule will be posted to Brightspace.
05	October	<i>Tort Law (continued).</i>
09	October	Thanksgiving Day - no classes
12	October	<i>Tort Law (continued). Torts arising in Business; Professional Negligence: Duty of Care, Standard of Care and Causation, Text Chapters 4 and 5. Further optional reading Chapter 6.</i>
12	October	Practice Quiz posted to Brightspace with solution
13	October	Optional Mid-Term Review Class (location and time to be confirmed)
16	October	<i>Tort Law (continued).</i>
19	October	Mid-term Quiz (provisional date subject to change)
23- 26	October	In Class Presentations according to team schedule on Brightspace
30	October	<i>Contract Law: Elements of Contract and Proof; Defences and vitiating circumstances; Chapters 7, 8, 9 and 11.</i>
02	November	<i>Contract Law (continued) Elements of Contract and Proof; Defences and vitiating circumstances; Chapters 7, 8, 9 and 11.</i>
06	November	<i>Contract Law (continued): Elements of Contract and Proof; Defences and vitiating circumstances; presence or absence of quid pro quo; Chapters 7, 8, 9 and 11.</i>
13- 15	November	Reading Break - No Class
16	November	<i>Agency: Appointment and use in Contract, Text Chapter 15, Legal and Equitable Remedies, Quantum Meruit and Promissory Estoppel, Text Chapters 8 and 14.</i>
20-30	November	Moot Exercise presentations according to team schedule on Brightspace
04	December	Optional Final Exam Review Class (location and time to be confirmed)
TBA	December	Final Examination (date to be confirmed by University)

Note: Time permitting, the importance of the following topics will be discussed when arising but will not be examined:

Sale of Goods, Consumer Protection Law, Business Organisation: Creation, Liability of Officers, Shareholder Limited Liability and Shareholders' Agreements Banking, Secured Transactions, Negotiable Instruments: Promissory Notes, Cheques and Bills of Exchange. Intellectual Property: Creation and Enforcement, Patents, Trademarks, Copyright, Industrial Design and Contractual protection of intellectual property.

Mark Bridge
28 August 2023
Three typographical mistakes corrected 3 September 2023



COM 303

IT Strategy & Innovation Fall 2023

Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Monday, Thursday 4:00-5:20 pm
Location	Bob Wright Centre A104
Instructor:	Dr. Dale Ganley
Office:	BEC 442
Office hours:	Thursdays on campus 1pm-3:30 pm or by arrangement over Zoom
Email:	dganley@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Course Objectives and Description:

IT Strategy and Innovation focuses on how information technology (IT) is changing organizations and the critical issues they face guiding decisions about its use. Today new structures and strategies must co-evolve with technology to create the innovative capabilities businesses need to compete and survive. Together these result in new business models and ultimately impact markets, customer expectations, and entire ecosystems of businesses. We will examine these issues using academic research, real-world insights and experiences of senior IT managers, and newly emergent issues like cyber risk management and data personalization. Although IT is at the heart of these changes, this course is not about technology; it is about **how technology is enabling organizational transformation to create value in today's world.**

The course objectives are to:

- Understand the core issues facing IT organizations and have tools to address them
- Understand how IT can deliver value
- Articulate the way in which technology enables business strategy
- Describe how IT can drive business improvement and competitive advantage

Texts and Resources:

Required: Textbook: IT STRATEGY & INNOVATION, Edition 5.0

by James McKeen and Heather Smith

Copyright 2022

Publisher: Prospect Press

Distributors: RedShelf (ebooks and print-on-demand paperbacks) and VitalSource (ebooks). you can follow the links on this page to one of the two distributors:

<https://www.prospectpressvt.com/textbooks/mckeen-it-strategy-innovation-5-0>

Required: Harvard Business Publishing Coursepack - IT Strategy & Innovation (created by Dale Ganley) which includes access to three business simulations: **Cloudstrat**, **Power and Influence V3** and **Cyber Attack!** You must have access to the simulations to complete the related course assignments.

Student price: \$40.00

The direct link to get the CoursePack and access to the simulations

is: <https://hbsp.harvard.edu/import/1088956>

Course Format:

This course will be based on in class activities (simulations, discussions and examples) to bring life to the material in the textbook. Learning is an active process -- the more active you are, the more you will learn. Therefore, the course will rely heavily on students using time outside to read and prepare to make maximum use of in-class time – hopefully even lectures will be very interactive. In addition, every member of the class is expected to contribute to the group's learning through discussion and debate. All students, no matter how personable, ambitious or accomplished, should recognize that success in this class will be very unlikely if there are any regular impediments to conscientious preparation and attendance throughout the class.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 recommended for this course: **Zoom** (for office hours). I will make you aware if this list changes. Additionally, some technologies that aren't required but may be helpful include: Google Docs, Youtube. 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>. 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 (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 303: Quiz 1	Individual	In Class Quiz	Mo 10/16/2023	15%	In class test of textbook ideas
COM 303: Quiz 2	Individual	In Class Quiz	Th 11/23/2023	15%	In class test of textbook ideas
COM 303: Cloudstrat Simulation	Individual synchronous	Simulation Assignment	Th 10/2/2023	20%	To be completed on own before class. Debrief in class.
COM 303: Change Management Simulation	Individual synchronous	Simulation Before and in class	Mo 10/30/2023	15%	Round 1 to be completed before class. Round 2 and debrief in class.
COM 303: Cyber Attack! Simulation	Individual synchronous	Simulation In-class	Mo 11/27/2023	5%	All in class.
COM 303: Cyber Attack! Reflection Paper	Individual	Short Reflection Paper	Mo 12/4/2023	10%	
COM 303: Mini-case Discussions (x3)	Individual Cooperative	In Class Contribution		15%	3 in class discussions, see schedule
COM 303: Participation	Individual	Participation		5%	
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

There are four types of assessment used in this course: Simulations, Quizzes, Mini-case discussions, and short Reflection Papers/Assignments. All grades will be based on individual work although some activities may allow groups to participate together.

The Quizzes and Reflection Papers/Assignments are individual effort only. Each Reflection Paper/Assignment will have instructions included that outline how they will be assessed. The Simulations will be graded based partially on the results of the simulation and partially on additional reflection pieces– the specific grading strategy for each simulation will be described in the instructions. The Mini-case discussions will be graded based on participation and quality of contribution.

Individual Work: Individual work is individually graded and must represent the true effort and output of its owner. *Help in the nature of editing (especially for non-native English speakers), group brainstorming or friendly reviewing is fine unless specifically forbidden*, but any changes from those activities must be done by the student and should not be substantively different from the student's solo work without help. **Collaborating to the point of identical or near-identical output is not ok.**

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.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (eg. illness) which interfere with their academic obligations.

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.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, ***is only permitted if I explicitly give permission ahead of time*** in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. Attendance is a critical component of everyone's academic success.

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.

This class is highly dependent on experiences and material that are only available in class. It follows that the graded work in this class is closely linked to activity that will take place during class time and cannot be made up in the event of absences. **Even in the event of excused absences, there will be limited/no opportunities to “make-up” the in-class exercises, prepared work, or participation credit.** Students can expect a buffer in the credit available to allow for a limited number of excused absences, but must recognize that it is not bottomless.

Participation:

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

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

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

Topic# / Week	Topics	Readings	Graded Assignments or Assessments
1	Thursday: Cost and Value of IT	Chapters 1	
2	Monday and Thursday: Developing, Delivering and Advancing IT Strategy	Chapters 1-3	
3	Monday and Thursday: Strategies for Digital, Cloud and IT Governance and <i>Discussion: Global Logistics and the Maritime Transport Ecosystem Mini Case</i>	Chapters 4,5	<ul style="list-style-type: none"> • <i>Global Logistics and the Maritime Transport Ecosystem Mini Case</i>
4	Monday and Thursday: Managing IT budgets, risk and business relationships	Chapters 6,7	
5	<i>No class Monday</i> Thursday: Cloud Strategy Simulation		<ul style="list-style-type: none"> • Cloud Strategy Simulation
6	<i>No class Monday</i> Thursday: Cyber Risk and IT-Business Partnerships	Chapters 8,9	
7	Monday: Quiz 1 (Ch 1-9) In Class, on Paper Thursday: Shadow IT	Chapter 10	<ul style="list-style-type: none"> • Quiz 1 - Chapters 1-12
8	Monday and Thursday: Managing Change and Change Management	Chapters 11, 12	
9	Monday and Thursday: Personalization and the Employee Experience Change Management Simulation	Chapters 13,14	<ul style="list-style-type: none"> • Change Management Simulation

10	Monday and Thursday: IT's Role in Culture, Improving the Customer Experience, API's and A.I.	Chapters 15, 16	
11	<i>No class Monday</i> Thursday: Emerging Technologies and <i>Discussion: Transforming IT at Global Digital Imaging Minicase</i>	Chapters 17-18	<ul style="list-style-type: none"> • <i>Transforming IT at Global Digital Imaging Mini Case</i>
12	Monday: Understanding IT Security Thursday: Quiz 2 (Ch 10-18) in class, on paper	Chapters 19	<ul style="list-style-type: none"> • Quiz 2 - Chapters 13-21
13	Monday: Cyber Attack! Simulation in class, bring device and Thursday: Developing new Talent and Coping with Technical Debt	Chapters 20, 21	<ul style="list-style-type: none"> • Simulation - Cyber Attack! In class
14	Monday: (Last Meeting) Class Summary and <i>Discussion: Introducing Agile Development at American Attire Mini Case</i>		<ul style="list-style-type: none"> • <i>Introducing Agile Development at American Attire Mini Case</i> • <i>Cyber Attack! Reflection paper</i>
•	No Final Exam Scheduled		

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 400 A01 Strategic Management Fall 2023 – Course Outline

Note: please check your course and program sites frequently for updates and course changes.

Course hours (PST)	Tuesday and Thursday – 11:30 am to 12:50 pm
Location:	DSB C116
Instructor:	Sudhir Nair, PhD
Office:	BEC 431
Office hours:	1:30 pm to 2:00 pm T/ Th OR by prior appointment. Please email me and I will work with your schedule to ensure that I meet with you.
Email:	sudhirn@uvic.ca

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

My name is Sudhir Nair and I will be your instructor for COM 400. I want to take a minute to introduce myself so you know a little bit about me by the time we meet in class.

I have an undergraduate degree in Electrical Engineering and an MBA. After receiving my MBA, I started out as a banker working in Citibank, working in financial services in a variety of roles. After that I felt like I needed to be on my own and I co-founded a company that developed networking solutions. I then moved to another entrepreneurial venture, and started a company that manufactures pet snacks; I know - big jumps in what I chose to do!

After having worked in industry for over 15 years, I went back to school and completed my PhD program at the University of Massachusetts in Amherst, MA, USA and am now an Associate Professor of International Business and Strategy here at the Gustavson School of Business. I have been here since 2011. I have published my research in various top Strategy, Management and International Business journals. More recently, I have been researching the newcomer (immigrant and refugee) space in Canada from an interdisciplinary perspective. This work has been recognized with the *Gustavson School of Business International Advisory Board's Community Engagement Award* in 2018. I was also honoured to receive the *Gustavson School of Business Award for Teaching Excellence* in 2013. On a personal level, I am married and have 2 wonderful children – all of whom provide great support as I continue on this fascinating academic journey.

Texts and Resources:

Capstone - The Business Simulation - Management Simulations Inc. (to be purchased individually by each student online at www.capsim.com at a cost of approximately US\$54)

Hitt, M. A., Ireland, R.D., & Hoskisson, R.E. Strategic Management: Competitiveness and Globalization, 13th edition, available at the Uvic Bookstore OR from the publisher [here](#) (please only buy the book and **NOT** the additional MindTap content)

Course Objectives and Description:

We have three key objectives this term in COM 400.

First, this course is designed to give you a “top-level” view of the entire organization. You will have to consider issues that influence the competitive behavior and performance of the organization as a whole. So far in your coursework you have primarily studied business functions (e.g., accounting, finance, marketing) one at a time. This course will help you broaden your perspective so that you consider business functions from the perspective of the overall organization.

Second, we will need to learn to deal with ambiguity. Some fields present well-defined problems with right and wrong answers. This is not true of management in general and strategic management in particular. Strategic decision-makers generally deal with complex situations characterized by considerable uncertainty. All of us are currently dealing with a pandemic that has induced uncertainty that is unprecedented, at least in current times. The threat or opportunity is rarely obvious and it's not always clear which is which. Strategy is, fundamentally, about the future and the future is always unknown. This course will help you develop skills and knowledge for dealing with ambiguity and assist you in identifying and evaluating alternative courses of action.

Third, we will learn to work in teams as most managers work as part of teams. This term, much of your work will be done in teams. Except for tests and in-class assignments, all other work will be done as part of a team. Learning to work productively as part of a team is a key managerial skill that we will work to develop this term.

Course Format:

To achieve these objectives, in this class we will work on integrating two essential parts of management: knowing and doing. The “knowing” part involves using cases, readings, and discussions to learn the basic concepts and techniques of strategic management. The “doing” part involves your participation in Capstone, an online business simulation program. Capstone provides you with the opportunity to gain hands-on experience running a business. Your team will develop overall business strategies as well as manage your company's R&D, production, HR, marketing, and financial operations over a simulated 8-year time span. The ultimate goal: To have fun and learn, while managing your firm.

To prepare for class, start by reading the relevant textbook chapter (see schedule below). I will post videos on Brightspace that will provide additional context and nuance to the textbook material. This will be available for you to view and prepare for class. Please ensure you view the videos **prior** to the class sessions. In the class sessions, we will start by quickly revisiting the text content and then apply the material to specific mini cases or experiential exercise. Many of these classes will involve group work. I will provide time for you to work in your teams that will allow you to discuss the relevant issues within your group; and we will then reassemble with the entire class, to discuss key discussion points.

NOTE: To ensure that you stay with real world organizational issues, I strongly recommend that you engage with The Economist, Business Week, or any other similar media outlet.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 (if needed) and CAPSIM. 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> and at <https://www.capsim.com/terms/#/policy>. 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 (begin with Course Code)	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date (mm/dd/yyyy)	Weight / % of grade	Description
COM 400: DAQs	Individual	Other	Daily in class	10%	Daily assignment questions (DAQ) as described above in course outline
COM 400: Class participation	Individual	Other	Daily in class AND in group activities	15%	Involvement in class AND in teams
COM 400: Test # 1	Individual	Quiz	09/28/2023	20%	Test covering chapters 1 through 6
COM 400: Test # 2	Individual	Quiz	10/17/2023	20%	Test covering chapters 7 through 10
COM 400: Capstone Simulation Situational Analysis	Group	Hand-in Assignment	10/31/2023	5%	Details at CAPSIM website

COM 400: Capstone Simulation Strategic Plan	Group	Hand-in Assignment	10/31/2023	5%	As described above in this course outline
COM 400: Capstone Simulation Performance	Group	Other	11/30/2023	10%	Final standing of your team in your industry (You will lose points if you do not treat the business as a going concern and instead sell off all/most assets)
COM 400: Capstone Simulation Final report to Board	Group	Hand-in Assignment	12/07/2023	15%	20 Page Final Report to Board of Directors (details above in this course outline)
<i>Total</i>				100%	

There will be no final exam.

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Attendance and Participation: In this course participation will form 15% of your grade. Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates’ learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates’ insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment.] Attendance is a critical component of everyone’s academic success. Absence from the class sessions will negatively impact your grade.

The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending and participating in a class is an important part of the learning process in this course. In case you do have a valid reason to miss class, please let me know in writing (for absences occasioned for medical reasons, the required self-declaration form will be available on Brightspace), so that your absence will not be unexplained. Students with unexplained absences will be penalized typically by a loss of 1.5% of your total grade for each unexcused absence.

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

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you

are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

Daily Assignment Questions (“DAQs”): During the first part of the class, when we will be covering the Textbook chapters, we will have assignments that are straightforward and will count towards your class participation – you will be required to answer the “DAQ” in-class. I will provide more details of these questions in class. This part of the course will end with two in-class exams. Once the text chapters are completed and we are in the simulation part of the course, the daily assignment questions will address simple general questions from the business world or elsewhere.

CAPSIM Capstone Simulation Team Assignments:

1) Onboarding / Training– Each individual student needs to complete the onboarding / training to get ready for the simulation. This will ensure that you are ready to be a contributing member of your team.

2) Strategic Plan – In no more than **four typed, double-spaced pages** 12 point font (one plan per team), provide details of your company’s vision and intended strategy. Your strategic plan should include:

- the strategic objectives your company has set for itself (i.e., what is your strategy? What markets are you going to compete in? Where are your resources going to go?)
- a description of the markets you have chosen to pursue (traditional, low end, high end, performance, size) and how you intend to compete in each (i.e., your firm’s business level strategies)
- a summary of how you are going to structure the functional level strategies (R&D, production, marketing, financial, HRM) to support your firm’s strategy

3) Final Report to Board of Directors – Each team will maintain a record of its activities including such things as strategic postures taken, assumptions employed about competitors and the market, decisions made and the outcomes of those decisions, changes in strategy you deemed necessary, and so on. Based on this information, each team will report on its Capstone experiences in the form of a report to your company’s Board of Directors and Shareholders. Your Board Report is not intended to be an academic paper. Rather it should be a truthful document illustrating your company’s effectiveness to the Board of Directors and your Shareholders. The report should be **approximately 20 typed, double-spaced pages 12 point font (not including attachments and appendices, which should not exceed 3 pages).** At a minimum, the Board Report should include:

- 1) your company’s initial strategy
- 2) a comparison of your emergent strategies with your initial strategy
- 3) an evaluation of your intended and emergent strategies within the context of the external environment’s opportunities and threats and your company’s internal strengths and weaknesses over time
- 4) an analysis of your markets and competition
- 5) a description of the key strategic decisions you made over time; why you made them; and how you implemented them.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is not permitted in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

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.

All members of the group will generally receive the same grade. However, an adjustment for relative contribution can be made, at the discretion of the instructor, if the remaining members of the group specify that one or more individuals did not participate in any meaningful way. This discretion may result in a student receiving a much lower grade than the other group members. At the end of the term, the group must complete an assessment which specifies what each person's contributions were to all group work during the class and the instructor shall take this into consideration when assigning grades.

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. Please **note that "A" grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

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:

Title	Individual or Group	Type (Case, Example, Reading, Other)	Due Date (mm/dd/yyyy)	Description
COM 400: Read for class	Individual	Reading	09/07/2023	Chapter 1: Strategic Management and Strategic Competitiveness
COM 400: Read for class	Individual	Reading	09/12/2023	Chapter 2: The External Environment
COM 400: Read for class	Individual	Reading	09/14/2023	Chapter 3: The Internal Organization
COM 400: Read for class	Individual	Reading	09/19/2023	Chapter 4: Business Level Strategy
COM 400: Read for class	Individual	Reading	09/21/2023	Chapter 5: Competitive Rivalry and Competitive Dynamics
COM 400: Read for class	Individual	Reading	09/26/2023	Chapter 6: Corporate Level Strategy
COM 400: Read for class	Individual	Test	09/28/2023	Test 1 (covers Ch. 1-6)
COM 400: Read for class	Individual	Reading	10/03/2023	Chapter 7: Merger and Acquisitions Strategies
COM 400: Read for class	Individual	Reading	10/05/2023	Chapter 8: International Strategy <i>Complete registration for Capstone!!</i>
COM 400: Read for class	Individual	Other	10/10/2023	Chapter 9: Cooperative Strategy
COM 400: Read for class	Individual	Other	10/12/2023	Chapter 10: Corporate Governance + Negotiation Exercise
COM 400: Read for class	Individual	Reading	10/17/2023	Test 2 (covers Ch. 7-10)

COM 400: Read for class		Individual	Reading	10/19/2023	Introduction to CAPSIM; (Read Capstone Guide available online); Intro to CAPSIM metrics
COM 400: Read for class		Individual	Other	10/22/2023	Complete all onboarding training <u>before class!</u>
COM 400: Read for class		Individual	Other	10/24/2023	Practice simulation round 1 (<u>we will process this in real time IN class</u>)
COM 400: Prepare for class		Group	Other	10/25/2023	Upload practice simulation round 2 (<u>note date of decisions for round is before class</u>)
COM 400: Prepare for class		Group	Other	10/30/2023	Upload COMPETITION round 1 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/01/2023	Upload COMPETITION round 2 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/06/2023	Upload COMPETITION round 3 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/08/2023	Upload COMPETITION round 4 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/20/2023	Upload COMPETITION round 5 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/22/2023	Upload COMPETITION round 6 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/27/2023	Upload COMPETITION round 7 (note date of decisions for round is before class)
COM 400: Prepare for class		Group	Other	11/29/2023	Upload COMPETITION round 8 (note date of decisions for round is before class)
COM 400: Work on Final Paper		Group	Other	12/07/2023	Final reports to the Board are due by <u>by 4 pm (Pacific Time)</u> .

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 402 A01

Legal Issues in Management

Fall 2023 Course Outline

Note: please regularly check your Brightspace site and subscribe to Brightspace Announcements for course updates and changes.

Course hours (PST)	Tuesdays and Thursdays at 4.30 p.m.
Location:	DSB C112
Instructor:	Mark D Bridge, LL.M, J.D., Barrister and Solicitor (British Columbia, England and Wales)
Office hours:	Please request in class or by e-mail: MarkBridgeCommerce@uvic.ca
Email:	MarkBridgeCommerce@uvic.ca

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction

Welcome to Legal Issues in Management. This course is very relevant to success in business.

Textbook

Contemporary Canadian Business Law, Principles and Cases, Willes, John A., Q.C., and Willes, John H., 12th e-book edition available from bookstore. Hardcopy editions by the same author from any source are also recommended and very good value. Please cite the 12th edition if you reference the textbook in coursework or project work..

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 consist of class lectures and discussion on each topic supported by questions posed to the class. It is essential that students read ahead in order to be able to follow the content and participate in practice questions and discussions. There will be a practice quiz with a worked solution approximately 12 October (one week prior to the mid-term quiz provisionally scheduled for 19 October 2023). Evaluation dates are subject to change. Please do not make plans to be absent from the classes scheduled before and after the provisional mid-term exam date.

Detailed chapter notes, power point slides, example handouts and other materials will be posted in advance in Brightspace.

As part of the participation in the course, teams of four students will be assigned a legal case to brief in written form according to a method provided. In October 2023, according to a schedule, the cases will be presented in class demonstrating understanding of "case brief" format used for judicial decisions. All necessary information will be provided. No research is required or should be undertaken in the exercise.

In November, teams of seven students will argue and judge a hypothetical, legal dispute in contract and agency. This will also take place in class, according to a schedule determined in mid-October.

Participation in other forms and by other means, such as contribution to discussion questions, assistance to class members, *et alia*, will be encouraged and acknowledged. Other evaluations include a final quiz to be scheduled in the December Exam Schedule period. As this date will not be known until after the Reading Break, please do not make travel plans for December prior to the date being confirmed by the University.

Equity, Diversity and Inclusion

Equity, diversity and inclusion are core values at the University of Victoria.

At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in- person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture.

We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation

Student grades in COM 402 will be determined on the basis of performance in the following assessments. See schedule of dates (pp. 15-17 below).

1. A case presentation exercise in teams of 4. Presentations involve 8-10 minutes spoken presentation in October (schedule to be determined).
20% of final mark
2. An in-person, mid-term quiz provisionally scheduled for 19 October 2023
25% of final mark
3. A contract-themed, legal dispute presentation in teams of 7 in the style of a Moot
25% of final mark in-class during the last two weeks of November 2023 (schedule to be determined).
4. A final examination during the December Examination Period
30% of final mark

Total: 100%

You must complete all graded components for this course unless you are excused. Failure to complete all components will result in a grade of N.

Additionally, there is an attendance requirement. See below, page 8.

Failure to meet the attendance requirement without the written permission of the Undergraduate Academic Director in respect of a major, extenuating circumstance will cause you to be excluded from the final examination with the result that your final grade is N (Incomplete, fail and GPA of 0).

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.

Case Presentation Exercise

In September, students will be invited to form groups of four students either themselves or on the basis of the instructor's random assignments. 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 the legal decision according to the format explained. Case presentations will take place in class according to the schedule in October 2023.

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 8-10 minutes and involve each member of the group in a speaking role. The written case brief must be submitted to the Brightspace dropbox before the presentation and indicate the part or parts contributed by each member.

This is a group project and each member of the group will receive the grade of the group.

Mooting Exercise - Court Simulation

Also, in September, students will be invited to form different groups of seven students themselves or on the basis of the instructor's random assignments. Two students in each group will assume the role of "Counsel for the Plaintiff", two students "Counsel for the Defendant", and the remaining members of the group will be a presiding judge, a time-keeping judge and an assistant judge.

Following a method to be explained, teams of counsel within each team will prepare their respective positions in the moot exercise for oral presentation in class. These presentations will take place in the final two weeks of the course in November.

Background information will be provided in mid-October. Counsel for the Plaintiff and Counsel for the Defendant must upload to Brightspace in a designated area, a copy of their moot brief document. The moot brief is a jointly-written brief of between 3 and 5 pages summarizing Counsels' position on the issues. A template for use will be provided in October.

Immediately prior to the commencement of each moot, written copy of each team's moot brief will be provided to opposing counsel and also provided to the judges for use during the moot presentation.

During the moot, the Judges will listen to the argument of each team of legal counsel and after having done so deliver a judgment on the issues. The Judges should deliver an immediate oral decision. Later, a written decision of between 3 and 5 pages will be jointly written by the judges. The written decision need not be identical with the oral decision. When written, the judges' decision will be uploaded to Brightspace.

The moot briefs and judges' written 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. To assist the judges in this task, there will be a "judges' coaching session" in November. For all participants, full information will be provided in class to explain effective strategies and techniques to use.

This is an individually assessed exercise.

Course Experience Survey

The Gustavson School of Business 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 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. As well, toward the end of the course, 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.

Course Assessment Group Work

At the Gustavson School of Business team projects and assignments are an integral component to student learning.

It is an expectation that students contribute equitably to all team assignments. In order to receive an individual grade, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility.

It is not acceptable for a team member to allow another team member to fulfill their work for them or for a team member to appropriate the work of the other team member(s) or prevent the other(s) from making their own contribution(s).

To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.

What To Do If There Is A Problem In Your Group

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Attendance and Participation

Regular attendance is an expectation of the Bachelor of Commerce Program. There is an attendance policy that will result in exclusion from the final examination if violated (see immediately below).

Attendance in every class is an expectation for COM 402. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

Attendance Policy

This policy does not apply to absence due to illness, injury, personal affliction, family responsibilities, job interview or similar about which you advise me via e-mail prior to the cause or as soon as you are able: < MarkBridgeCommerce@uvic.ca >

In particular, if you or your family are not well, please stay at home and take care of yourselves until you recover. I will be more than happy to assist you with missed content.

This policy does apply to voluntary absences that have no justification other than personal choice to be absent.

In cases of absence of any six scheduled class times during the term (other than situations described above and other than class times where an in-class team presentation does not require your presence), you will be denied permission and excluded from writing the final examination unless you obtain the written permission of the Undergraduate Academic Director for a major, extenuating circumstance.

The consequence of missing the final examination is a course grade of N (incomplete, fail and GPA 0).

Use of Artificial Intelligence (AI)

Use of AI generated content, created or obtained directly or indirectly, is prohibited in the course.

In the United States, recent use of AI by trial lawyers who claimed not to know what it was, have resulted in judicial admonishment (ie public humiliation) and citation (ie referral) to disciplinary bodies for investigation and response.

Unattributed use of AI is a form of academic dishonesty for purposes of university policy. It is not permitted to use AI, whether attributed or not, in this course.

See the explanation at points c and d, page 12, below, for instruction on proper research, citation and attribution in a law course. Please ask for assistance if you are in any doubt. You will never be faulted for citing and attributing ideas to original (not artificial) sources of law, including any law contained within the adopted textbook for the course.

Missed Coursework, Team Work or Examinations

As explained, above, you must complete all graded components for this course unless you are excused. Failure to complete all components will result in a grade of N.

If you face unexpected circumstances that interfere with your academic obligations or success in the course, you must seek advice from a BCom Advisor or your instructor as soon as possible.

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.

Please note that “A” grades are usually achieved by a minority of students.

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).

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.

University Calendar

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

Attendance

The University of Victoria Calendar 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 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:

- a. using work prepared by any form of artificial intelligence service, such as ChatGPT.
- b. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- c. In law, a required reference must include the full name of the author, the full name of the work, the year of publication, the page cited with the full text quoted within quotation marks. If, as is not uncommon, words are omitted, then “elipses” must be used to show the omission of the words in the original text.
- d. For greater certainty, it is not sufficient to paraphrase original text and simply insert a citation of the type “ (Green, 2015) ”. Examples of correct citation will be provided in class. If in doubt, please ask before assuming that a form of citation acceptable in another context is sufficient in law.
- e. paraphrasing a published or unpublished author without referencing the source.
- f. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- g. 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.
- h. Copying the answers of another student in any test, examination, or take-home assignment.
- i. Providing answers to another student in any test, examination, or take-home assignment.
- j. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- k. Stealing or mutilating library materials.
- l. Accessing a test or examination prior to the time and date of the sitting.
- m. Changing the name or answer(s) on a test after that test has been graded and returned.

- n. 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.

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, *inter alia*, individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

For the Moot Exercise individual team members are encouraged to work with members of the class who are on teams other than their own. This collaboration is expected and is not a violation of academic integrity provided that the final result is the original work of the person submitting it for evaluation and assessment.

Class Time and Office Hours

COM 402 A01 meets on Tuesdays and Thursdays from 4.30 to 5.50 p.m.

Office hours are available by arrangement at a time that is mutually convenient to you.

You are very welcome to e-mail me for direct assistance at any time. My email is **MarkBridgeCommerce@uvic.ca**

Respect

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 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.

Somewhere in this outline is an expression meaning “something for something”. If you are the first member of the class to locate the expression, you will win a very nice item of Gustavson “bling”. To claim the prize, go to Brightspace and send a class-wide e-mail to everyone in the class using the dropdown “Class List”. The subject line of the e-mail must read “I claim the COM 402 - A01 Course Outline prize”. In the body of the e-mail, type the following and enter the page and line number where you have located the expression meaning “something for something”. In particular, type the following message inserting the page and line number in place of the variable letters “X” and “Y”: “I located the winning expression in the Course Outline contest on page X at line Y, and I claim the Gustavson prize for section A01.” In addition to sending the e-mail to the whole class, forward your “sent” message to the course instructor at <MarkBridgeCommerce@uvic.ca> to show the time and day of your message. Good Luck to all. The winning class member will be the first person to send the class-wide e-mail as time- stamped by Brightspace and the prize will be awarded in a future class.

Reading, Topics List and Important Dates (dates approximate).

	Dates subject to change	Topics and Activities
07	September	<i>Introduction to the course. Introduction to Canadian Law: Sources of Law of Law, Relevance to Business; Forms of Business Organisation: Types of Property: Real and Personal; Protection of Intellectual Property</i> , Text Chapter 1, online materials and discussion.
08	September	Instructions posted for 4-person Case Presentation Team Requests and 7-person Moot Team Requests via Brightspace.
08-15	September	4-person Case Presentation Team Requests due by noon on 15 September. In absence of a request, teams will be formed at random from the class.
12	September	(Continuing) <i>Introduction to Canadian Law: Sources of Law of Law, Relevance to Business; Forms of Business Organisation: Types of Property: Real and Personal; Protection of Intellectual Property</i> , Text Chapter 1, online materials and discussion.
16-22	September	7-person Moot Team Requests of 7 class members due by noon on 22 September. In absence of a request, teams will be formed at random from the class.
18	September	Case Presentation information and exercise instructions will be posted to Brightspace.
19	September	<i>Introduction to Canadian Law, as above (continued). Relevance of Environmental Law; International Law as applicable to domestic and international business; Law of Employment, Labour Law</i> , Text Chapters 1. Further optional reading: Chapters 19, 20, 34 and 35.
21	September	<i>Hierarchy of Law: Constitutional Law, Common Law and Statute; Judicial Process, Alternative Dispute Resolution</i> , Text chapters 2 and 3.
26	September	<i>Tort Law: Civil Liability compared to Criminal Liability; Intentional and unintentional tort; Defences and vitiating circumstances, tort remedies, use and protection using insurance</i> , Text Chapters 4 and 5. Further optional reading Chapter 31.

30	September	Moot Presentation Team List and Schedule will be posted to Brightspace.
03	October	<i>Tort Law (continued).</i>
09	October	Thanksgiving Day - no classes
10	October	<i>Tort Law (continued). Torts arising in Business; Professional Negligence: Duty of Care, Standard of Care and Causation, Text Chapters 4 and 5. Further optional reading Chapter 6.</i>
12	October	Practice Quiz posted to Brightspace with solution
13	October	Optional Mid-Term Review Class (location and time to be confirmed)
17	October	<i>Tort Law (continued).</i>
19	October	Mid-term Quiz (provisional date subject to change)
24-26	October	In Class Presentations according to team schedule on Brightspace
31	October	<i>Contract Law: Elements of Contract and Proof; Defences and vitiating circumstances; Chapters 7, 8, 9 and 11.</i>
02	November	<i>Contract Law (continued) Elements of Contract and Proof; Defences and vitiating circumstances; Chapters 7, 8, 9 and 11.</i>
07	November	<i>Contract Law (continued): Elements of Contract and Proof; Defences and vitiating circumstances; presence or absence of quid pro quo; Chapters 7, 8, 9 and 11.</i>
13-15	November	Reading Break - No Class
16	November	<i>Agency: Appointment and use in Contract, Text Chapter 15, Legal and Equitable Remedies, Quantum Meruit and Promissory Estoppel, Text Chapters 8 and 14.</i>
21-30	November	Moot Exercise presentations according to team schedule on Brightspace
04	December	Optional Final Exam Review Class (location and time to be confirmed)
TBA	December	Final Examination (date to be confirmed by University)

Note: Time permitting, the importance of the following topics will be discussed when arising but will not be examined:

Sale of Goods, Consumer Protection Law, Business Organisation: Creation, Liability of Officers, Shareholder Limited Liability and Shareholders' Agreements Banking, Secured Transactions, Negotiable Instruments: Promissory Notes, Cheques and Bills of Exchange. Intellectual Property: Creation and Enforcement, Patents, Trademarks, Copyright, Industrial Design and Contractual protection of intellectual property.

Mark Bridge

28 August 2023

Typographical mistakes corrected 3 September 2023



COM 410

Leadership Strategies Fall

2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course Time:	A01: Tuesday, 6:30 p.m. – 9:20 p.m.
Location:	Room C112, David Strong Building
Instructor:	Dr. Jim Swaffield
Office hours:	Swaffield
Telephone:	Virtual office hours by appointment
Email:	jimswaffield@uvic.ca
Office:	BEC 439

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Hello! Welcome to COM 410 Leadership Strategies. My name is Jim Swaffield. I have worked as a consultant and professor for the past 25 years. I also have an MBA and a PhD in evolutionary psychology. My area of research examines how different types of environmental stressors affect human behavior. This line of research is relevant to consumer behavior, employee behavior, as well as management and leadership behavior. If you are interested in learning more about my background, please see my website at <https://www.jimswaffield.com/>.

I am confident that you will find this course interesting and thought provoking. I look forward to sharing the field of leadership with you.

Dr. Jim Swaffield

Texts and Resources:

Northouse, P. G. (2022). *Leadership: Theory and practice*. SAGE. (Required)

Course Objectives and Description:

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Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Due Date	Weight
1. Midterm Exam	Individual	Tues. Oct 24	30%
2. Personal Leadership Portfolio	Individual	Tues. Nov 28	30%
3. Final Exam	Individual	TBA	40%
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 (with reference to the theory taught or the marking rubric) why you think an error has been made. 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.

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Personal Leadership Portfolio

After each chapter in the course textbook is a questionnaire that relates to an area of leadership.

Each student will complete the leadership in the text throughout the semester to assist them in assessing their potential leadership philosophy, traits, skills, and behaviors to develop a leadership portfolio. The student will assemble a Leadership Portfolio consisting of four parts in a word document. This document will be submitted as one assignment and should be formatted according to the following below

Attendance and Participation:

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Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, 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.

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. **Please note that “A” grades are normally achieved by a minority of students.**

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.

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D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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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- 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.
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- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
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Tues. Oct 17	8. Transformational Leadership 9. Authentic Leadership	Chapter 8 Chapter 9
Tues. Oct 24	Midterm Exam 10. Servant Leadership	
Tues. Oct 31	11. Adaptive Leadership	Chapter 10 Chapter 11
Tues. Nov. 14	Reading Week – No class	
Tues. Nov 07	12. Inclusive Leadership 13. Followership	Chapter 12 Chapter 13
Tues. Nov 21	14. Gender and Leadership	Chapter 14
Tues. Nov 28	15. Leadership Ethics 16. Team Leadership	Chapter 15 Chapter 16

COM 410

Leadership Strategies Fall

2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course Time:	A02: Tuesday and Thursday, 1:00 p.m. – 2:20 p.m.
Location:	Room C112, David Strong Building
Instructor:	Dr. Jim Swaffield
Office hours:	Swaffield
Telephone:	Virtual office hours by appointment
Email:	jimswaffield@uvic.ca
Office:	BEC 439

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Thurs. Sept 21	4. Behavioral Approach	Chapter 4
Tues. Sept 26	5. Situational Approach	Chapter 5
Thurs. Sept 28	6. Path–Goal Theory	Chapter 6
Tues. Oct 03	7. Leader–Member Exchange Theory	Chapter 7
Thurs. Oct 05	8. Transformational Leadership	Chapter 8
Tues. Oct 10	9. Authentic Leadership	Chapter 9
Thurs. Oct 12	10. Servant Leadership	Chapter 10
Tues. Oct 17	10. Servant Leadership	Chapter 10
Thurs. Oct 19	11. Adaptive Leadership	Chapter 11
Tues. Oct 24	Midterm Exam	
Thurs. Oct 26	11. Adaptive Leadership	Chapter 11
Tues. Oct 31	12. Inclusive Leadership	Chapter 12
Thurs. Nov 02	12. Inclusive Leadership	Chapter 12
Tues. Nov 07	13. Followership	Chapter 13
Thurs. Nov 09	13. Followership	Chapter 13
Tues. Nov. 14.	Reading Week – No Class	
Thurs. Nov 16	14. Gender and Leadership	Chapter 14
Tues. Nov 21	15. Leadership Ethics	Chapter 15
Thurs. Nov 23	15. Leadership Ethics	Chapter 15
Thurs. Nov 28	16. Team Leadership	Chapter 16
Thurs. Nov 30	Wrap-up Class	



COM 426 Section A01

Management Accounting II

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (Pacific)	6:30 pm to 9:20 pm (Wednesdays)
Location	DSB C122
Instructor:	Jennifer Reed, MEd, CPA, CA
Office:	Zoom Link
Office hours:	ZOOM Hours: By appointment over ZOOM. I am also happy to meet with students before, during or after class
Email:	jereed@uvic.ca

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Introduction:

My name is Jennifer Reed and I am excited to be your instructor this term. I graduated from the University of Victoria with a Bachelor of Science in Economics and after completing the Chartered Accountancy (CA) program, I obtained my Chartered Accountant (CA) designation in 2006. I recently completed a Master of Education degree with a focus on curriculum and instruction through Simon Fraser University in 2020.

I currently work as a Director for CPA Canada where my team is responsible for the design and delivery of accurate and high-quality Preparatory course and Professional Education Program (PEP) module materials designed to prepare candidates for successful careers as CPAs in Canada.

Prior to joining CPA Canada, I worked as an audit manager with KPMG working on a variety of both for-profit and not-for-profit audit clients. I also worked for three years as the Director of Finance for a local municipality, and as a Director for the legacy Chartered Accountancy School of Business in Western Canada.

My true passion is teaching, and I have taught financial accounting, audit and assurance and management accounting to students since 2010. I recognize that some of you may be taking this class out of interest, while others may be in attendance because of a program requirement. Regardless of your reason for being here, I hope that you come away from this course with a better understanding of the role that management accounting plays in the professional world.

Please do not hesitate to reach out to me for any questions or clarification as we progress through the term!

Texts and Resources:

Horngren's Cost Accounting: A Managerial Emphasis, Ninth Canadian Edition, 9th edition (Srikant M. Datar, Madhav V. Rajan, Louis Beaubien, Steve Janz) ISBN-13: 9780136558217

Pearson myLab is not required.

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 byproduct 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 in sharing ideas and thoughts in a safe environment to develop critical thinking and analysis skills

Course Format:

This course will be delivered primarily in person (please refer to the Schedule Summary for any classes that are noted as being delivered online via Zoom).

Each class will be used to review the topic content and work on problems, cases and a real-world case study related to the topics taught.

Equity, Diversity and Inclusion:

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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 (optional). 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>

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 (Pacific)	Weight / % of grade	Description
COM 426: Quizzes	Individual	Hand-in Quizzes written in Brightspace (5 quizzes; lowest mark dropped)	Throughout the term	12%	These short quizzes will be administered throughout the course. They will cover the current week or prior week's content.
COM 426: Midterm #1	Individual	Online Timed Exam written in person	October 18 at 6:30 pm Pacific	30%	Combined short answer and MCQ exam to be completed in 90 minutes via BrightSpace
COM 426: Midterm #2	Individual	Online Timed Exam written in person	November 22 at 6:30 pm Pacific	30%	Combined short answer and MCQ exam to be completed in 90 minutes via BrightSpace
COM 426: Case Study	Individual or Group	Hand In	Due Friday, December 3 at 11:55 pm Pacific	28%	Individual or group (maximum of 3) written submission to be submitted via BrightSpace
Total				100%	

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Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of 50% for each day an assignment is late. An assignment is considered late if it is submitted more than 30 minutes after the stated deadline.

This penalty does not apply to midterm exams, which are not accepted late for any reason whatsoever. If a student exceeds the time limit specified for a midterm exam beyond the 1-minute grace period, a grade of zero will automatically be assigned.

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 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.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (eg. illness) which interfere with their academic obligations.

Use of Artificial Intelligence (AI): In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. In this course, the use of AI tools including ChatGPT is not permitted on take-home assignments or assessments.

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.

Please note that “A” grades are normally achieved by a minority of students.

Percentage Range	Grade s	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).

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.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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.

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.

Schedule Summary:

IMPORTANT: Subject to change- refer to Brightspace weekly content

Unit	Date	Topics	Details	Details
1				
	Wednesday, September 6	The Accountant's Vital Role in Decision Making		Handout 1
2				
	Wednesday, September 13	A Review of Cost Terms and Purposes		Handout 2
3				
	Wednesday, September 20	Job Costing		Handout 3
		Brightspace Quiz #1 worth 5%	Available until Sunday, September 24 at 11:55 PM (Pacific)	
4				
	Wednesday, September 27	Process Costing		Handout 4
		Brightspace Quiz #2 worth 5%	Available until Sunday, October 1 at 11:55 PM (Pacific)	

Unit	Date	Topics	Details	Details
5				
	Wednesday, October 4	Process Costing continued Spoilage, Rework, and Scrap		Handout 5
6				
	Wednesday, October 11	Flexible Budgets, Variances and Management Control		Handout 6
		Brightspace Quiz #3 worth 5%	Available until Sunday, October 15 at 11:55 PM (Pacific)	
7				
	Wednesday, October 18			
		MIDTERM 1 written in person through Brightspace	Course start to date cumulative mid-term. Estimated time of 90 minutes.	
8				
	Wednesday, October 25	Flexible Budgets, Variances and Management Control continued		Handout 7
9				
	Wednesday, November 1	Pricing Decisions		Handout 8

Unit	Date	Topics	Details	Practice Questions
10				
	Wednesday, November 8	Transfer Pricing and Cost Allocation – Joint Products and By-products		Handout 9
		Brightspace Quiz #4 worth 5%	Available until Sunday, November 12 at 11:55 PM (Pacific)	
11				
	Wednesday, November 15	Reading Break		
		Brightspace Quiz #5 worth 5%	Available until Sunday, November 26 at 11:55 PM (Pacific)	
12				
	Wednesday, November 22			
		MIDTERM 2 written in person through Brightspace	Course start to date cumulative mid-term. Estimated time of 90 minutes.	
13				
	Wednesday, November 29	Open class work on case study		
		Case study due	Upload to Brightspace dropbox by Sunday, December 3 at 11:55 PM (Pacific)	



COM 435

Corporate Relations and Responsibilities Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Mondays and Wednesdays 4:30 – 5:50pm
Location	Cornett B107
Instructor:	
Office:	BEC 208
Office hours:	Mondays 3:30 – 4:00 or by appointment
Telephone:	250 217-8111
Email:	hranson@uvic.ca

We acknowledge and respect the lək' wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

My current role at Gustavson is to teach Business and Sustainability to Gustavson BCom and TELUS MBA students. In addition, I research how higher education institutions teach sustainability. I am also the Associate Director for the Centre for Social and Sustainable Innovation at Gustavson. We are the unit that supports sustainability across all the Gustavson courses, in faculty research and in our connections with the local Victoria Community. I really like this ethics course because it allows students to learn about business ethics in organizations. I teach both how to make ethical decisions and how to build an ethical culture in your organization. I look forward to doing this with you this fall.

Texts and Resources:

I have chosen the Bayers, Stanberry Ethics text (<https://openstax.org/details/books/business-ethics>) 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 Brightspace. 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 within Gustavson) 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:

1. Be aware of and have an increased understanding of the nature of business ethics in the Canadian as well as a global business environment
2. Examine the ethical implications of business practices from a stakeholder perspective
3. Describe the challenges of social responsibility in a business
4. Apply ethical concepts and theories to business cases
5. Debate and defend an ethical position based on theory and precedents
6. Develop and communicate specific actions to building a positive ethical culture in an organization

Course Format:

This course will be taught using 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.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Due Date	Weight / % of grade
Personal Ethical Dilemma	Individual	September 15	Pass/Fail
Participation	Individual	December 6	10%
Group Presentation	Group	Various	25%
Final Project: Build an ethical culture report	Pairs	Part 1 – Sept 29	5%
		Part 2 – Oct 20	10%
		Part 3 – Nov 10	10%
		Final Draft – Dec 4	10%
Final Exam	Individual	TBD by Registrar's Office	30%

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 Brightspace site prior to our class on Sept. 15. 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) Class Presentations – Group – 25%

Ethical Leadership Group Presentation (15 minutes)

In his article *Developing and Sustaining an Ethical Corporate Culture: the Core Elements*, Schwartz outlines six core ethical values that drive leader's behaviour during ethical decisions. For this assignment your group will choose **one of the values** and present an ethical leadership dilemma that relates to a business decision. The decision could be about staff, suppliers, government regulations or community members. You are encouraged to use Chat GPT to develop the dilemma, and potential examples of leadership behaviour related to that value. Then, use your critical thinking skills to apply leadership experiences you have had, or learned about to show how the leader addresses the situation.

Your presentation should include:

- Introduction to the team and topic
- Definition/explanation of the value on which you are presenting
- An ethical leadership dilemma related to the value in a business setting
- Explanation or demonstration of how the value relates to at least two leadership characteristics
- Demonstration of leadership in resolving the ethical dilemma
- Summary/conclusion

Presentations should be completed in powerpoint and submitted to Brightspace before they are delivered in class.

4) Final project – Plan to build a culture of ethics at an organization. This is an excellent opportunity to make use of your work experience (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 will be completed in sections and handed in for review and feedback. Section 1 is valued at 5%, Sections 2 and 3 are valued at 10% and the final report is also worth 10%. So overall, this assignment is worth 35% of your grade in this course.

The report should include:

Part 1 Due Sept. 29 – 5%

1. a 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)

2. 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?

3. 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?

Part 2 Due Oct. 20 –10%

4. 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 it for ease of use and thoroughness.

5. 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.

Part 3 Due Nov. 10 – 10%

6. 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?

Complete Report Due Dec. 4 –10%

This assignment will likely require up to 10 pages. The normal 12 pt, Times New Roman (or equivalent), one inch margins rules apply. Please hand this assignment in via the dropbox on BrightSpace.

This assignment will likely require 7-10 pages. The normal 12 pt, Times New Roman (or equivalent), one inch margins rules apply. Please hand this assignment in via the dropbox on Brightspace.

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. This will be an in-person exam with the date determined by the Registrar’s Office.

General Rules for Assignments and Exams

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

- All assignments are due by 11:59 pm on the date specified above. Late assignments will lose 10% per day unless you have specific permission from me to hand the assignment in at a later date. This firm rule is similar to expectations a business employer would have for you. Submitting your work by a deadline demonstrates personal responsibility and respect for your colleagues who follow the same rules.

- In fairness to all students, missed exams will be assigned a zero unless you have an excused absence. Make-up exams will be available for students with an excused absence.

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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.

Use of Artificial Intelligence (AI):

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. In fact, one assignment and some in-class exercises will require it. Learning to use AI is an emerging skill, and I believe that AI is emerging much like the calculator did. Calculators became a tool for advanced math and likewise, AI can advance your efforts in business.

However, AI has limits and you should be aware of the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take time and effort.
- Don't trust anything the AI tool says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You are responsible for any errors or omissions provided by the tool. It works best for topics you understand and where you can fact check on a company website or in news and journal articles.

- **AI is a tool, but one that you need to acknowledge using. Please include an appendix at the end of any assignment that uses AI explaining which AI tool you used, what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies and will result in punishment for plagiarism.**
- Be thoughtful about when this tool is useful. You are under no obligation to use AI. If, you already know how to add and subtract, you don't need a calculator to help you. Don't use it if it isn't appropriate for the case or circumstance.

Please see the library guidance on how to cite Chat GPT and other AI tools:
https://libguides.uvic.ca/AI_Tools/citing_AI_text

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment.] Attendance is a critical component of everyone's academic success.

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. Students with more than five unapproved absences will not be permitted to write the final exam.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

Grading Scale:

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65 – 69 60 – 64	C+ C	3 2	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
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Schedule Summary:

Date	Topic	Learning Outcomes	Readings/Assignments
Sept 6	Introduction: What is Business Ethics and Corporate Social Responsibility?	<ol style="list-style-type: none"> 1. Explain your goal for taking this course 2. Discuss why ethics matters 3. Define Corporate Social Responsibility 	1. Laasch and Conaway reading on Brightspace
Sept 11-13	Ethical Frameworks - Moral responsibility	<ol style="list-style-type: none"> 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. Schwartz, “The Nuts and Bolts of Determining Ethical Responsibility” on Brightspace
Sept 18-20	Ethical Frameworks 2 - Moral reasoning process - Moral theory	<ol style="list-style-type: none"> 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: https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/
Sept 25-27	Corporate Social Responsibility - Social responsibility theory - Stakeholder theory	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Bayers and Stanberry - Chapters 3 and 4 2. For Discussion: 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.washingtonexaminer.com/video-shows-man-dragged-from-united-flight-had-bloodied-face https://www.washingtonexaminer.com/congress-uses-united-incident-to-crack-down-on-airlines-treatment-of-passengers
Oct 2	National Day of Truth and Reconciliation	NO CLASS	
Oct 4			

	Employers: Creating an ethical work culture	<ol style="list-style-type: none"> 1. Define culture as it pertains to a workplace 2. Determine elements of an ethical workplace 	<ol style="list-style-type: none"> 1. Schwartz. <i>Developing and Sustaining an Ethical Corporate Culture</i> (see PDF on Course spaces). 2. B Resource Guide: <i>Creating a Code of Ethics</i> (pdf on Brightspace):
Oct 9	Thanksgiving	NO CLASS	
Oct 11	Codes of Conduct	<ol style="list-style-type: none"> 1. Evaluate a company's Code of Conduct 2. Develop a Code of Conduct for a firm 	<ol style="list-style-type: none"> 1. McDonalds Code of Conduct (See pdf on Brightspace) 2. Globe and Mail article on McDonalds: https://www.theglobeandmail.com/report-on-business/rob-commentary/is-it-time-for-mcdonalds-to-rethink-the-ethics-of-the-happy-meal/article31514884/
Oct 16 - 18	Consumers: Protection - Consumer protection - Product recalls	<ol style="list-style-type: none"> 1. Determine a firm's responsibility to its customers 2. Apply the ethical thinking framework to a case 	<ol style="list-style-type: none"> 1. Karakowsky, Carroll and Buchholtz – Chapter 11 on Brightspace 2. For Discussion: https://www.scu.edu/ethics/focus-areas/business-ethics/resources/the-case-of-nutritional-foods/
Oct 23 - 25	Consumers: Marketing - Marketing ethics - Pricing, quality, labelling	<ol style="list-style-type: none"> 1. Recognize ethical situations in marketing 2. Design a plan to train employees to think ethically about decisions in the workplace 	<p>For Discussion:</p> <p>https://www.wsj.com/articles/judge-bars-bud-light-from-suggesting-rival-beers-contain-corn-syrup-11558797548</p> <p>https://www.forbes.com/sites/davidvinjamuri/2019/02/06/bud-lights-super-bowl-ad-corn-syrup-ethics-and-mistaken-identity/#29b48b523a39</p>
Oct 30 – Nov 1	Global Business Ethics - Bribery - Repressive regimes - Overseas suppliers	<ol style="list-style-type: none"> 1. Apply the stakeholder theory concept to a case 2. Apply the Ethical Thinking framework to a case. 	<ol style="list-style-type: none"> 2. For Discussion: https://milnepublishing.geneseo.edu/good-corporation-bad-corporation/chapter/10-corruption-in-international-business/
Nov 6-8	Issues, Risk and Crisis Management	<ol style="list-style-type: none"> 1. Examine a situation where an ethical decision generates media attention 2. Determine a course of action in an ethical situation 3. Make recommendations to manage similar situations in the future 	<ol style="list-style-type: none"> 1. For Discussion: https://www.scu.edu/ethics/focus-areas/more/engineering-ethics/engineering-ethics-cases/trimming-data/
Nov 13-15	READING BREAK	NO CLASSES	
Nov 20 and Nov 23	Giving Voice to Values Exercise	<ol style="list-style-type: none"> 1. Evaluate an ethical decision according to workplace values 2. Practice sharing your values with a supervisor 	
Nov 27	The moral obligation to Practice Sustainability	<ol style="list-style-type: none"> 1. Recognize sustainability as an ethical decision 2. Assess a sustainability problem from an ethical perspective 	<p>Complete the reading here: http://gadfly.igc.org/papers/futgens.htm</p>

Nov 30	Stages of Moral Development	1. Recognize the stages of cognitive moral development 2. Respond to ethical decisions made at each stage of development	See reading on Brightspace
Dec. 4	Final Exam Review		

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, 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 accommodation. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.



COM 450 A01

Business Analysis Fall 2023

Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Tuesday 6:30pm-9:20 pm
Location	DSB C122
Instructor:	Dr. Dale Ganley
Office:	BEC 442
Office hours:	Thursdays on campus 1pm-3:30 pm or by arrangement over Zoom
Email:	dganley@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Course Objectives and Description:

One of the most challenging aspects in modern business is responding to new business problems and making effective strategic, tactical and operational decisions despite uncertainty. This course will help any student better face the unknown by teaching structured ways to analyze business problems and create insightful solutions. Using cases from across the business disciplines, students will build competence in selecting and using analytical and decision-making tools. The skills in this class will be directly applicable to careers in entrepreneurship, consulting, business analysis or project management, to name just a few.

The course objectives are to:

- Understand the role and methods of a business analyst in solving organizational problems.
- Develop a professional toolkit of models and frameworks to be applied in analytical solutions.
- Create an introductory experience for each student in a wide variety of organizational problems that a business analyst may face.
- Enhance both oral and written communication skills in formats that are typical in consulting and business presentation environments.

Texts and Resources:

Required: Harvard Business Publishing Coursepack - GSB Business Analysis (created by Dale Ganley) from Harvard Business Publishing which includes access to three business simulations: **Judgement in a Crisis, Power and Influence V3** and **Strategic Decision Making**. You must have access to the simulations to complete the related course assignments. Student price: \$45.00

The direct link to get the CoursePack and access to the simulations is: <https://hbsp.harvard.edu/import/1090634>

Provided on Brightspace: There are other cases and readings that each individual must study at the appropriate time during the course, but all of these materials are made available via the course website which can be accessed online. **The course schedule lists the material required for each assignment and the dates of assignments. If the material is not already provided (i.e. it is the basis for a timed assignment).** Because I have already built some slack into the class schedule and due dates to allow students to be flexible in terms of their weekly workflow, I will not make any changes for individual schedules except for the most extreme situations, and no, vacations and work conferences are not extreme.

Course Format:

This course will be based on in class activities (simulations, discussions and examples) to bring life to the tools and techniques we will survey. Learning is an active process -- the more active you are, the more you will learn. Therefore, the course will rely heavily on students using time outside to read and prepare to make maximum use of in-class time – hopefully even lectures will be very interactive. In addition, every member of the class is expected to contribute to the group's learning through discussion and debate. All students, no matter how personable, ambitious or accomplished, should recognize that success in this class will be very unlikely if there are any regular impediments to conscientious preparation and attendance throughout the class.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 recommended for this course: **Zoom** (for office hours). I will make you aware if this list changes. Additionally, some technologies that aren't required but may be helpful include: Google

Docs, Youtube. 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>. 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 (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 450: Portfolio Part 1	Individual	Turn-in Assignment	Sun 10/15/2023 8:00pm PST	20%	Take home challenge
COM 450: Portfolio Part 2	Individual	Turn-in Assignment	Sun 11/19/2023 8:00pm PST	20%	Take home challenge
Simulation: Judgement in a Crisis	Individual	In class Exercise	Tu 10/7/2023	15%	Complete and debrief in class
Simulation: Change Management	Individual	In class Exercise	Tu 10/31/2023	15%	Practice at home, Final and debrief in class
Simulation: Strategic Decision Making	Individual	In class Exercise	Tu 11/28/2023	10%	Practice at home, Final and debrief in class
Tuesday Assignments (8x)	Individual	Ready for class		10%	Class Prep homework – available for feedback in class
Participation	Individual	Participation		10%	
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

There are four types of assessment used in this course: Simulations, Quizzes, Mini-case discussions, and short Reflection Papers/Assignments. All grades will be based on individual work although some activities may allow groups to participate together.

The Quizzes and Reflection Papers/Assignments are individual effort only. Each Reflection Paper/Assignment will have instructions included that outline how they will be assessed. The Simulations will be graded based partially on the results of the simulation and partially on additional reflection pieces– the specific grading strategy for each simulation will be described in the instructions. The Mini-case discussions will be graded based on participation and quality of contribution.

Individual Work: Individual work is individually graded and must represent the true effort and output of its owner. *Help in the nature of editing (especially for non-native English speakers), group brainstorming or friendly reviewing is fine unless specifically forbidden*, but any changes from those activities must be done by the student and should not be substantively different from the student's solo work without help. **Collaborating to the point of identical or near-identical output is not ok.**

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.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (eg. illness) which interfere with their academic obligations.

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.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, ***is only permitted if I explicitly give permission ahead of time*** in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. Attendance is a critical component of everyone's academic success.

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.

This class is highly dependent on experiences and material that are only available in class. It follows that the graded work in this class is closely linked to activity that will take place during class time and cannot be made up in the event of absences. **Even in the event of excused absences, there will be limited/no opportunities to “make-up” the in-class exercises, prepared work, or participation credit.** Students can expect a buffer in the credit available to allow for a limited number of excused absences, but must recognize that it is not bottomless.

Participation:

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

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

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

Topic#/Week	Topics	Tuesday Assignments	Other Graded Assignments or Assessments
1	No class for us. The term begins next week.		
2	Introduction to Business Analysis Project Approaches and Problem Identification		
3	Scope and Situation Analysis, Key Issues Chantale Robinson	Chantale Robinson	
4	<i>Stakeholders, Ethical Decisions and Big Picture Outlines</i> Spindle Stairs	Spindle Stairs	
5	CSFs, Strategic Plans, Success and Failure Empire Globe and Susan Bond	Empire Globe and Susan Bond	
6	Failure, Overrun, Feasibility and Root Cause Analysis <i>Judgment in a Crisis Simulation – In Class</i>		<ul style="list-style-type: none"> • <i>Simulation - Judgment in a Crisis</i>
7	Decision Analysis, Criteria and Scoring Models Walsham	Walsham	<ul style="list-style-type: none"> • Portfolio Part 1 due Sunday 10/15 before Class
8	Timelines, Milestones and Gantt Charts, Change Management Broadway Rose	Broadway Rose	
9	<i>Change Management Simulation – In Class</i>		<ul style="list-style-type: none"> • <i>Simulation - Change Management</i>

10	Risk Analysis, Heat Maps and Complete Recommendations Oaktree	Oaktree	
11	<i>No class this week (Reading Break)</i>		
12	2x2, Growth Share, KPIs and Balanced Scorecard Arrow Construction	Arrow Construction	<ul style="list-style-type: none"> • Portfolio Part 2 due Sunday 11/19 before Class
13	<i>Strategic Decision Making Simulation - in Class</i>		<ul style="list-style-type: none"> • <i>Simulation - Strategic Decision Making</i>
14	No class this week. The term is over!	Survey on Learning (survey on Brightspace)	
	No Final Exam Scheduled		

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COM 450 A02

Digital and Social Media Marketing

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	1:00PM – 2:20 PM every Monday/Wednesday
Location	DSB C112
Instructor:	Dr. Huachao (H.C.) Gao
Office:	BEC 204
Office hours:	In-person or through zoom; by appointment only (making an appointment through email, LinkedIn Message, or Microsoft Teams) https://uvic.zoom.us/j/6138153264?pwd=QmFXR3RtQm9WVmxCd0NyOE9SZmduUT09
Telephone:	(250) 472 5503
Email:	hcgao@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Hello, I am your instructor Huachao Gao. Please feel free to call me H.C. or Prof. Gao. I have a Ph.D. degree in Marketing. My research focuses on international marketing and cross-cultural consumer behavior. I am teaching Marketing Principles and Management (Com 351), International Marketing (IB 416), and Digital Marketing (COM 450) at the undergraduate level at UVIC. I would like to welcome you to the Digital and Social Media Marketing class. This fall, we will go through the process of doing Digital and Social Media Marketing together. I hope we will have a fun, safe, and fruitful term together.

Texts and Resources:

Please use the this link (<https://join.stukent.com/join/3BD-4E9>) to buy your digital package at the price of \$129.99USD, which includes the following content:

- Digital Textbook: Larson & Draper (May 2023), *Digital Marketing Essentials*
- Digital Marketing Certification (it's not part of our class, but feel free to take the exam and get a certification yourself)
- Simulation Software: Digital Marketing Simternship (6 rounds of simulation)

Course Objectives and Description:

This course will cover the following tools in digital marketing:

- Principles of web design
- Basic digital marketing analytics (i.e., Google Analytics)
- SEO (search engine optimization)
- Paid search advertising (through Google)
- Display advertising
- Email marketing
- Social media advertising

The course objectives are to:

- Understand the basic concepts & guiding principles in digital marketing
- Familiarize yourself with the digital marketing framework
- Develop the capability to identify and use the appropriate digital marketing tools to solve a marketing problem or challenge
- Enhance the ability to use ChatGPT for marketing purposes
- Apply the knowledge in both simulation and practice

Course Format:

This class is designed to teach you not only the basic concepts involved in digital and social media marketing, but also how to apply the knowledge using both simulations and real-world experiences. Lectures, in-class group discussions and exercises, out-class student self-readings, simulation, and out-class group project are designed to lead you to a better understanding of the applicability of the discipline.

To prepare for the class, please check the course outline and the Brightspace page of the course regularly. Reading the assigned material, attending classes regularly prepared, and completing the simulation and group project following the timelines are some excellent tips to improve your learning outcomes.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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: **Riipen and Stukent**. 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://www.riipen.com/privacy-policy> for Riipen and <https://www.stukent.com/privacy-policy/> for Stukent. 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	Weight / % of grade	Description
Attendance and Contribution	Individual	Participation	On-going	15%	
Quizzes	Individual	Quiz	See Schedule	15%	
Digital Marketing Simternship	Individual	Online Simulation	See Schedule	30%	
Group Consulting through Riipen	Group	Group Project Report	Dec. 8, 2023 By 11:59PM	40%	
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Attendance and Participation (15%): The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending and participating are

important parts 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. To earn points on this item, please attend all the class sessions, actively participate in our class discussion, raise and answer questions regularly, etc.

Per UVic standard, students with unexcused absences* from more than 3 class sessions will receive a grade of zero in class participation. Students with unexcused absences* from more than 5 class sessions will not be permitted to write a final examination (*unexcused absences = absences without appropriate documentation as per the University Calendar)

Quizzes (15%): Throughout the semester, several quizzes are designed to help you review the contents we have just covered. Each quiz will have 10 questions, either multiple choices or T/F. You will have 10 minutes to complete the 10 questions through Brightspace.

Simulation - Simternship (30%): To demonstrate what you have learned in the class, you will complete the Digital Marketing Simternship simulation from the package your bought from Stukent. Although Stukent will give you a score on the platform, your final grade on this will be determined by your absolute performance and your relative ranking in the class against other students. To receive good grade, please consider doing the following:

- Pay attention in the class, and use class notes as a guideline in completing the simulation
- The simulation will start on Oct. 18. You will have until the end of the semester to complete six rounds of simulation focusing on Google Search Ads and Display Ads to drive traffic and revenue for a company. You should start as early as possible and try to complete one round of simulation each week.
- Before starting a round, make sure you read all the instructions and understand the objectives you need to achieve, the budget you need to spend, the specific activities you should engage in, etc.

Final Group Project (40%): At the beginning of the semester, you will be assigned into different groups to complete one group project through the online platform Riipen. Through Riipen, you will work with a real business to help them solve some real digital marketing problems such as an audition of their website, SEO, paid search, email marketing, or social media advertising, etc. Make sure you arrange a meeting with contact from the business, clarify the objectives, and design a comprehensive digital marketing strategy accordingly. Key tips in completing the group project:

- Work closely with your teammates and the business partner
- Start as early as possible and following the timeline outlined in Riipen
- Take the project seriously as it will have direct practical implications for the business partner
- Given different groups will work with different businesses with different digital marketing needs, you do not have to include everything we covered in the class. Instead, focusing on provide detailed and actionable recommendations that fit the business partner's unique needs. But you do have to cover at least two digital marketing tools in your final reports
- Your final outcome should include a written report and a PowerPoint presentation
- The business partner's scores of your team will account for 40% of your grade on this item. The instructor's grade will account for the other 60%

At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the Gustavson Professional Standards. Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is permitted in this course for students to complete the Simternship and the final group project, but not for the quizzes. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI. Assignment guidelines will provide additional guidance as to how these tools might be part of your process for each assessment this semester and how to provide transparency about their use in your work.

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

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

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

Title	Type	Due Date	Description
Course Introduction	Lecture & Discussion	09/06/2023 1:00 PM	
Digital Marketing Overview	Lecture & Discussion	09/11/2023 1:00 PM	
Web Design I	Lecture & Discussion	09/13/2023 1:00 PM	
Web Design II	Lecture & Discussion	09/18/2023 1:00 PM	
Analytics I	Lecture & Discussion	09/20/2023 1:00 PM	
Analytics II	Lecture & Discussion	09/25/2023 1:00 PM	Quiz #1
On-Site SEO I	Lecture & Discussion	09/27/2023 1:00 PM	
		10/02/2023 1:00 PM	National Day for Truth and Reconciliation
On-Site SEO II	Lecture & Discussion	10/04/2023 1:00 PM	
		10/09/2023 1:00 PM	Thanksgiving Day
Off-Site SEO	Lecture & Discussion	10/11/2023 1:00 PM	Quiz #2
Paid Search I	Lecture & Discussion	10/16/2023 1:00 PM	Simternship Round 1
Paid Search II	Lecture & Discussion	10/18/2023 1:00 PM	
Introduction to the Simulation: Simternship	Lecture & Discussion	10/23/2023 1:00 PM	Quiz #3 Simternship Round 2
Display Advertising I	Lecture & Discussion	10/25/2023 1:00 PM	
Display Advertising II	Lecture & Discussion	10/30/2023 1:00 PM	Quiz #4 Simternship Round 3
Email Marketing I	Lecture & Discussion	11/01/2023 1:00 PM	
Email Marketing II	Lecture & Discussion	11/06/2023 1:00 PM	Quiz #5 Simternship Round 4
Social Media Marketing I	Lecture & Discussion	11/08/2023 1:00 PM	
		11/13/2023 1:00 PM	Remembrance Day Simternship Round 5
Social Media Marketing II	Lecture & Discussion	11/15/2023 1:00 PM	
Social Media Marketing III	Lecture & Discussion	11/20/2023 1:00 PM	Simternship Round 6
Digital and Social Media Marketing Strategy	Lecture & Discussion	11/22/2023 1:00 PM	

Group Project Presentation	Lecture & Discussion	11/27/2023 1:00 PM	
Group Project Presentation	Lecture & Discussion	11/29/2023 1:00 PM	
Wrap Up	Lecture & Discussion	12/04/2023 1:00 PM	
Final Group Project Due	Written Report	12/08/2023 11:59 PM	

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 450 A03

Alternative forms of organizing

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Thursdays from 6:30 – 9:30 p.m.
Location	DSB C1112
Instructor:	Simon Pek
Office:	BEC 476
Office hours:	Thursdays from 2:00 – 3:00 p.m. on all days we have classes scheduled after Class 1, or by appointment.
Email:	spek@uvic.ca

We acknowledge and respect the lək' wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

I am delighted to have the opportunity to be your instructor for COM 450 this term and look forward to meeting you. As some background about myself, my research explores how organizations and the individuals within them embed social and environmental sustainability into their cultures, strategies, and daily operations. In particular, I have a growing interest in workplace democracy and alternative forms of organizing. In addition to my research and teaching, I have helped develop new initiatives in our UVic community, including our innovative Carbon Offset Pitch Competition and the Student Dialogue on Democratic Engagement. I also served as the Steering Committee Lead on the 2022 Ontario Assembly on Workplace Democracy, and co-founded and serve as a member of the board of directors of Democracy In Practice, a non-profit dedicated to democratic experimentation, innovation, and capacity-building. In this capacity, I spoke at the Council of Europe's World Forum for Democracy 2016, where Democracy In Practice was selected as a finalist for the Democracy Innovation Award. I love to travel, explore the outdoors, and gain exposure to new cultures, languages, and ways of thinking.

Texts and Resources:

There are four sources for the readings required for this course (see detailed Schedule below)

1. A Harvard Course Pack for purchase available at:
<https://hbsp.harvard.edu/import/1083228>
 - **Please make sure you purchase this as soon as possible to ensure you can access the preparation materials for our first two classes. Per**

Harvard's licensing agreement, each student must purchase his or her own Course Pack—there is no getting around it. However, I have tried my best to make it as affordable as possible.

2. On-line resources free to you and available through direct web-links
3. Readings available via the UVic library
4. Readings posted directly to Brightspace

There is no textbook for this course, which helps reduce costs to students and allows us to introduce you to a range of diverse and current materials.

Important Note: Always check the announcements on Brightspace for any changes to readings, course materials or dates when preparing for class – we may update materials to incorporate emerging issues, current developments, and useful resources suggested by students and guest speakers.

Course Objectives and Description:

It is increasingly apparent that how our economic organizations are structured, owned, and governed affects our ability to tackle pressing social and environmental sustainability issues like climate change and inequality. When we study and discuss organizations, we tend to focus on a narrow subset of organizations, particularly large corporations that are structured in a hierarchical manner. However, in recent years we have seen a surge in interest in alternative forms of organizing, notably cooperatives and employee-owned firms that can be structured in a more democratic and decentralized manner. In this course, students will critically appraise these alternatives in light of recent research and practice on organizational structure, governance, and ownership.

Upon the successful completion of this course, you will be able to:

- Recognize and understand the importance of organizational structure, governance, and ownership to achieving both business and sustainability-related goals
- Apply various concepts and frameworks to distill and diagnose problems and opportunities pertaining to organizational structure, governance, and ownership
- Better understand your own experiences with, and perspectives on, how organizations are and can be structured, governed, and owned.

Course Format:

This class covers the following major themes:

- The impacts of organizational structure, governance, and ownership on organizational and societal outcomes
- Organizational structure and design
- Organizational governance and ownership
- Alternative forms of organizing
- Strategies for scaling alternative forms of organizing

The majority of our time in class will be spent on discussions and cases to apply and collectively make sense of key concepts.

Class Preparation

One of the biggest benefits of exploring this content in a small class is that we can draw on each other's diverse knowledge, experiences, and interests in approaching the course content. Ahead of each class, ensure you are fully prepared and have completed all required assigned readings and activities, as we will be applying, not reviewing, posted content. For each of our sessions, please ensure that:

- You have closed unnecessary programs on your computer as you may be sharing your screen for some activities
- You arrive early to ensure a prompt start time and give you a chance to ensure your audio/video is working. It also gives us a chance to chat and connect.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Online Forum Discussions	Individual	Contributions to online forum discussions	Forum 1: September 21 – October 1 Forum 2: October 5-15	30%	Students contribute to two online forum discussions with both their own submission and replies to peers' posts
Mid-term exam	Individual	Hand-in assignment	October 26	30%	In-class midterm exam covering course contents to date
COM 450 Final Project Report	Group	Hand-in assignment	Final document due on December 10 1-2 page initial outline of your initial ideas due by October 31	30%	(Re)designing your ideal organization based on your interests and course concepts
COM 450 Final Project Presentation	Group	Presentation	November 23 and 30	10%	Present your (re)design for your ideal organization to your peers
Total				100%	

If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed **within two – seven days** of receiving your grade. You need to document and explain 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.

Description of Evaluation Elements

Below you can find an overview of the evaluation elements. See additional details and evaluation criteria for the Final Project in Brightspace.

Online Forum Discussions (30%)

The online forum discussions are intended to help you critically reflect on and apply course concepts in a manner that will help you learn from your peers. During this course, you will participate in two graded forums. In each forum, you will first develop a) an initial post based on a specific question contained in each forum, and then b) two in-depth replies to your peers' initial posts to foster collaborative learning (not on your own thread). You can reply to as many posts as you would like (e.g., to thank a peer for an insight, to follow up on a conversation thread), though I will only grade your in-depth initial post and your two in-depth replies.

Length: Your initial post on your own thread should be no longer than 600 words (excluding any references). In-depth reply posts to your peers should be no longer than 300 words each (excluding any references).

Timing: The opening and closing dates of the two forums are detailed below (all times PDT). You will be able to see and comment on others' initial posts after you post your own.

- *Forum 1 is open from September 21 – October 1. Your initial post is due by September 26, and your replies are due by October 1.*
- *Forum 2 is open from October 5– 15. Your initial post is due by October 10, and your replies are due by October 15.*

Practicalities:

- In order to avoid losing your work, consider developing your posts first in a word document, and then copying and pasting your post to the appropriate forum.
- It is important that you indicate any sources for the ideas in your submissions and follow-up discussion postings. If you are using reference material outside the course readings, please provide a full citation including author, title, date and publication (APA citation style). If you are using reference material included in the course readings, the author, year and page number (if quoting directly) will suffice. Your views should be backed by the literature, reliable external sources, or by clearly articulated examples from your personal experience, when appropriate (e.g., when assertions are made).
- Please make to complete your initial post by the deadline in order to ensure everyone has enough material to engage with.

Evaluation: You will receive a grade from 0 - 15 [below expectations – outstanding] for each forum based on a holistic assessment:

- Up to 7 points will be granted for meeting all the posting requirements on time, in a professional form, and in accordance with APA guidelines.
- Up to 8 additional points will be granted based on the quality of your posts. Quality will be assessed based on a) the rigor, clarity, and logic of your arguments; b) the extent to which you address all facets of the topic / question; c) the extent to which you critically engage with external research, your own experiences, and course materials to support your posts; d) and the extent to which your posts facilitate others' learning and critical reflection. Note that grades of 12.5 and above are reserved for posts that meet all posting requirements and are of exceptional quality on all dimensions, exceeding expectations.
- Please note that any text exceeding the word limits for your posts **will not be graded**.

Midterm (30%)

The purpose of the midterm is to ensure that you have a strong understanding of all course concepts and materials to date. This will not only help you undertake your final team project, but will also help you retain key ideas as you embark on your careers. All required preparation materials and class content from our synchronous classes (slides and discussions) are eligible for inclusion in the midterm exam.

COM 450 Team Project and Presentation (40%)

Picture yourself in one of two scenarios after graduating from the BCom program. In the first scenario, you and your team set out to design a new organization from scratch with an eye to helping tackle one or more of the SDGs as effectively and responsibly as possible. In the second scenario, you and your team return to an existing organization (one or more of you should be familiar with it) with the objective of redesigning it so that it can function as effectively and responsibly as possible. Choose whichever scenario interests you the most. In either case, your overall task is to (re)design your ideal organization and defend your (re)design based on how it helps achieve what you see as its main objectives and principles.

Your Final Report will be due by December 10, 2023. You will have the opportunity to receive feedback on a 1-2 page initial outline, which is due to me by e-mail by October 31, 2023. You will

present your design during our final two classes, with the rest of the class being responsible for providing their analysis, feedback, and questions.

Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, putting diligent effort into team deliverables, and addressing team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

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Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

I understand that there may occasionally be reasons you are unable to attend class, for example: illness, injury or family affliction. In particular, I encourage you to stay home when you are sick, taking care of yourself and protecting others. You may also choose to miss class for a job interview, home responsibilities, or a host of other reasons. If, however, you miss more than **2** classes for any reason, you will receive a **2%** deduction from your final course grade for every additional class missed, unless you complete a make-up assignment for each additional class missed. It is your responsibility to ask me for a make-up assignment within 4 calendar days of the missed class. In addition, you will be denied permission to be included in the submission of your final team project, if you miss more than 4 classes.

Exceptions to these attendance policies will only be considered for major extenuating circumstances, with permission from the Undergraduate Academic Director.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after) and append a complete self-declaration, which is available on our Brightspace page.

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. **Please note that “A” grades are normally achieved by a minority of students.**

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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.

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. As well, 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.

Schedule Summary:

The schedule below summarizes the topics, readings, assignments and preparation required. The links for the items required for preparation are in the Text and Resources Section of this course outline and can be found in the Brightspace module for each synchronous or asynchronous session. **The schedule is subject to change. Students should check Brightspace regularly to access the most up-to-date reading and audio-visual materials.**

Title	Type	Due Date	Description
COM 450 Class 1 (Sept 7)	Pre-class preparation	Prior to class	Required preparation: <ul style="list-style-type: none"> • Read the case <i>Uber: The turbulent rise of "everyone's private driver"</i> [Harvard Course Pack]

			<ul style="list-style-type: none"> Read the article <i>Alternative Forms of Organization and Organizing</i> [PDF on Brightspace] Watch the video <i>Ricardo Semler: Radical wisdom for a company, a school, a life</i>. Link in Brightspace.
COM 450 Class 2 (Sept 14)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Watch Class 2 Video [Video on Brightspace] Read pages 143-166 of <i>Organization Theory & Design</i> [PDF on Brightspace] Familiarize yourself with the <i>Organizational Design Simulation</i> (but don't begin it until class) [Harvard Course Pack] <p>*Make sure you have your computer handy for our class today as we will be completing the Organizational Design Simulation together. You must have your own copy of the simulation available via your Harvard Course Pack.</p>
COM 450 Class 3 (Sept 21)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read the article <i>Sociocracy – basic concepts and principles</i>. Available here. Read the article: <i>Beyond the Holacracy hype</i>. Available at here. Read the article <i>Sociocracy in Big Data: A case study with Hertzler Systems</i>. Available here. Read the <i>Alice Saddy</i> case [Harvard Course Pack]
COM 450 Forum 1	Assignment	<i>Forum 1 is open from September 21 – 31. Your initial post is due by September 26, and your replies are due by September 31.</i>	
COM 450 Class 4 (Sept 28)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read Sections 4 and 5 of the report <i>The state of corporate governance in the area of sustainability risks and opportunities</i>. Available here. Read the article <i>Sustainability in the boardroom</i>. Available here. SKIM the report: <i>ESG / sustainability governance assessment: A roadmap to build a sustainable board</i> by Coro Strandberg. Available here.
COM 450 Class 5 (Oct 5)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read the case <i>Dieselgate: Heavy fumes exhausting the Volkswagen Group</i> [Harvard Course Pack] Read the case <i>Laureate Education</i> [Harvard Course Pack]
COM 450 Forum 2	Assignment	<i>Forum 2 is open from October 5 – 15. Your initial post is due by October 10, and your replies are due by October 15.</i>	
COM 450 Class 6 (Oct 12)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read the article <i>Worker ownership American style: Pluralism, participation and performance</i>. [PDF on Brightspace] Read the report <i>Employee Ownership in Canada Discussion Paper</i>. Available here. Watch the video <i>Delivering a good EO culture</i>. Available here. Read the case <i>Friesens Corporation: Supporting the Local Community through Employee Ownership</i>. Available here.
COM 450 Class 7 (Oct 19)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read the section “2nd principle: Democratic Member Control” of the Guidance Notes to the Co-operative Principles. Available here. Read the article <i>How Mondragon became the world's largest co-op</i>. Available at this link. Read until the start of the section “The Seven Steps in Forming a Co-operative” on the website <i>Information guide on co-operatives</i>. Available here. Watch the video <i>Stuck in the gig economy? Try platform co-ops instead</i>. Link in Brightspace.
COM 450 Class 8: Midterm (Oct 26)	Assignment	<i>Midterm will be held during class on October 26.</i>	
COM 450 Class 9 (Nov 2)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read Sections 3 and 4 from the report <i>Worker Cooperatives: Pathways to scale</i>. Available here.

			<ul style="list-style-type: none"> Read the case study <i>Arise Architects Co-operative</i> from the Conversions to Co-operatives Project. Available here.
COM 450 Class 10 (Nov 9)	Pre-class preparation	Prior to class	<p>Required preparation:</p> <ul style="list-style-type: none"> Read the article <i>Worker and community ownership as an economic development strategy: Innovative rebirth or tired retread of a failed idea?</i> [PDF on Brightspace] Read Section 3 of the report <i>The cooperative growth ecosystem: Inclusive Economic Development in Action</i>. Available here. Read the article <i>ESOP plus benefit corporation: Ownership culture with benefit accountability</i>. [PDF on Brightspace] Read the case study <i>Cooperative Home Care Associates</i> by Pinto. Available here.
<i>No class on November 16—time for you to work on your final projects.</i>			
COM 450 Class 11: Presentations (Nov 23)	Assignment		<p>Required preparation:</p> <ul style="list-style-type: none"> Come prepared to present and support your colleagues!
COM 450 Class 12: Presentations (Nov 30)	Assignment		<p>Required preparation:</p> <ul style="list-style-type: none"> Come prepared to present and support your colleagues!
COM 450 Final Project	Assignment		<i>Final project due on December 10.</i>

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 450 (A04)

Understanding Organizational Behavior from an Evolutionary Perspective

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course Time:	Thursday, 6:30 p.m. – 9:20 p.m.
Location:	Room C122 David Strong Building (Sept. 14 th MBA room DSB C125)
Instructor:	Dr. Jim Swaffield
Office hours: Telephone: Email:	Swaffield Virtual office hours by appointment jimswaffield@uvic.ca
Office:	BEC 439

We acknowledge and respect the lək̓'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

1. Introduction:

Hello! Welcome to COM 450. My name is Jim Swaffield. I have worked as a consultant and professor for the past 25 years. I also have an MBA and a PhD in evolutionary psychology. My area of research examines how different types of environmental stressors affect human behavior. This line of research is relevant to consumer behavior, employee behavior, as well as management and leadership behavior.

If you are interested in learning more about my background, please see my website at <https://www.jimswaffield.com/>.

I am confident that you will find this course interesting and thought provoking. I look forward to sharing the fascinating field of evolutionary psychology with you.

Dr. Jim Swaffield

2. Texts and Resources:

No textbook is required for this course. Readings will be provided.

3. Course Objectives and Description:

This course is designed to introduce students to the study of management from an evolutionary perspective. This will include the study of how evolved biological traits and genetics, interact with environmental conditions and shape management and employee attitudes, motivations, and behavior within organizational settings. In addition, students will learn about different approaches to managing behavior that is rooted in biology versus behavior that is rooted in prior learning.

4. Course Learning Objectives:

1. To be able to identify and describe key concepts in evolutionary theory and how nature, nurture and the interaction of nature and nurture collectively shape management and employee behavior.
2. To be able to differentiate between proximate and ultimate causes of behavior and which behaviors are resistant to change.
3. To develop an appreciation for how evolutionary-based behaviors are adaptive in some environments and maladaptive in others.
4. To develop an understanding of the scientific method, and how evolutionary psychologists who study organizational behavior make inferences about cause-and-effect relationships.
5. To develop an understanding as to why the origins of many problematic employee behaviors are rooted in our evolved biology.

5. Equity, Diversity and Inclusion:

Equity, diversity, and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

6. Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Due Date	Weight
1. Midterm Exam	Individual	Tues. Oct 24	30%
2. Term Paper	Individual or Groups of 2	Nov. 2 nd	20%
3. Reflection Paper	Individual	Nov. 30 th	10%
3. Final Exam	Individual	TBA	40%
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 (with reference to the theory taught or the marking rubric) why you think an error has been made. 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.

7. 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. As well, 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.

8. Research Paper

For this assignment you will write a research paper that analyzes a dimension of organizational behavior from an evolutionary psychology perspective.

In this paper, you should describe a specific behavior and aim to answer:

- Does an 'ultimate' driver of the behavior exist, or is the behavior a 'spandrel'?
- What events or conditions trigger the behavior?
- Does the behavior continue to play an adaptive role in our modern-day work environment or, should the behavior be considered an environmental mismatch?
- How might this behavior or trait play out in a work environment?
- Based on your research summarize the key points that managers should understand about this behavioral trait, and whether there are any managerial implications.

9. Reflection Paper

Details will be provided on September 6th.

10. Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course.

11. Missed Coursework or Assessments:

Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

12. Disability Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, 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.

13. 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. **Please note that "A" grades are normally achieved by a minority of students.**

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).

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

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

14. 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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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.

15. Course materials are copyright protected - do not distribute or post on share sites

All materials of this course (course handouts, lecture slides/PPT slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Do not share, distribute or post any materials on course share sites or any form of social media. Doing so will be considered an instance of academic misconduct

16. Generative AI (Including ChatGPT)

Any work submitted must be your own original work. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. It is acceptable to use AI for helping to find articles.

17. Schedule Summary:

Thurs. Sept 14

Topic: Course Introduction and An Introduction to the Theory of Evolution by Means of Natural Selection.

Thurs. Sept 21

Topic: Evolutionary Psychology and the Search for Ultimate Drivers of Human Behavior.

Reading: 1. Evolutionary psychology: theoretical foundations for the study of organizations (PDF)

Thurs. Sept 28

Topic: Differentiating Between Proximate and Ultimate Drivers of Behavior.

Reading: What is Evolutionary Psychology? (PDF)

Thurs. Oct. 5

Brain Evolution: Rational vs. Emotional Reasoning and its Effect on Employee Perceptions and Attitude Formation.

Reading: TBA

Thurs. Oct. 12

Topic: Fundamental Human Motives and their Influence on Employee Behavior

Reading: Evolution and Human Motivation: A fundamental motives framework (PDF)

Topic: The Effect of Fast and Slow Childhood Ecologies on Adult Employee Behavior.

Reading: When the Economy Falters Do People Spend or Save? Responses to Resource Scarcity Depend on Childhood Environments (PDF)

Thurs. Oct 19: Midterm Exam

Thurs. Oct 26

Topic: Evolutionary Perspectives on Cooperation and Conflict in Organizations.

Reading: Evolutionary perspectives on intergroup prejudice: implications for promoting tolerance. (PDF)

Thurs. Nov. 2

Topic: Evolutionary Perspectives on the Drive for Dominance, Prestige and Status Within Organizations and the Effect on Organizational Performance.

Reading: Understanding Social Hierarchies: The Neural and Psychological Foundations of Status Perception. (PDF)

Thurs. Nov. 9

Topic: Evolutionary Psychology and Sex Differences in Workplace Patterns and The Effect of Stress Hormones, Testosterone and Estrogen on Employee and Management Decision Making.

Readings: Biological Sex Differences in the Workplace.

Thurs. Nov.16

Topic: Female Intrasexual Competition and Status Signaling Within Organizations.

Reading: Reading: Intrasexual Competition Within Organizations (PDF)

Topic: Male Intrasexual Competition and Status Signaling Within Organizations.

Reading: Intrasexual Competition Within Organizations (PDF)

Thurs. Nov. 23

Topic: Evolutionary Theories of Leadership.

Reading: The evolutionary psychology of leadership: Theory, review, and roadmap (PDF).

Thurs. Nov. 30

Topic: Designing Evolutionarily Informed Work Environments and Their Effect on Employee Health.

Reading: "Evolutionary Store Atmospherics" – Designing with Evolution in Mind.

COM 450 A06

Introduction to Applied AI for Business

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	6:30 - 9:30 Mondays
Location	David Strong C112
Instructor:	Rishi Behari
Office:	BEC 116
Office hours:	<i>Monday 5-6 PM or as arranged</i>
Telephone:	<i>Zoom appointment</i>
Email:	rbehari@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Hi, I am [Rishi Behari](#), a professional coach, business consultant, educator/trainer/teacher facilitator, and speaker. My eclectic experiences across industries include having studied at and worked with some of the top schools, businesses, and organizations in the world. Some of my notable accomplishments range from raising ten thousand dollars at the age of nineteen to fund my first entrepreneurial venture, to numerous recognitions for achievements in philanthropy and teaching in post-secondary education. I continue to appear across media as an expert on topics including navigating careers, life design, entrepreneurship, equity diversity and inclusion, the future of work, and the intersection of ethics and technology. Specific to this course, I helped to establish the world's first premier business program in artificial intelligence, and sat on the advisory board for Canada's first student-run AI startup incubator, and have worked with brands like Disney, the NFL, Coke, Google, BCG, and more along the way. Some of my academic credentials include BAs in psychology and sociology, and an MBA from the Smith School of Business at Queen's University and IE Business School in Madrid, Spain. I also hold executive certifications in coaching and leadership, including Coaching for High Performance and the Neuroscience of Leadership. I am also the founder of Flowstate Coaching and Consulting and continue to work with clients around the world across these various areas of specialization. I am looking forward to getting to know each of you throughout the course, and to sharing mutual knowledge, and drawing from our unique experiences, as together we explore the intersecting worlds of AI and business.

Texts and Resources:

Due to the evolving nature of the subject, class discussions and relevant media and articles will replace having a textbook in this course. See the readings identified in the course Schedule Summary below.

Introduction to Applied AI for Business

This course will introduce students to the fundamentals understanding artificial Intelligence, with a focus on how this technology intersects with and influences the world of business.

The course objectives are to:

- Understand the basics of how Artificial Intelligence works and is deployed in the context of our evolving world, specific to its intersection with the world of business.
- We will apply and develop a critical analysis of how issues of sustainability and ethics relate to the use of this technology.
- Finally, students will have the opportunity to create and propose novel business ideas that seek to solve modern problems using artificial intelligence.

Course Format:

The format of this course will revolve around in class discussions and presentations. Expectations are for students to arrive to class having prepared the required assignments, ready to discuss and contribute to a mutually created learning environment.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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: **ChatGPT, Youtube**. I will make you aware if this list changes. I

use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at [INCLUDE LINKS]. 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 (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
In-Class Participation	Individual		Ongoing	20	
Written Reflection on AI	Individual	Hand-in Assignment	October 30, 2023 @ 6:30 PM	10	
In-Class Quiz	Individual	Quiz	October 30, 2023 @ 6:30 PM	20	
Class Presentation on Current Events in AI	Group	In-Class presentation	October 16 onwards	10	
AI Business Model Pitch	Group	In-Class presentation	December 4, 2023	20	
AI Business Model Pitch	Group	Hand in Pitch Deck	December 4, 2023 @ 6:30 PM	20	
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

In-Class Participation (20%)

Students will be graded based on the frequency of class attendance and the quality and consistency of both written and in-class contributions. At the end of each class, students will have the opportunity to share written comments with the instructor. See Attendance & Participation Policy below.

Written Reflection on AI (10%)

Students will have ChatGPT write an essay on an area of AI's impact on business and the modern world. Students will then write a 2 page (single spaced) critical reflection on the ChatGPT generated essay.

- 5/10 marks on the reflection will be evaluated on the level of thoughtfulness and critical thought applied to their analysis of the essay, including application of concepts covered in class.
- 5/10 marks will be evaluated based the thoughtfulness and quality of the chat record of up to 5 prompts that students used to generate the essay.

Quiz (20%)

Students will complete a mix of multiple choice and short answer questions for the Quiz, which will be completed during class.

Class Presentation - Current Event in the News Regarding AI (10%)

In groups, students will present (10 min) and lead a class discussion (15 min) on an area of their choosing related to AI in the news / current events.

- 5/10 marks will be awarded for the quality and effort put into the presentation and a thorough exploration and presentation of the issue.
- 5/10 marks will be evaluated based on the quality of the questions posed for discussion around the issue and a well rounded exploration of the issue while leading and facilitating a class discussion on the topic.

AI Business Model Pitch (40%)

Students will work in teams throughout the term to solve a problem by proposing a novel business idea that leverages the use of AI. Students will present in class and submit their pitch deck on the last day of classes. Students will be given 15 minutes for the presentations, followed by 10 min for follow up questions from the class and instructor.

- 10/40 marks will be awarded based on the thoroughness of the assessment of the problem to be solved, including any relevant issues of ethics and sustainability. Students should apply tools such as PEST and SWOT analyses, and other business frameworks in assessing the overall business opportunity.
- 10/40 marks will be awarded based on how well the solution proposed demonstrates a solid fundamental understanding of the use and deployment of AI, as related to the content covered over the course.
- 10/40 marks will be assessed on the overall quality of the in-class presentation, including presentation style and clarity, use of visuals, and ability to clearly answer questions posed by the instructor and other students.
- 10/40 marks will be assessed on the quality and thoroughness of the Pitch Deck, which will support the presentation and be handed in on the day of the presentations.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team

assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is permitted and must be cited, including all prompts used to generate work. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

In this course, participation will form **20%** of your course grade.

While attendance is a pre-requisite for participation, I understand that there may occasionally be reasons you are unable to attend class, for example: illness, injury or family affliction. In particular, I encourage you to stay home when you are sick, taking care of yourself and protecting others. You may also choose to miss class for a job interview, home responsibilities, or a host of other reasons.

Although there is an accommodation for up to 2 absences in the term, I want to emphasize that your presence in class positively affects your intrinsic learning, as well as that of your teammates, and contributes greatly to the overall learning environment. Therefore, your participation grade will be impacted if you have more than **2** absences in the term. Students missing more than **2 classes** may request a make-up assignment from me for each additional absence. It is your responsibility to ask me for a make-up assignment within 4 calendar days of the missed class.

Exceptions to these attendance policies will only be considered for major extenuating circumstances, with permission from the Undergraduate Academic Director.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

Note that it is required that you pass the final project to pass the course. In the case that you do not attain a passing grade in any such 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 Academic Director and may be subject to change up until that point.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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:

Title (begin with Course Code)	Type (Case, Example, Reading, Supplemen tal Reading, Other)	Due Date (m/d/yyyy hh:mm AM/ PM)	Description
COM 450 A06: Read for class	Reading	09/11/2202 3	No Readings

Intro to AI Cont'd - Ethics & Sustainability	Readings	09/18/2023	Article: https://mitsloan.mit.edu/ideas-made-to-matter/why-neural-net-pioneer-geoffrey-hinton-sounding-alarm-ai Article: https://www.forbes.com/sites/lanceeliot/2022/08/17/ai-ethics-wants-ai-to-spur-the-un-sustainability-development-goals-sdgs-though-ai-might-go-the-other-way/?sh=1506f1983151
How Do Machines Learn?	Reading	09/25/2023	Article: https://mitsloan.mit.edu/ideas-made-to-matter/machine-learning-explained
Data Analytics & AI *In Class Presentations on Current Events Begin	Reading	10/16/2023	Article: https://www.thoughtspot.com/data-trends/ai/ai-analytics
The Future of Work Final Pitch Prep	Readings	10/23/2023	Article: https://www.mckinsey.com/mgi/our-research/generative-ai-and-the-future-of-work-in-america Article: https://designthinking.ideo.com/#design-thinking-today
Quiz & Reflection Due		10/30/2023	No readings - Quiz & Reflection Due
Final Project Review & Work Session		11/6/2023	Prepare informal presentation of final pitch ideas
Ethics & Sustainability in AI Revisited	Reading	11/20/2023	https://www.unesco.org/en/artificial-intelligence/recommendation-ethics
Course Review		11/27/2023	
Final Presentations		12/04/2023	No Readings
* Guest Speaker TBD		Date TBD	
* Workshop/ Work Session		Date TBD	

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.



ENT 100 A01/A02

Introduction to Entrepreneurship

CRN 11470 & 11471
Fall 2023 Course Outline

Note: please check our Brightspace course site frequently for new updates and course changes.

Course hours:	Mondays and Wednesdays A01 - 3:00 - 4:20pm A02 - 4:30 - 5:50pm
Location:	DSCB C112
Professor:	Dr. Claudia Smith
Office:	BEC 264
Office hours:	Before/after class, or by appointment on zoom or in-person
Email:	smithcg@uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

I look forward to working with you this term as we explore many facets of entrepreneurship. Whether you are joining the course because you already are an entrepreneur, know you want to be an entrepreneur or because you are simply curious about the topic, you are in the right place. My plan is to deliver a dynamic course experience this fall that challenges how you think about the world around you, and one that helps you to be ready to be innovative in seeing opportunities and solving problems. I've also intentionally created a course experience that helps you to meet new people, develop teamwork skills, and challenge your tolerance for ambiguity and uncertainty. Together, we will help you develop an individualized entrepreneurial mindset. I'm excited to get started learning together this term!

Texts and Resources:

There is no assigned textbook for this course. Two specific readings are mandatory – the Business Model Canvas and the Value Proposition Canvas. Links are provided on Brightspace.

Weekly suggested readings are also posted to Brightspace. You are free to choose what to read but completing many readings is part of the course requirement. Plan to read at least one article from the weekly readings list each week. 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 assignment, Assignment #5. It is not possible to attain an A-level grade in this course without augmenting your thinking and analysis with a wide variety of readings. The more readings you integrate into your final assignment, the stronger it will be.

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 with guest speakers, 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 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 student and early entrepreneurs in Victoria and beyond.

A core principle 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 insights from the front line – the good, the great, the bad, and the ugly.

Our course goals aim to:

- Inspire students to the possibilities of entrepreneurship regardless of their chosen career path
- Develop a broad understanding of the key elements of venture startup and innovation
- 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 variety of entrepreneurs
- Introduce the principals of value proposition formation and detailed development
- Enhance persuasive communication and presentation skills
- Foster students' critical thinking, analytic, and synthesis skills in general, and as specifically applied to entrepreneurship
- Integrate students' personal, education and career goals into coursework to build relevance and impact
- Increase awareness of the resources available to help nascent 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
- Panel discussions with topic experts

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take

place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Educational Technology

I may 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.

Currently, we will not be using any educational technologies which store or access your personal information outside Canada. I will let you know if this changes during the duration of our course. Should the situation change and you are not comfortable with your personal information being stored outside of Canada, please speak to me 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.

A variety of new AI tools are available to help learners and educators. These tools are here to stay. We will need to learn how best to use them. There are a series of ways in which AI tools could be effectively employed in this course and these will be discussed in class. However, work generated by AI needs to be transparently cited as work that you did not do. For this course, if you use AI tools to help complete an assignment, you will need to clearly indicate under sources/references in our assignment what AI-generated material you used either directly or indirectly. Failure to clearly indicate how and where you used/applied AI tools will put your assignments in breach of university ethical and plagiarism guidelines that could result in failure of the assignment or course. Please see page 5 of this outline for further AI-related guidelines. Also, please keep in mind the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything AI tools deliver. If you are looking at AI-generated numbers or facts, assume they're wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions in your assignments. AI-generated materials work best to augment topics you understand.
- ChatGPT and other AI tools can 'hallucinate' and manufacture fictitious citations. For example, they use real journal names and real scholar names, and creates **fake** article titles with **fake** publication dates and **fake** page numbers. You should double-check/triangulate whatever citations and scholars ChatGPT and other AI tools mention.

Evaluation Elements:

The majority of assignments for ENT 100 are due later in the term, when you have learned key concepts and can apply them. This means that you will want to be sure to plan your schedule wisely. The term typically gets busier and busier for most students across all courses. Keep this in mind. You can start ANY of the assignments in ENT 100 early and develop them over time as you progress in the course. Start early and iterate during the term on drafts of your assignments. This is a secret to success. You are unlikely to be successful trying to pull off completing an assignment in one day or one weekend. Others have tried, my advice is that it usually does not end well.

PLAN AHEAD to successfully complete your assignments on time to avoid penalties.

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 27, 2023 Beginning of class	10%	500 word LIMIT
Assignment 2: Class Exercise	Group	Class Hand-in Assignment	Oct 16, 2023 Beginning of class	10%	Details TBA
Assignment 3: Idea Journal	Partners	Class Hand-in Assignment	Nov 1, 2023 Beginning of class	20%	8 page LIMIT
Assignment 4: Pitch-it Video	Individual	Submit to Brightspace	Video due: Nov 20, 2023 beginning of class And Assessments due: Nov 22, 2023 beginning of class	15%	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	Dec 4th, 2023 Beginning of class	35%	Document-10 page LIMIT Other formats to be pre-approved by Claudia
Participation	Individual	In-class	ongoing	10%	Note that your participation grade is EARNED through thoughtful contributions to class discussions and activities
Total				100%	

Note: You will find detailed assignment descriptions and evaluation criteria posted to Brightspace in three places: in the week it is assigned, in the week it is due, and under the “assignments” tab within Course Tools.

Please do not ask for a review of your graded assignment for 4 business days after receipt of your grade. If you disagree with the assessment received on a grade component, you may request, in writing, that the work be reviewed. You need to describe why you think that your assignment deserves a different grade based on your work, relevant course materials, and the assignment’s grading rubric. Note that I will review your assignment in its entirety, not just the portion in question, and that the review may lead to a higher, lower, or unchanged grade.

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Description of evaluation standards for evaluation elements:

Assignments: You will find a detailed grading rubric for each assignment at the end of each assignment description posted to Brightspace. Additional questions should be brought to my attention either during class time, by email, or during scheduled meetings.

Group Work:

Given the difficulties that many students encounter trying to coordinate schedules, group work has intentionally been kept to a minimum to improve your course experience. There is, however, one larger group assignment (Assignment 2), and a partner assignment (Assignment 3). For these assignments, students are expected to work together safely respecting health guidelines, to participate equally, and to share equitably in the workload. There will be no tolerance of social loafing behaviour. As your instructor, I reserve the right to lower a student's grade by one or more letter grades should the student not contribute equally or equitably to all the team's tasks related to an assignment. If I become aware that a student's contribution to a shared assignment has been minimal (less than their reasonable share), I reserve the right to assign a percentage grade of 0% on that assignment, and to drop the student's participation grade to 0%. This reflects my expectation that all students in ENT 100 will work together effectively and contribute in an equal or equitable way to their joint assignments. If problems arise in your group with respect to group dynamics or social loafing, please notify me sooner rather than later, either in person or by email.

At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss the problem with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with Dr. Smith.
3. If still unresolved, then escalate to the BCOM Program Director for an initial meeting and further investigation, as needed.

Late Work: In the absence of a medical or family emergency there will normally be a grade penalty of a minimum of 5% for each day an assignment is late. If you will be handing an assignment in late, please let Dr. Smith know in advance, when possible.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, are permitted in this course for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should also indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI. If you are not sure how to correctly reference your use of AI tools for any ENT 100 assignment, ASK! Transparency in your process is critical to ensure that you do not breach academic standards.

Attendance and Participation: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is a critical part of the learning process in ENT 100. This cannot be overstated for this course! Being present in class will ensure exposure to course concepts that will prove invaluable for your success in this course. Your positive participation will contribute to your own and classmates' learning, and enhance our learning environment. Being present in class exposes you to core material not found in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning experience. Being an effective team

member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

Core components of this course are panel discussions, and guest speakers. You cannot benefit from the insights entrepreneurs and source experts share with us, or ask pertinent questions of them 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. Most 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.

Students with unexcused absences for more than **2 class sessions** will have their grade reduced by at least 5% for every 2 classes (or part thereof) missed. Unexcused absences are absences without appropriate documentation (documentation to be completed on the self-declaration form and provided to the course instructor). Due to the ongoing Covid-19 situation, no medical documentation is required. Self-declaration forms can be found on the BCOM BrightSpace site. Students with unexcused absences from more than **5 class sessions** may not be permitted to submit their final assignment, Assignment 5. Successful completion of Assignment 5 is required to successfully complete this course.

Missed Coursework or Assessments: Students have a responsibility to proactively seek advice from their instructor when facing unexpected circumstances (eg. illness) which interfere with their academic obligations. "Proactively" here means that, when possible, it is your responsibility to reach out to Dr. Smith (in person or by email) if you will or have missed class, and BEFORE you miss an assignment deadline.

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. **Please note that "A" grades are normally achieved by a minority of students.**

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0-49	E		Conditional supplemental
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"N" (incomplete) grades: **All graded components must be completed in this course** or you will receive an incomplete grade of N (grade point value of 0).

It is required that you must submit and pass the final assignment (**Assignment 5**) to pass this course. In the case that you do not attain a passing grade in this component, it will result in a final course grade of (F) fail or (N) incomplete, 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.

In Bachelor of Commerce courses like ENT 100, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
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C	10-25%
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Academic Integrity:

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- duplicating a table, graph or diagram, in whole or in part, without referencing the source
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- taking any unauthorized materials (crib notes) into an examination or term test
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
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- 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 Summary:

Recognizing the need to build in flexibility to course delivery and given the many ENT 100 guest speakers, it is possible that our schedule may encounter changes as we work together and adjust to feedback. Our Ent 100 Brightspace site will be kept current. If in doubt about an updated schedule, check there.

ENTREPRENEURSHIP 100 A = Monday B = Wednesday	Type	Date	Description
ENT 100 Week 1 Welcome to ENT 100	See Brightspace	Wednesday, Sept 6	Session Plan: Course overview & Entrepreneurship introduction Introduction to Assignment #1 – Interview Introduction to Assignment # 5 – Connections & Reflections Portfolio/ Business Model Canvas
ENT 100 Week 2A	See Brightspace	Monday, Sept 11	Session Plan: How to find Ideas Introduction to Assignment #3 – Idea Journal
ENT 100 Week 2B	See Brightspace	Wednesday, Sept 13	Session Plan: How to use creativity to help find ideas
ENT 100 Week 3A	See Brightspace	Monday, Sept 18	Session Plan: Entrepreneur Guest Speaker
ENT 100 Week 3B	See Brightspace	Wednesday, Sept 20	Session Plan: How to use Design Thinking to build ideas
ENT 100 Week 4A	See Brightspace	Monday, Sept 25	Session Plan: How to develop Value Propositions and Product Concepts Introduction to Assignment #4 – Pitch-it Video
ENT 100 Week 4B	See Brightspace	Wednesday, Sept 27	Session Plan: How to build an Entrepreneurial Mindset & Transaction Thinking - Part 1 Introduction to Assignment #2 – Transaction Thinking Assignment #1 – Interview – DUE
ENT 100 Week 5A	See Brightspace	Monday, Oct 2	NO CLASS – University Closed (National Day for Truth and Reconciliation, September 30th)
ENT 100 Week 5B	See Brightspace	Wednesday, Oct 4	Session Plan: Entrepreneur Panel Discussion ~ Where do ideas come from and how do they evolve?
ENT 100 Week 6A	See Brightspace	Monday, Oct 9	NO CLASS – THANKSGIVING HOLIDAY
ENT 100 Week 6B	See Brightspace	Wednesday, Oct 11	Session Plan: Workshop ~Transaction Thinking, Assignment 2
ENT 100 Week 7A	See Brightspace	Monday, Oct 16	Session Plan: How to build an Entrepreneurial Mindset & Transaction Thinking – Part 2 Assignment #2 – Transaction Thinking – DUE
ENT 100 Week 7B	See Brightspace	Wednesday, Oct 18	Session Plan: Entrepreneur Guest Speaker ~ Social innovation and social enterprise - context and considerations

ENT 100 Week 8A	See Brightspace	Monday, Oct 23	Session Plan: How to make Strategic Customer Decisions
ENT 100 Week 8B	See Brightspace	Wednesday, Oct 25	Session Plan: How to evaluate Value Propositions and Opportunities READ case BEFORE class
ENT 100 Week 9A	See Brightspace	Monday, Oct 30	Session Plan: How to finance your venture
ENT 100 Week 9B	See Brightspace	Wednesday, Nov 1	Session Plan: Where to find internal University resources Where to find external resources Assignment #3 – Idea Journal – DUE
ENT 100 Week 10A	See Brightspace	Monday, Nov 6	Session Plan: How to create a Business Model Canvas – the rest of the elements – PART 1
ENT 100 Week 10B	See Brightspace	Wednesday, Nov 8	Session Plan: How to create a Business Model Canvas – the rest of the elements – PART 2 Assignment #5 – Option 2 - Optional hand-in of BMC draft 1-pager for feedback from Claudia (not graded).
ENT 100 Week 11A	See Brightspace	Monday, Nov 13	NO CLASS - READING BREAK
ENT 100 Week 11B	See Brightspace	Wednesday, Nov 15	NO CLASS - READING BREAK
ENT 100 Week 12A	See Brightspace	Monday, Nov 20	Session Plan: How to build your founding team & lead and motivate first employees Assignment #4 – Pitch video – DUE
ENT 100 Week 12B	See Brightspace	Wednesday, Nov 22	Session Plan: How to form your venture How to set up your venture How to protect your ideas Assignment #4 – Pitch video assessments (2) – DUE
ENT 100 Week 13A	See Brightspace	Monday, Nov 27	Session Plan: What matters to you as an entrepreneur?
ENT 100 Week 13B	See Brightspace	Wednesday, Nov 29	Session Plan: Entrepreneur Panel Discussion – Lessons learned through founding a venture that scaled
ENT 100 Week 14A	See Brightspace	Monday, Dec 4	Session Plan: Let's reflect & wrap-up Assignment #5 – Connections & Reflections Portfolio or Business Model Canvas - DUE

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.

Important Course Add/Drop Dates:

- *Last day for 100% refund of tuition fees for standard courses dropped*
September 19th, 2023

- *Last day for 50% refund of tuition fees for standard courses dropped*
October 10th, 2023

- *Last day for withdrawing from first term courses without penalty of failure*
October 31st, 2023



ENT 402 A01

Entrepreneurship & Small Business for the Non-specialist

Fall, 2023 Course Outline

Note: please check the Brightspace course site frequently for updates and course changes.

Course hours (PST):	6:30pm – 9:20pm Pacific
Location:	David Strong Building C112 Black Ink Room
Zoom Online Classroom/Office Link:	Meeting ID: 816 9409 3364/ Password: 202309
Instructor:	Dr. Leslie McGeough
Office hours:	Before or after class, or by appointment. Please email me for confirmation of an appointment via Zoom.
Telephone/Text:	(250) 415 3234
Email:	lmcgeough@uvic.ca

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environments for all its members.

Introduction:

Hello everyone! Welcome to Entrepreneurship & Small Business for the Non-Specialist. Looking forward to meeting you soon, and thanks for choosing this course. Entrepreneurship is such a fun subject to teach and to learn. To me, the best way to learn entrepreneurship is to try it, so you'll get to experience the thrill of several effective start-up processes and tools, customer development research, iterative product (or service) design and testing, and business and financial modelling. Whether you're an entrepreneur at heart, or looking to work in an innovative organization, this is a great course to develop an entrepreneurial mindset. Having been a two-time technology entrepreneur in my other life, I have lots of real-world experiences to share, many of which have shaped the design of this course.

Required Text:

Title: 100 Essential Small Business Skills
Author: McGeough & Garner
Publisher/Year: GoForth Institute / 2021

Reference Materials:

Provided free of charge for UVic students, and available for download from the Brightspace course site

Additional Readings:

Additional readings, videos and cases will be assigned throughout the course. Please refer to the Course Schedule for detail, and to the Brightspace course site for information about and access to these additional resources and materials.

Course Objectives and Description:

"A person who never made a mistake never tried anything new." - Albert Einstein, physicist.

At the end of this course, you will be able to:

- Evaluate entrepreneurial situations to identify good opportunities from good ideas using a variety of decision techniques
- Apply customer development research techniques to better understand potential customers and their needs and wants
- Construct minimum viable products (MVPs) to test conceptual solutions with potential customers
- Assess, critique and create business models for new ventures from a variety of industries
- Evaluate and recommend resources and sources of funding that are available for new venture start-ups
- Articulate options for protecting intellectual property from both the entrepreneur's and investor's perspective

ENT402 is an exciting course designed to change the way you think about entrepreneurship and the way you look at yourself and the opportunities around you. You will explore entrepreneurial opportunities and human-centred problem-solving techniques, develop and test business ideas and models, and build a matrix of skills and attributes that will provide a framework for entrepreneurial success – either as an independent business owner, or as a member of an intrapreneurial team within organization. You will understand the role entrepreneurs play in society, and the economic importance of supporting entrepreneurs. You will also walk away with an understanding of your own willingness to venture, the skills you have that enable you to venture, and the experience you need to gain to be successful.

This course is not limited to those who are interested to start their own business one day. Intrapreneurship takes entrepreneurship into the corporate world. It creates a marriage between entrepreneurial creativity and corporate discipline – it allows you to accomplish more with fewer resources, cultivate relationships, and build your expertise. This course is founded on the belief that entrepreneurship is a way of thinking rather than something one does, in either an independent small business or inside a corporation.

Once you achieve a solid theoretical understanding, specific venturing skills of planning for and launching a new venture become the focus. In this course we will spend several sessions discussing ways to identify, screen and evaluate new business ideas. One of the major dilemmas facing any entrepreneur is the abundance of "good" ideas. The tougher part is deciding which of them is the "good" opportunity that warrants pursuit!

Of course, evaluating "good" ideas means talking to potential customers to gain their feedback on your great idea. You will be researching the market, learning more about the customers for your idea, and gaining valuable insight into what it would take for these people to become real customers. Learning to conduct consumer development research is an important part of this dynamic course.

Whether you find yourself with a new venture opportunity that requires venture capital or plan to fund a start-up with your own resources, one thing appears to be certain: creating a realistic, comprehensive Business Model can significantly increase your chances of success. Throughout the course we will use a shared and clear understanding of how a start-up creates, delivers and captures value by using the Business Model Canvas (Osterwalder, 2009) which represents any company in nine boxes, depicting the details of a company's product, customers, channels, demand creation, revenue models, partners, resources, activities and cost structure.

We will also explore additional relevant topics to an investigation of entrepreneurship – how to protect intellectual property, develop a formal written business plan for investors or lenders, estimate potential revenue, and operate a new business venture within the context of Canadian federal government and regulatory environments. We end the course with a review of many inspiring social entrepreneurs who are taking innovation and the entrepreneurial mindset and applying them to help solve some of the world's greatest challenges.

This course provides real world, hands-on learning on what it's like to start a company. This is a practical class—essentially a lab, not a theory or “book” class. The goal, within the constraints of an online classroom and a limited amount of time, is to create an entrepreneurial experience for you with all the pressures and demands of the real world in an early-stage startup.

This course will cover the above and other related topics with discussions, reading and writing assignments, instructor presentations, a series of stimulating entrepreneurial exercises, and a team project.

Course Format:

Section: A01 / CRN 11472	Days: Wednesdays	Time: 6:30pm – 9:20pm	Location: DSBC112 or Zoom
Please note This class is scheduled to run W 6:30pm – 9:20pm Pacific Time. Classes are entirely on campus, however some classes may be held online via Zoom. It is your responsibility to know what is happening when, what you need to prepare on your own or with your team, and when to show up on campus or online. Please subscribe to Announcements in Brightspace.			

This course will be mostly on campus, however some classes may be held online. Please refer to the class schedule so you know what's happening when. During class sessions, you should be prepared to lead off the discussion of any question in a significant way as well as to discuss salient issues which are not addressed per se in the assignments. As in any class discussion, it is crucial that you are well-prepared, listen carefully to others, and build on/critique previous comments. Clearly, you must participate in class if you are going to share your ideas with others. There is, however, no need to participate in every class. It is the quality of comments, not the quantity, that is germane. Occasionally, students find that it is easier to participate effectively from the point of view of a particular person or functional area, or to take on the role of devil's advocate or expert (if expertise is possessed) on the topic being discussed.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain a diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Educational Technology:

A variety of educational technology will be used in this online course including internet-based technologies or web-based applications, cloud services and/or 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 Online. You will be notified if this list changes. These technologies are used 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>. You are encouraged 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:

Assignment #	Assignment Type	Individual or Group	Weight % of grade	Due Date
ENT402-1	Ideation Gallery – Idea 1	Individual	0%	09/20/2023
ENT402-2	Ideation Gallery – Idea 2	Individual	15%	09/27/2023
ENT402-3	Ideation Gallery – Idea 3	Individual	20%	10/04/2023
ENT402-4	Customer Development Research	Individual	30%	10/25/2023
ENT402-5	Design Sprint Presentation	Team	5%	10/25/2023
ENT402-6	Financial Feasibility Report	Team	10%	11/22/2023
ENT402-7	Team Project Presentation	Team	20%	11/29/2023
			100%	

If you disagree with any grade received on an assessment 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 your work may be reviewed in its entirety, not just the portion in question and that the review may lead to a higher, lower or unchanged grade. The final grade obtained from the above marking scheme for the purpose of GPA calculation will be based on the percentage-to-grade point conversion table as listed in the current Undergraduate Calendar.

Course Lecture Notes:

Unless otherwise noted, all course materials supplied to students in this course have been prepared by the instructor and are intended for use in this course only. These materials are NOT to be re-circulated digitally, whether by email or by uploading or copying to websites, or to others not enrolled in this course. Violation of this policy may in some cases constitute a breach of academic integrity as defined in the UVic Calendar.

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. As well, 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.

Course Assessment:

Description of evaluation standards for evaluation elements.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. To receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is not permitted in this course.

Attendance and Participation:

Regular attendance is an expectation of the Gustavson School of Business. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

One missed class is fine, but more absences may result in downward adjustment of your grade. Students with unexcused absences from 3 or more on campus or online class sessions will have their final grade reduced by a minimum of 5%. The reasoning behind this apparently very stringent policy is that classes demand active participation and attendance.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

Grading Scale:

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

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

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

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

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

Academic Integrity:

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

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

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

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

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

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

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

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

Online Synchronous Session Access:

UVic Zoom online classroom access will be posted in Brightspace. Please enable Brightspace Announcement notifications by email to receive these posts by email, or please check the Brightspace course site regularly to view Announcements posted by your instructor.

Course Schedule Summary:

Module Title	Date	Type	Class Description, Required Readings and Activities
ENT402: Week 1 Course Introduction Entrepreneurship Overview	Wednesday, September 6 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Video Complete exercise	Introduction to entrepreneurship What is entrepreneurship? Where do entrepreneurial ideas come from? Course overview, learning outcomes and expectations Class 01 pp. 1-20 10 myths of entrepreneurship Complete: Entrepreneurship self-assessment exercise, pp. 21-44
ENT402: Week 2 Opportunity Recognition	Wednesday, September 13 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Reading Video Video	Opportunity Recognition – Distinguishing a good business opportunity from a good idea Class 02 pp. 45-69 What makes entrepreneurs, entrepreneurial? (Sarasvathy, 2010) Marshalling resources Ideation Gallery – Idea 1 overview

Module Title	Date	Type	Class Description, Required Readings and Activities
ENT402: Week 3 Opportunity Evaluation and Quantification	Wednesday, September 20 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Complete Assignment	Opportunity Evaluation and Quantification Class 03 pp. 80-112 Ideation Gallery – Idea 1 (0%) DUE
ENT402: Week 4 Finding Customers Developing Empathy Design Thinking Exercise	Wednesday, September 27 6:30pm – 9:20pm UVic Campus – Required Attendance	Video Complete Assignment	Finding Customers and Developing Empathy Developing customers Ideation Gallery – Idea 2 (15%) DUE
ENT402: Week 5 Creating Value	Wednesday, October 4 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Prepare for class Complete assignment	Creating Value: Creating a value proposition Value proposition canvas explained MVP Design and Survey Testing Class 04 pp. 127-159 Customer development research assignment overview Prepare: one value proposition canvas for one idea Ideation Gallery – Idea 3 (20%) DUE
ENT402: Week 6 Business Model Canvas MVP Design Lab Survey Pre-testing	Wednesday, October 11 6:30pm – 9:20pm UVic Campus – Required Attendance	Video Video Prepare for class	Business Model Canvas MVP/prototype testing MVP Experiment Canvas Prepare: one business model canvas for one idea Prepare: your MVP experiment canvas Prepare: your customer survey
ENT402: Week 7 Lean Start-up Principles	Wednesday, October 18 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Video Video	Lean Start-up Movement Class 05 pp. 179 – 194 Lean start-up movement Overview of build-measure-learn cycle
ENT402: Week 8 Design Sprint	Wednesday, October 25 6:30pm – 9:20pm UVic Campus – Required Attendance		Design Sprint Team project and presentation assignment overview

Module Title	Date	Type	Class Description, Required Readings and Activities
		Complete assignment	Team design sprint to select team project and idea iteration and team presentation Customer Development Research (30%) DUE Design Sprint Presentation (5%) in class
ENT402: Week 9 Financial Feasibility Funding and Financing	Wednesday, November 1 6:30pm – 8:00pm UVic Campus – Required Attendance	Reading Reading	Financial Feasibility Class 06 pp. 201 – 230 Class 12 pp. 455 – 476
ENT402: Week 10 Field Testing and Validation	Wednesday, November 8 6:30pm – 9:30pm Zoom Online Classroom as per posted schedule	Video Video Video	Testing and Validation No assigned readings Forms of Business Organization Elements of a formal business plan Key elements of successful business plans
ENT402: Week 11	Wednesday, November 15 Reading Days	No class scheduled this week	Continue work on team project and presentation
ENT402: Week 12 Small Business Law Writing a Formal Business Plan Social Entrepreneurship, Innovation Collaboration and New Business Locations Course Wrap up and Reflections	Wednesday, November 22 6:30pm – 9:20pm UVic Campus – Required Attendance	Reading Reading Reading Reading Video Video Video Video	Law, business plans, social entrepreneurship, innovation and collaboration, and new business locations. Class 09 – pp. 341 – 356 Class 11 – pp. 415 – 442 Class 15 – pp. 575 - 592 Appendices – pp. 599 – 679 Legal side of small business: IP Protection Social Entrepreneurship and Innovation Collaboration – New Business Spaces and Places Financial Feasibility Report (10%) DUE
ENT402: Week 13 Presentations	Wednesday, November 29 6:30pm – 9:20pm Zoom Online Classroom Presentation Schedule will be posted		Team Project Presentations (20%) DUE

Students with diverse learning styles and needs are welcome in this course. 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.



IB 301 A01

International Environment of Business

Fall 2023 Course Outline

Note: please check your course and program sites frequently for updates and course changes.

Course hours:	Mondays and Thursdays, 1-2:20 pm
Location:	ELL 061
Instructor:	M. Carmen Galang
Office hours:	By appointment (email to set up meeting)
Email:	cgalang@uvic.ca

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UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

My full name is Maria Carmen Galang, but I go by Carmen as my first (given) name. I have been at UVic for 29 years now, and this is my first academic job since I obtained my PhD from the University of Illinois. My country of birth is the Philippines, and I am a dual Canadian-US citizen. I am married to an Irish, whose father came from Germany. We enjoy sharing stories from our cultural backgrounds and learning more about cultures: how it affects how we see the world and why we feel and behave the way we do.

Texts and Resources:

- THE GLOBAL BUSINESS ENVIRONMENT: SUSTAINABILITY IN THE BALANCE by Janet Morrison, 6th edition, 2023.
- A coursepack available for purchase at the UVic bookstore, containing the case “Society’s Voice Against Unilever Mercury Contamination in Kodaikanal”
- Other materials (such as other readings, additional cases, assignment instructions, powerpoints) will be posted on Brightspace as needed.

Course Objectives and Description:

This course focuses on the environment of business, namely the socio-cultural, political, legal, technological, ecological, and economic aspects that affect business decisions related to its strategy and operations, and ultimately performance. These aspects of the environment differ across countries, and pose opportunities and threats to both local and foreign businesses. Understanding how these aspects differ and how they affect business enables firms to make more appropriate decisions that lead to better organizational performance that matters to its various stakeholders such as investors, employees, customers, the public in general, and governments. Key current developments and issues in the business environment will also be examined. The course also provides opportunities to experience working in a group of diverse members much like what the workplace is, and to exchange views with others on a

variety of topics, and in the process, broaden one's perspectives that is of value in successfully managing the international business environment.

Course Format:

The course will use a combination of lectures, cases, in-class discussions, readings, assignments, in-class exercises/activities and videos to enhance student learning, through asynchronous and synchronous delivery. *Asynchronous* components include required readings accompanied by quizzes, videos and assignments, all accessible through Brightspace. These can be done at a time that is convenient to you; however, take note of the submission deadlines (see Requirements for Graded Work below). *Synchronous* components include meeting in-person twice a week, during which will be a combination of lectures, general class discussions, break-out group discussions and activities.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, let us create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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.

Educational Technology:

I use a variety of educational technology in this course which may include 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.

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.

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 on-line 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.

To complete the CES, 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.

Evaluation Elements:

Students will be evaluated according to the following elements and schedule:

EVALUATION ELEMENTS	Weight (%)	Due Dates/Times
Quizzes (7)	15	See Schedule below
Assignments (6)	25	See Schedule below
Class Participation	15	
Team Project <ul style="list-style-type: none"> • Team charter (deduction of 5% from team project grade if no submission) • Oral presentation (10%) • Written report (20%) 	30	<ul style="list-style-type: none"> • Team charter: 5 pm Oct. 16 (Mon.) • Oral presentations: Nov. 23, 27, 30, Dec. 4 • Written report: 5 pm Dec. 5 (Fri.)
Individual Final Paper	15	5 pm Dec. 12 (Fri.)
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 Assessment:

The following are descriptions of evaluation standards for evaluation elements.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, **is not permitted** in this course for students who wish to use them.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

Quizzes (15%)

There are seven (7) quizzes. Unless indicated, all quizzes are based on the required reading(s) and videos. All quizzes are to be done on-line at a time convenient to you, but must be completed **no later than 1 pm** the day before the relevant class. In addition, completion of each quiz has a time limit of 15 minutes.

Class Preparation Assignments (25%)

To help you better engage during class, there are six (6) assignments that need to be submitted. All assignments are individual, independent work. Please note that collaboration on class assignments is only permitted with my permission and then only to the extent that I stipulate.

Specific instructions for each assignment will be posted on Brightspace as needed. Submit assignments through Brightspace **by 5 pm the day before the relevant class**.

Assignments that show care, thought, insight and effort in completion will be awarded more than one point (up to a maximum of 5 points). This means both content and presentation (such as grammar, spelling). Keep your submissions short: no more than 3 pages (excluding any cover page, references, graphs, diagrams, tables), single line spacing, at least 10 points font size – deductions may be made for not adhering to these format requirements.

Late Work: In the absence of a medical or family emergency, submissions after the deadline will have a 50% deduction from the awarded points; submissions after the class starts will not be accepted.

Class Participation (15%)

While attendance is a pre-requisite for participation, I understand that there may occasionally be reasons you are unable to attend class, for example: illness, injury or family affliction. In particular, I encourage you to stay home when you are sick, taking care of yourself and protecting others. You may also choose to miss class for a job interview, home responsibilities, or a host of other reasons.

Although there is an accommodation for up to four (4) absences in the term, I want to emphasize that your presence in class positively affects your intrinsic learning, as well as that of your teammates, and contributes greatly to the overall learning environment. Therefore, your participation grade will be impacted if you have more than four (4) absences in the term. Students missing more than four (4) may request a make-up assignment from me for each additional absence. It is your responsibility to ask me for a make-up assignment within 4 calendar days of the missed class.

Exceptions to these attendance policies will only be considered for major extenuating circumstances, with permission from the Undergraduate Academic Director.

Class participation is an effective means of understanding the concepts, principles and processes covered in the course. There are many opportunities to actively participate, such as (1) contribution during general class and break-out group discussions; (2) oral report to the whole class of break-out group discussions, and (4) written submission of in-class activities.

Participation 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 periodicals relevant to the topic being discussed. 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, and having watched assigned videos). *Please note that you may be called upon during class to answer questions, share your thoughts and experiences, or report on your break-out group discussions.*

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

Team Project: Assessing Country Attractiveness (30%)

At the Gustavson School of Business, team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.

What to do if there is a problem in your team:

Address the problem early in the process of working in your team. If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to BCom Program Director for initial meeting and further investigation as needed.

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.

Late Work: In the absence of a medical or family emergency, submission of the team's written report after the deadline will be given a 5% deduction from the assigned percentage grade; submissions 24 hours after the deadline will no longer be accepted, and your team will receive a grade of 0 for the written report. Appropriate documentation of the medical or family emergency must be submitted.

More detailed information about the IB 301 team project is posted as a separate document on Brightspace in the Course Outline & Instructor section. The focus of the team project is assessing the attractiveness of the general business environment of a country that your team has chosen. Country selection is on a first-come, first-served basis; a sign-up sheet will be posted on my office door starting at 5 pm on Oct. 16 (Mon.).

The team project is an opportunity to apply class concepts and to learn more about a country. As important, the team project is an opportunity to experience working in a group of diverse members much like what the workplace is, but also to develop skills in doing research (such as finding relevant and valid information or data; analyzing/interpreting the information or data according to the purpose or objective of the project), writing a succinct report, and doing an oral presentation.

You will be assigned to groups of 4-5 members, ensuring as much diversity as possible among group members. Groupings will be announced during the Oct. 12 class, so please be present at this class as groups will begin working then. Being present when the group first meets is an important ingredient to better group results. 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 Brightspace by 5 pm on Dec. 5 (Friday)** your assigned rating for *each* team member. Submission of this peer evaluation will be counted towards your participation mark.

There are three components to the team project: team charter, oral presentation and written report. Only the written report and oral presentation are graded. However, if your team does not submit your team charter by **5 pm on Oct. 16 (Monday)**, 5% will be deducted from the team project grade. Oral presentations will be recorded; the recordings will be seen only by me (or any designated marker for the course) for the purpose of helping to grade the oral presentation.

Oral presentations are scheduled over 4 classes: **Nov. 23, 27, 30 and Dec. 4**. Which date your team makes the oral presentation will be determined by me, on the basis primarily of ensuring a wider range of regions covered for each day. The oral presentation is worth 10%. Not all team members need to participate in the oral presentation; who and how many are to be decided by your team. However, participation in the oral presentation will be considered in your participation mark. The length of the oral presentation will be announced later, as it will depend on the actual number of teams; usually oral presentations are between 10-15 minutes with about 5 minutes for Q&A and transitions between groups. I will cut you off if you exceed the time allocated in order to give the same amount of time for all groups.

The team's written report is worth 20% and is due by **5 pm on Dec. 5 (Friday)** after the oral presentations. This allows your team to make adjustments to the written report if you wish.

Individual Final Paper (15%)

The individual final paper is based on the country report your team submitted, and is **due by 5 pm on Dec. 12 (Friday)**. This paper involves determining whether the country your team worked on is suitable for a specific firm to enter; you will be given a list of firms to choose from. The details of the 5-10 page Individual Final Paper requirement will be released 5 pm on Dec. 5 (Friday) via Brightspace.

Late Work: In the absence of a medical or family emergency, submissions after the deadline will be given a 5% deduction from the assigned percentage grade; submissions 24 hours after the deadline will no longer be accepted, and your grade for the final paper will 0. Appropriate documentation of the medical or family emergency must be submitted.

Attendance

Regular attendance is an expectation for Gustavson classes. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

Let me know as soon as you can if you will be absent or have been absent due to illness, injury or family affliction; documentation may be required (within 24 hours after return to classes). These absences will be considered excused and will not count against your participation grade. For other reasons, it is also *highly appreciated* to inform me beforehand, if you will not be attending a class, will be late for class or will have to leave early.

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	<i>Exceptional, outstanding and excellent performance.</i> 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	<i>Very good, good and solid performance.</i> 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	<i>Satisfactory, or minimally satisfactory.</i> These grades indicate a satisfactory performance and knowledge of the subject matter.
50 – 59	D	1	<i>Marginal Performance.</i> A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	<i>Unsatisfactory performance.</i> 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 BCom Program Director and may be subject to change up until that point.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

Academic Integrity:

As our programs help to create business and government leaders, the 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.

Schedule: Please note that schedules are subject to change – any changes will be announced in class and through Brightspace.

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Sept. 7 Thurs	Introduction	Read <ul style="list-style-type: none"> • Course Outline • Team Project Description
Sept. 11 Mon	Understanding Globalization	Read Chapter 1: The Business Enterprise in Focus Watch video: <ul style="list-style-type: none"> • Key Findings from the DHL Global Connectedness Index 2022 Report (NYU Stern, 19 min) https://www.youtube.com/watch?v=X0-mK9N4_vw Prepare for discussion: See <i>Brightspace</i> for discussion questions.
Sept. 14 Thurs	The Pandemic and the Global Business Environment	Read Chapter 12: Worldwide Pandemic: All in it together? Watch videos: <ul style="list-style-type: none"> • How humans are making pandemics more likely (Vox, 2020, 7 min.) https://www.youtube.com/watch?v=qp5CEclyk94 Prepare for discussion: See <i>Brightspace</i> for discussion questions.
Sept. 19 Sun	<ul style="list-style-type: none"> • Submit Quiz 1 by 1 pm. • Submit Assignment 1 by 5 pm. 	
Sept. 18 Mon	Global Business Environment	Read Chapter 2: Globalization: Time for reassessment Assignment 1: Farmacias Similares case (<i>posted on Brightspace</i>)
Sept. 22 Wed	<ul style="list-style-type: none"> • Submit Quiz 2 by 1 pm. • Submit Assignment 2 by 5 pm. 	

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Sept. 21 Thurs	Corporate Social Responsibility	<p>Read Chapter 11: Ethics and Social Responsibility: What is the outlook for stakeholders?</p> <p>Watch videos:</p> <ul style="list-style-type: none"> Grameen Danone Food Project (2012, 12 min.) https://www.youtube.com/watch?v=ZDkTDcl53hg Grameen Danone – The business of social innovation (2014, 20 min.) https://www.youtube.com/watch?v=SDh2otLO1-k <p>Assignment 2: Grameen Danone case (<i>posted on Brightspace</i>)</p>
Sept. 24 Sun	<ul style="list-style-type: none"> Submit Quiz 3 by 1 pm. Submit Assignment 3 by 5 pm. 	
Sept. 25 Mon Sept. 28 Thurs	Sociocultural Environment	<p>Read Chapter 3: Culture and Societies: Identities matter</p> <p>Watch video: The surprising workforce crisis of 2030 – and how to start solving it now (TED Talks, 2014, 13 min.) https://www.ted.com/talks/rainer_strack_the_workforce_crisis_of_2030_and_how_to_start_solving_it_now?language=en</p> <p>Assignment 3: PIGAMU case (<i>posted on Brightspace</i>)</p>
Sept. 29 Fri	<ul style="list-style-type: none"> Submit your self-introduction on Brightspace <i>by 5 pm.</i> 	
Oct. 2 Mon	NO CLASS: National Day for Truth and Reconciliation	
Oct. 5 Thurs	Assessing Country Attractiveness	<p>Read The Process of Assessing Country Attractiveness (excerpt from Chapter 6, The International Business Environment by Hamilton & Webster, 2018) (<i>posted on Brightspace</i>)</p> <p>Watch videos:</p> <ul style="list-style-type: none"> Why Finland and Denmark are happier than the U.S. (CNBC, 2020, 25 min.) https://www.youtube.com/watch?v=6Pm0Mn0-jYU What the Social Progress Index can reveal about your country (2014, 15 min.) https://www.ted.com/talks/michael_green_what_the_social_progress_index_can_reveal_about_your_country?language=en
Oct. 9 Mon	NO CLASS: Thanksgiving Day	
Oct. 12 Thurs	Group Effectiveness	<p>Read Forming The Team (Chapter 6, Creating Teams with An Edge, Harvard Business Essentials, 2004) http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e076mww&AN=674829&site=ehost-live&scope=site&ebv=EK&ppid=Page--23</p> <p>You will meet your assigned team for the team project group during class – Please make sure to attend!</p>
Oct 15 Sun	<ul style="list-style-type: none"> Submit Quiz 4 by 1 pm. Submit Assignment 4 by 5 pm. 	

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Oct. 16 Mon		<ul style="list-style-type: none"> • Submit team charter by 5 pm. • Post your team's selected country, first come-first served; sign-up sheet on my office door will be available starting 5 pm.
Oct. 16 Mon Oct. 19 Thurs	Political Environment	<p>Read Chapter 5: The Political Environment: Democracy under threat</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • How bad is the crisis in democracy? (The Economist, 2020, 28 min.) https://www.youtube.com/watch?v=PWt7naYTiik • War in Ukraine: how has the world changed? (The Economist, 2022, 8 min.) https://www.youtube.com/watch?v=XXcXVt3zaVwhht https://www.youtube.com/watch?v=XXcXVt3zaVw <p>Assignment 4: Society's Voice Against Unilever Mercury Contamination in Kodaikanal (<i>case in coursepack</i>)</p>
Oct. 22 Sun		<ul style="list-style-type: none"> • Submit Quiz 5 by 1 pm.
Oct. 23 Mon Oct. 26 Thurs	Legal Environment	<p>Read Chapter 6: The Legal Environment: International law gains strength</p> <p>Prepare for discussion: See <i>Brightspace</i> for the discussion questions.</p>
Oct. 29 Sun		<ul style="list-style-type: none"> • Submit Quiz 6 by 1 pm. • Submit Assignment 5 by 5 pm.
Oct.30 Mon Nov. 2 Thurs	Technological Environment	<p>Read Chapter 9: Technology and Innovation: Creating sustainable solutions?</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • What will future jobs look like? (TED Talks, 2013, 15 min.) https://www.youtube.com/watch?v=cXQrbxD9_Ng • Robots will steal your job, but that's ok (TEDx Talks, 2012, 18 min.) https://www.youtube.com/watch?v=kYlfeZcXA9U • The future of work: is your job safe (The Economist, 2019, 19 min.) https://www.youtube.com/watch?v=gUc5oN_ffRo <p>Highly recommended video: The rise of AI (Bloomberg, 2018, 52 min.) https://www.youtube.com/watch?v=Dk7h22mRYHQ</p> <p>Assignment 5: See <i>Brightspace</i> for discussion questions.</p>
Nov. 5 Sun		<ul style="list-style-type: none"> • Submit Quiz 7 by 1 pm. • Submit Assignment 6 by 5 pm.
Nov. 6 Mon Nov. 9 Thurs	Ecological Environment	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10: Ecology and Climate Change: The clock is ticking • Chapter 13: Sustainability in the Balance: The prospects

DATE	TOPIC	REQUIRED All chapters refer to the textbook
		<p>Watch videos, in this order</p> <ul style="list-style-type: none"> • Let the environment guide our development (TED Talks, 2010, 19 min.) https://www.youtube.com/watch?v=RgqtrlixYR4 • Doughnut economics (RSA, 2013, 18 min.) https://www.youtube.com/watch?v=CqJL-cM8gb4 • The economics of kindness (Creatively United for the Planet, 2020, the first 34 min.) https://www.youtube.com/watch?v=eqRif4e6ORs <p>Assignment 6: How did we get here and what is the way forward? See <i>Brightspace</i> for questions to answer.</p>
Nov. 13-15	READING BREAK (Monday – Wednesday)	
Nov. 16 Thurs	Sustainable Development	Prepare for discussion: Revisit the Grameen Danone case. See <i>Brightspace</i> for discussion questions
Nov. 20 Mon	NO CLASS: Free day to prepare for group presentations	
Nov. 23, 27, 30, Dec. 4	<ul style="list-style-type: none"> • Group oral presentations: date/order to be assigned • Course Experience Survey (CES) 	
Dec. 5 Fri	<p>Submit <u>by 5 pm</u>:</p> <ul style="list-style-type: none"> • written report for the team project • your peer evaluation <p>Release of the detailed requirements for the Individual Final Paper at 5 pm.</p>	
Dec. 12 Fri	<ul style="list-style-type: none"> • Submit Individual Final Paper <u>by 5 pm</u>. 	



IB 415 A01 Cross-National Management Fall 2023 Course Outline

Note: please check your course and program sites frequently for updates and course changes.

Course hours:	Wednesdays, 8:30-11:20 am
Location:	MAC D103
Instructor:	M. Carmen Galang
Office:	BEC 218
Office hours:	By appointment (email to set up meeting)
Email:	cgalang@uvic.ca

We acknowledge and respect the lək' wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

My full name is Maria Carmen Galang, but I go by Carmen as my first (given) name. I have been at UVic for 29 years now, and this is my first academic job since I obtained my PhD from the University of Illinois. My country of birth is the Philippines, and I am a dual Canadian-US citizen. I am married to an Irish, whose father came from Germany. We enjoy sharing stories from our cultural backgrounds and learning more about cultures: how it affects how we see the world and why we feel and behave the way we do.

Texts and Resources:

Intercultural Management: Concepts, Practices, Critical Reflection by Dirk Holtbrügge, SAGE Publications Ltd., 2022.

A Coursepack is also available for purchase at the UVic Bookstore. Other materials (readings, additional cases, exercise instructions, powerpoints) will be posted on Brightspace 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 journey in international business with theoretical perspectives, particularly focused on strengthening your knowledge and skills in managing and

interacting with people from different cultural backgrounds and countries of origin, and thus enabling you 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, through asynchronous and synchronous delivery. *Asynchronous* components include required readings accompanied by videos and assignments. These can be done at a time that is convenient to you; however, take note of the submission deadlines. *Synchronous* components include in-person classes once a week, during which will be a combination of lectures, general class discussions and sharing, break-out group discussions and activities.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, let us create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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 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.

Educational Technology:

I use a variety of educational technology in this course. 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.

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.

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. As well, 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.

Evaluation Elements:

Students will be evaluated according to the following elements and schedule:

ELEMENTS	Weight (%)	Due Dates
Assignments (6)	20%	Varies (see Course Schedule below)
Class participation	10%	In class
Team project <ul style="list-style-type: none"> • Team charter (5%) • Culture assimilators (15%) 	20%	<ul style="list-style-type: none"> • Team charter: 5 pm Oct 8 (Mon.) • Culture assimilators: 5 pm Nov. 24 (Fri.)
Midterm exam	20%	Oct. 11 (Wed.)
Final exam	30%	TBA (during exam period: Dec. 7-10)
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 Assessment:

Evaluation standards for each evaluation element are described below.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, **is not permitted** in this course for students who wish to use them.

Missed Coursework or Assessments: Students have the responsibility to proactively seek advice from their instructor when facing unexpected circumstances (e.g., illness) which interfere with their academic obligations. In cases of missing an exam or course assessment deadline etc., you are expected to reach out to your instructor in a timely manner (preferably before the exam or course assessment deadline or soon after).

Class Preparation Assignments (20%): These are written submissions in preparation for class. There are six (6) assignments. All assignments are individual, independent work. Please note that collaboration on class assignments is only permitted with my permission and then only to the extent that I stipulate.

Specific instructions for each assignment will be posted on Brightspace as needed. Submissions are to be done by **12 noon the day before the relevant class** through Brightspace.

Assignments that show care, thought, insight and effort in completion will be awarded more than one point (up to a maximum of 5 points). Keep your submissions short (no more than 3 pages, single line spacing, at least 10 points font size), no cover page.

Late Work: In the absence of a medical or family emergency, submissions of assignments after the deadline will have a 50% deduction from the awarded points; submissions after the class starts will not be accepted.

Class Participation (10%): While attendance is a pre-requisite for participation, I understand that there may occasionally be reasons you are unable to attend class, for example: illness, injury or family affliction. In particular, I encourage you to stay home when you are sick, taking care of yourself and protecting others. You may also choose to miss class for a job interview, home responsibilities, or a host of other reasons.

Although there is an accommodation for up to two (2) absences in the term, I want to emphasize that your presence in class positively affects your intrinsic learning, as well as that of your teammates, and contributes greatly to the overall learning environment. Therefore, your participation grade will be impacted if you have more than two (2) absences in the term. Students missing more than two (2) may request a make-up assignment from me for each additional absence. It is your responsibility to ask me for a make-up assignment within 4 calendar days of the missed class.

Exceptions to these attendance policies will only be considered for major extenuating circumstances, with permission from the Undergraduate Academic Director.

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.

Team Project (20%): At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Late Work: In the absence of a medical or family emergency, submissions of the team project requirements after the deadline will be given a 5% deduction from the assigned percentage grade; submissions 24 hours after the deadline will no longer be accepted, and your team will receive a

grade of 0 for the written report. Appropriate documentation of the medical or family emergency must be submitted.

You will be assigned to groups of 4-5, ensuring as much diversity as possible among the members. Groupings will be announced during the Oct. 4 class. The team project requirement is described in a separate document. The team charter is to be submitted **by 5 pm on Oct. 8 (Monday)** via Brightspace. The culture assimilators (written team project) is to be submitted **by 5 pm on Nov. 24 (Friday)** via Brightspace.

You will have the opportunity to work on the culture assimilators created by the teams during the Nov. 29 class. I will select the culture assimilators ensuring a good range of different situations that will illustrate the cultural concepts covered in the course. Each team should assign the team member to explain and address questions about the assimilator and about the countries involved that may arise at that time.

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 Brightspace by 5 pm Dec. 1 (Friday)** your assigned rating for each of your team members. The ratings you assign will not be disclosed to your team members, but team members may ask for their average 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.

Examinations (50%): There will be two exams, both closed-book and in-class. The midterm exam worth 20% is administered during regular class time (Oct.11, Wed.). The final exam is cumulative, worth 30% and is 2 hours long. Exams will utilize different formats, such as multiple choice, fill-in-the-blanks, true-or-false, and short essay questions.

Attendance: Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your learning

experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

Students with unexcused absences for more than two (2) classes may be penalized with a course grade reduction of 5%. Excused absences are those that are due to illness, accident or family affliction; documentation may be required.

It is also *highly appreciated* to inform me beforehand, if for any reason, you will not be attending a class, will be late for class or will have to leave early.

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	<i>Exceptional, outstanding and excellent performance.</i> 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	<i>Very good, good and solid performance.</i> 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	<i>Satisfactory, or minimally satisfactory.</i> These grades indicate a satisfactory performance and knowledge of the subject matter.
50 – 59	D	1	<i>Marginal performance.</i> A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	<i>Unsatisfactory performance.</i> 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 BCom Program Director and may be subject to change up until that point.

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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:

Please note that this is subject to change – any changes will be announced in class and through Brightspace.

DATE	TOPIC	REQUIRED READINGS/CASES/ASSIGNMENTS (Chapters refer to the Holtbrügge textbook)
Sept. 6	Introduction	READ: <ul style="list-style-type: none"> • Chapter 1 – Relevance of Intercultural Management • Course Outline • Team Project Description
Sept. 13	Intercultural Competence	READ: <ul style="list-style-type: none"> • Chapter 8 – Intercultural Competence • Global Competencies: An Introduction by Bird & Osland, in <u>The Blackwell Handbook of Global Management</u> by Lane, Maznevski, Mendenhall & McNett, 2004, Ch. 3, pp. 57-80 (Brightspace) PREPARE FOR DISCUSSION: Questions posted on Brightspace. <ul style="list-style-type: none"> • CASE (on-line): From Regional Star to Global Leader by Nitin Nohria, <u>Harvard Business Review</u>, January 2009, 87:1, pp. 33-36 only
Sept. 20	Culture – Definitions, Manifestations, Delineations & Functions	READ: <ul style="list-style-type: none"> • Chapter 2 – Definitions, Manifestations, Delineations & Functions of Culture

DATE	TOPIC	REQUIRED READINGS/CASES/ASSIGNMENTS (Chapters refer to the Holtbrügge textbook)
		<ul style="list-style-type: none"> • Beyond Sophisticated Stereotyping: Cultural Sensemaking in Context by Osland & Bird, <u>Academy of Management Executive</u>, 2000, 14:1, pp. 65-77 (on-line)
Sept. 27	Cultural Frameworks	<p>READ:</p> <ul style="list-style-type: none"> • Chapter 4 – Concepts of Culture • Chapter 5 – Cultural Differences and Cultural Similarities <p>PREPARE FOR DISCUSSION:</p> <ul style="list-style-type: none"> • CASE (Brightspace): Why is it difficult to make friends in Denmark
Oct. 4	<p>Multicultural Teams</p> <p>Note: Assigned teams will start working on the team project</p>	<p>READ:</p> <ul style="list-style-type: none"> • Chapter 9 – Intercultural Training • Multicultural Work Groups and Teams (Chapter 8, <u>Cross-Cultural Management</u> by D.C. Thomas & K. Inkson, 2022) (Brightspace) • Creating Value with Diverse Teams in Global Management by Distefano & Maznevski, <u>Organizational Dynamics</u>, 2000, 29:1, pp. 45-63 (on-line) • Dry-run Exercise on Culture Assimilators (Brightspace)
Oct 8 (Mon)	Submit team charter by 5 pm.	
Oct 11 (Wed)	MIDTERM EXAM (8:30-10:00 am)	
Oct 17 (Tues)	Submit Assignment 1 by noon.	
Oct. 18	Intercultural Communications and Negotiation	<p>READ:</p> <ul style="list-style-type: none"> • Chapter 6 – Intercultural Communications and Negotiation <p>Assignment 1 (Brightspace): Cross-cultural Negotiation: Americans negotiating a contract in China (Coursepack)</p>
Oct 24 (Tues)	Submit Assignments 2 & 3 by noon.	
Oct. 25	Intercultural Management of Individuals and Organizations	<p>READ:</p> <ul style="list-style-type: none"> • Chapter 7 – Intercultural Management of Individuals, Teams, and Organizations <p>Assignment 2 (Brightspace): International M&A – A German-Bulgarian-Romanian Case Study</p> <p>Assignment 3 (Brightspace): Alfa i Omega</p>
Oct 31 (Tues)	Submit Assignment 4 by noon.	
Nov. 1	The Challenge of International Assignments (Part 1)	<p>Assignment 4 CASE (Brightspace): Bosch in Kazakhstan</p> <p>PREPARE FOR DISCUSSION:</p> <ul style="list-style-type: none"> • CASE (Brightspace): Yutaka Nakamura – A Foreigner in His Native Land
Nov. 8 (Tues)	Submit Assignment 5 by noon.	
Nov. 8	The Challenge of International Assignments (Part 2)	Assignment 5 (Brightspace): Recruitment, selection and compensation for Bosch-Kazakhstan

DATE	TOPIC	REQUIRED READINGS/CASES/ASSIGNMENTS (Chapters refer to the Holtbrügge textbook)
Nov. 13-15 (READING BREAK: Mon to Wed)		
Nov. 21 (Tues)	Submit Assignment 6 by noon	
Nov. 22	Ethics and Social Responsibility	<p>READ:</p> <ul style="list-style-type: none"> • When Ethics Collide: Managing Conflicts Across Cultures by Buller, Kohls & Anderson, <u>Organizational Dynamics</u>, 2000, 28:4, pp. 52-66 (on-line) <p>WATCH: “Business Meets The Doughnut” https://www.youtube.com/watch?v=J_WPzDVpKvw</p> <p>Assignment 6 CASE (Coursepack): Gap Inc’s Ethical Procurement Practices</p>
Nov. 24 (Fri)	Submit team project (culture assimilators) by 5 pm.	
Nov. 29	Team Presentation of Culture Assimilators WRAP-UP/REVIEW: Bring your questions for the review. Course Experience Survey	
Dec. 1 (Fri)	Submit evaluation of teammates by 5 pm.	
FINAL EXAM (Date, time, place to be announced – Do not finalize travel plans until the date has been finalized and confirmed.)		



IB 416 A01 International Marketing Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	8:30AM – 11:20AM every Monday
Location	MAC D110
Instructor:	Dr. Huachao Gao
Office:	BEC 204
Office hours:	In-person or through zoom; by appointment only (making an appointment through email, LinkedIn Message, or Microsoft Teams) https://uvc.zoom.us/j/6138153264?pwd=QmFXR3RtQm9VNmxCd0NyOE9SZmdUUT09
Telephone:	(250) 472 5503
Email:	hcgao@uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

Hello, I am your instructor Huachao Gao. Please feel free to call me H.C. or Prof. Gao. I have a Ph.D. degree in Marketing. My research focuses on international marketing and cross-cultural consumer behavior. I am teaching Marketing Principles and Management (Com 351), International Marketing (IB 416), and Digital Marketing (COM 450) at the undergraduate level at UVIC. I would like to welcome you to the IB Specialization Module, specifically the International Marketing class. This summer, we will go through the process of international marketing together. I hope we will have a fun, safe, and fruitful summer term together with all of you.

Texts and Resources:

Required Coursepack: IB 416 International Marketing – 2023 Summer (IMPORTANT)

- Available through: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000FvbjSEAR>

Recommended (NOT required) Textbooks:

- Global Marketing Strategy, by Bodo B. Schlegelmilch (this ebook is available for FREE at UVic library: <https://link.springer.com/book/10.1007%2F978-3-319-26279-6>)
- Global Marketing 10th edition, by Mark C. Green and Warren J. Keegan (this ebook is available at <https://www.vitalsource.com/en-ca/products/global-marketing-mark-c-green-warren-j-v9780134899763>)

Course Objectives and Description:

This class is designed to teach you not only the basic concepts involved in international marketing, but also how to apply the knowledge in practice and your career. Specifically, the course objectives are to help students:

- Understand the basic global marketing process;
- 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 studying and learning;
- Have fun together.

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 studies, in-class group discussions and exercises, out-class student self-readings, and out-class group projects are designed to lead you to a better understanding of the applicability of the discipline.

To prepare for the class, please check the course outline and the Brightspace page of the course regularly. Reading the assigned material, completing the assigned case summary, and preparing some questions to ask are some excellent ways to improve your learning outcome.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Participation	Individual	Attendance & Contribution	Continuous	15%	
Case Analysis	Team		See Schedule	15%	
Group Project	Team	Presentation + Report	07/19/2023 - 7/29/2023	30%	
Final Exam	Individual	Exam	TBD	40%	
Total				100%	

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

Course Experience Survey:

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

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. As well, 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.

Course Assessment:

Description of evaluation standards for evaluation elements.

Participation (15%): Regular attendance is an expectation of the Bachelor of Commerce Program.

Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. In addition, working in teams is a key component of your Gustavson experience. Being an effective team member requires you to be present and engaged in the classroom environment. Attendance is a critical component of everyone's academic success.

In this class, we will only consider participation grade, which could not be earned without attendance. Specifically, this part of your grade is determined by the following:

- In-class discussion and contribution: attending the synchronous class sessions; actively participating in our class sessions by asking and answering questions as well as discussing with fellow students.
- Online discussion forum: by completing some online tasks posted on Brightspace, you can earn extra contribution points.

Students with unexcused absences* from more than 3 class sessions will receive a grade of zero in class participation. Students with unexcused absences* from more than 5 class sessions will not be permitted to write a final examination (*unexcused absences = absences without appropriate documentation as per the University Calendar)

Case Analysis (15%): Throughout the semester, we will analyze four different cases from the Coursepack. We will use the four cases to demonstrate how to use the knowledge in making real-life marketing decisions. Your grade on the case analysis includes two component:

- **Team case presentation (5 points):** each team will choose one case to present in the corresponding case discussion class. The team will have 15 minutes to present the recommendations from the case analysis to the rest of the class.
- **Team case summary report (10 points):** your team is responsible for submitting a 2-page report for each case analysis.

IB-Module Group Project – International Marketing Part (30%):

- **Marketing Project Presentation (10 points):** Each team will have 30-minutes to present their key analyses and recommendations to the rest of the class. You will be graded on both the presentation style and content;
- **Marketing Project Report (20 points):** Each team will have to submit a 12-page maximum report through Brightspace before July-29.
- Tips for the group project:
 - Start working on the project early and get it finished gradually throughout the semester
 - Read the guidelines and grading rubric carefully (posted on Brightspace)
 - I am happy to offer my help in as many ways as possible. Please do not hesitate to contact me if you have any questions. For all groups, I will help you

collect and analyze International Marketing Research data. I can also read your report and give you advices before your it is finished, so that you can be sure you are on the right route.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

Final Exam (40%): The final exam (**TBD**) will be a case analysis at the individual level. Students will receive the questions one-day before the exam and receive the case during the exam. Per the requirement of Gustavson, the final exam will be a 3-hour in person one. The date will be scheduled by the university.

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. In the absence of a medical or family emergency, late submissions of the final exam will not be accepted.

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. But the usage should be restricted in the following areas: gathering information for the final group project, seek additional insights which will be ultimately modified by the students, check for language issues for all assignments. Using AI to assist Final Exam or write any assignments are prohibited. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	Grade Point Value	Description
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- 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.
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Schedule Summary:

Title	Type	Due Date	Description
Global Marketing: Class Introduction and Overview	Lecture; Discussion	09/11/2023 8:30 AM	Syllabus; Brightspace posted materials Global Marketing Process Model; Most basic decision in global marketing
Market Selection	Lecture; Discussion	09/18/2023 8:30 AM	PESTCLE Analysis; CAGE Analysis and GE Matrix; Entry Modes
Market Selection Case	Case Discussion	09/25/2023 8:30 AM	Case #1: The Espresso Lane to Global Markets
		10/02/2023 8:30 AM	National Day for Truth and Reconciliation
		10/09/2023 8:30 AM	Thanksgiving Day
Global STP	Lecture; Discussion	10/16/2023 8:30 AM	Cross-Cultural Consumer Behavior International Marketing Research Segmentation, Targeting, and Positioning in International Market
STP Case	Case Discussion	10/23/2023 8:30 AM	Case #2: Sony Targets Laptop Consumers in China_Segment Global or Local
Global Product, Price, and Place Strategy	Lecture; Discussion	10/30/2023 8:30 AM	Global Product & Branding Strategies Setting Prices on the Global Market Global Distribution & Retailing Decisions
Product, Pricing, and place Case	Case Discussion	11/06/2023 8:30 AM	Case #3: Pacific Western Brewing Company – Going Organic
		11/13/2023 8:30 AM	Remembrance Day

Global Communication Strategy	Lecture; Discussion	11/20/2023 8:30 AM	Global Communication Strategy Marketing Budget Allocation
Communication Case	Case Discussion	11/27/2023 8:30 AM	Case #5: Five Guys_Developing a Promotional Strategy for the Future
Group Project Presentation & Wrap up	Group Presentation	12/04/2023 8:30 AM	
Final Exam	Exam	TBD	Final Exam – Case Analysis

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.



IB 417 A01

International Finance

Fall 2023 Course Outline

Note: please check your course and program sites frequently for new updates and course changes.

Course hours (PST)	Tuesday and Thursday, 8:30am-9.50am
Location	DSB C112
Instructor:	Dr Stuart Snaith
Office:	BEC 238
Office hours:	Thursday 10am-11am or by appointment
Email:	ssnaith@uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.

Introduction:

I have been at the University of Victoria since 2015, and prior to that taught in the UK, where I am originally from. Over the years I taught a lot of international finance courses and I am looking forward to teaching you this term.

For those of you who I have taught in the 3rd year, you will know I try to foster a relaxed learning environment, and my hope is that you will all feel comfortable to visit me in office hours if you have a query on the content. The last thing I want is for students to struggle in silence. I am here to help.

Texts and Resources:

Cheol Eun, Bruce Resnick and Tuugi Chuluun, *International Financial Management*, 10th edition
ISBN10: 1264413092 | ISBN13: 9781264413096 (McGraw Hill)
e-text only: <https://www.mheducation.ca/international-financial-management-ise-9781266224058-can-group>

Note – you do not need access to McGraw Hill's "Connect" service.

Course Objectives and Description:

This course provides an introduction to international finance. It has four major objectives:

1. Provide an introduction to international financial markets.
2. Demonstrate how basic hedging tools can mitigate risk and show how their application can benefit firms engaging in international business activities.

3. Introduce approaches multinational corporations can adopt to mitigate operational risk.
4. Introduce the broad range of financing options available internationally to multinational corporations.

Topics covered in this course include but are not limited to: spot and forward exchange transactions; arbitrage in foreign exchange markets; international theoretical relationship between exchange rates, prices and interest rates; international financial derivatives; economic exposure, transaction exposure; raising of funds internationally.

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:

This course will be taught face-to-face. Most classes are in lecture format and will be accompanied by a slide deck which will be available for you on our course delivery site, Brightspace. Some classes include time for the instructor and/or students to solve financial problems.

Equity, Diversity and Inclusion:

Equity, diversity and inclusion are core values at UVic. At Gustavson, we know that diversity underpins excellence and is the foundation on which we build our work and interact with others. In this class, I intend to create a learning environment of mutual respect; an environment in which students from diverse backgrounds can thrive and in which different perspectives will be appreciated. Learning materials, in-class activities and in-person and online discussions will take place in a manner that respects diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture. We each have a shared responsibility, to each other and ourselves, to create and maintain an equitable, diverse and inclusive community. Please let me know if I can do better to support your rights in our classroom. I will also do my best to listen and respond compassionately if you want to share with me how I can be a better ally.

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: Youtube. I will make you aware if this list changes. I use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at <https://www.youtube.com/yt/about/policies/#community-guidelines>. 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 (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
IB417: Participation	Individual	Other		10%	
IB417: Quizzes	Individual	Quiz	See schedule	30%	
IB417: Research Presentation	Group	Presentation	See schedule	20%	
IB417: Final Exam	Individual	Exam	TBC	40%	
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.

Note the following regarding evaluation for this course:

Quizzes

Quizzes are in person during class time using Brightspace.

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

Research Presentation

Details of this group presentation will be provided by your instructor.

Final Exam

The final exam covers all material covered in the course. This will be an open book exam.

The final exam will be in person using Brightspace. In addition to the Brightspace quiz question types (e.g. multiple choice, match the answer) that can be graded automatically you may also have to answer questions that require a written response.

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. As well, 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.

Course Assessment:

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. It is an expectation that students contribute equitably to all team assignments. In order to receive individual grades, individuals must participate in their team process to produce a team assignment. Individuals are expected to contribute to a team by being prepared for team meetings, having respectful discussions based on curiosity and inquiry, put diligent effort into team deliverables, and address team conflict in a timely manner and with civility. To read more about student expectations while at Gustavson, please see the [Gustavson Professional Standards](#). Failure to meet these expectations may result in being removed from the program or other academic penalty.”

What to do if there is a problem in your group:

If you feel there is a problem with the way your group is functioning, it is your responsibility to follow this step-by-step process:

1. Discuss with your whole group first, and refer to your program-specific team documents and guides as a basis for conversation and feedback.
2. If still unresolved, then discuss with your instructor/supervisor.
3. If still unresolved, then escalate to Program Director for initial meeting and further investigation as needed.

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

Use of Artificial Intelligence (AI):

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty.

Use of AI tools, including ChatGPT is permitted for research purposes for the group presentation for students who wish to use them. To be consistent with our scholarly values, students must cite any AI-generated material that informed their work and use quotation marks or other appropriate indicators of quoted material when appropriate. Students should indicate how AI tools informed their process and the final product, including how you validated any AI-generated citations, which may be invented by the AI.

Use of AI tools, including ChatGPT, is forbidden for quizzes and the final exam.

Attendance and Participation:

Regular attendance is an expectation of the Bachelor of Commerce Program. Being present in class will ensure exposure to course concepts that will prove invaluable for your future personal and

professional success. Your positive participation will contribute to your classmates' learning and enhance our learning environment. Being present in class exposes you to material not in the readings, to your classmates' insights and helps clarify material, leading to better performance in the course. Attendance is a critical component of everyone's academic success.

In this course, participation will form **10%** of your course grade.

While attendance is a pre-requisite for participation, I understand that there may occasionally be reasons you are unable to attend class, for example: illness, injury or family affliction. In particular, I encourage you to stay home when you are sick, taking care of yourself and protecting others. You may also choose to miss class for a job interview, home responsibilities, or a host of other reasons.

In this course there is an accommodation for up to 4 absences in the term, I want to emphasize that your presence in class positively affects your intrinsic learning and contributes greatly to the overall learning environment. Therefore, your participation grade will be impacted if you have more than 4 absences in the term. Students missing more than 4 may request a make-up assignment from me for each additional absence. It is your responsibility to ask me for a make-up assignment within 4 calendar days of the missed class. In addition, you will be denied permission to write the final exam if you miss more than 8 classes.

Exceptions to these attendance policies will only be considered for major extenuating circumstances, with permission from the Undergraduate Academic Director.

Missed Coursework or Assessments: If you are absent for a graded component of this course you must submit the “Self-Declaration for Absence from an Assessment” form to your instructor for their consideration. A copy of this form is on your course Brightspace site. You should familiarize yourself with this form and the declarations contained therein.

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. **Please note that “A” grades are normally achieved by a minority of students.**

Percentage Range	Grade s	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).

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

In Bachelor of Commerce courses, we generally anticipate final grades that are distributed in line with the following:

For 100-, 200- and 300-level courses:

Grade Range	Proportion Of Class
A's	25-40%
B's	30-50%
C	10-25%
D, F	0-15%

For 400-level courses:

Grade Range	Proportion Of Class
A's	30-50%
B's	25-45%
C	2-20%
D, F	0-10%

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 work prepared by any form of artificial intelligence service, such as ChatGPT, without proper citation
- 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.

Provisional Schedule Summary:

Please note this schedule is subject to change.

Title (begin with Course Code)	Date	Chapters
IB417: Introduction	07-Sep-23	-
IB417: International Monetary System	12-Sep-23	Chapter 2
IB417: FX Market 1	14-Sep-23	Chapter 5
IB417: FX Market 2	19-Sep-23	Chapter 5
IB417: Quiz 1	21-Sep-23	
IB417: International Parity Conditions 1	26-Sep-23	Chapter 6
IB417: International Parity Conditions 2	28-Sep-23	Chapter 6
IB417: Foreign currency derivatives: futures and options.	03-Oct-23	Chapter 7
IB417: Problem solving class	05-Oct-23	
IB417: Quiz 2	10-Oct-23	
IB417: International banking and money markets	12-Oct-23	Chapter 11
IB417: Interest rate swaps and Currency Swaps	17-Oct-23	Chapter 14
IB417: Quiz 3	19-Oct-23	
IB417: Transaction Exposure	24-Oct-23	Chapter 8
IB417: Operating Exposure	26-Oct-23	Chapter 9
IB417: Problem solving class	31-Oct-23	
IB417: Quiz 4	02-Nov-23	
IB417: Raising debt and equity globally	07-Nov-23	Chapters 12 and 13
IB417: Exchange rate determination	09-Nov-23	Slides
IB417: NO CLASS	14-Nov-23	
IB417: Project Finance	16-Nov-23	Slides
IB417: Quiz 5	21-Nov-23	-
IB417: Presentations	23-Nov-23	-
IB417: Presentations	28-Nov-23	-
IB417: Review Class	30-Nov-23	-

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