



Gustavson
School of Business
University of Victoria



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Course Outlines Spring 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 Organizations (Credit only granted for one of 100, 290, 390)
Com 202	Financial Accounting I
Com 220	Organizational Behaviour
Com 240*	Management Finance
Com 250	Fundamentals of Marketing
Com 290	Introduction to Canadian Business (Credit will be granted for only one of 290, 100, 390)
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 435*	Corporate Relations and Responsibilities (Credit only granted for one of 435 and 450 if taken in the same topic)
Com 450	Selected Topics in Management : Topics To Be Announced
Ent 100	Introduction to Entrepreneurship and Innovation
Ent 402*	Entrepreneurship & Small Business for the Non-Specialist
IB 301	International Environment of Business

Service Management Specialization**	<p>Please note that all four of the following courses must be taken together to complete the Service Management Specialization: SMGT 415, SMGT 416, SMGT 417, and Com 400 concurrently.</p> <p>NOTE: SMGT 415, SMGT 416, SMGT 417 CANNOT be taken on their own. COM 400 is the only course that can be taken as an individual stand-alone course. SMGT 145, SMGT 416, SMGT 417 require pre-requisites.</p>
SMGT 415**	Customer Experience Management
SMGT 416**	Service Operations & Quality Management
SMGT 417**	Service Human Resource Management
COM 400	Strategic Management



COM100 01

Understanding World-Class Organizations Spring 2024 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	<p>Online zoom link (below)</p> <p>Weekly: https://uvic.zoom.us/join/86450967775?pwd=VHNkL0tIKzN3Tzg3WVoyTWdyZWMyQT09</p> <p>Join Zoom Meeting https://uvic.zoom.us/j/86450967775?pwd=VHNkL0tIKzN3Tzg3WVoyTWdyZWMyQT09</p> <p>Meeting ID: 864 5096 7775 Password: 774369 One tap mobile +17789072071,,86450967775#,,,,0#,,774369# Canada +16475580588,,86450967775#,,,,0#,,774369# Canada</p> <p>Dial by your location +1 778 907 2071 Canada +1 647 558 0588 Canada Meeting ID: 864 5096 7775 Password: 774369 Find your local number: https://uvic.zoom.us/u/keivAHVfS</p>
Instructor:	Mark Colgate
Office hours:	<p><i>1-2pm Thursdays on zoom. Details below.</i></p> <p><i>Join Zoom Meeting (different to class link)</i> https://uvic.zoom.us/j/5923297313</p>
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 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	April 8th	12%	Individual Assignment
COM 100: Term Assignment	Individual	Research Assignment – Draft for feedback	Feb 4 th	0%	Individual Assignment
COM 100: Term Assignment	Individual	Research Assignment – Final version	Feb 29 th	18%	Individual Assignment
COM 100 Midterm #1	Individual	Test	Feb 15 th	13%	Midterm 1 - Quiz (multiple guess)
COM 100: Midterm #2	Individual	Test	March 21 st	12%	Midterm 2 – Accounting test
COM 100: Polling	Individual	Polling	(Ongoing dates throughout semester)	12%	Participation – participation through zoom polling – <i>1.5% when you got 2 or more questions correct out of 4 questions (best 8 from 10)</i>
COM 100: Final exam	Individual	Exam	Mid-April	33%	Final Examination in April – 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 (Zoom class, test etc.	Date	Description
COM 100: Welcome!	Zoom	Monday 8 th Jan	Introduction: Integrated Business Framework and Entrepreneurship
COM 100: Entrepreneurship	Zoom Poll #1	Thursday 11 th Jan	Entrepreneurship - Reading: Beating the Odds When You Launch a New Venture
COM 100: Entrepreneurship	Guest Speaker	Monday 15 th Jan	Jeff Mallett on entrepreneurship
COM 100: External Environment	Zoom Poll #2	Thursday 18 th Jan	External Environment: The Five Forces Reading: The Five Competitive Forces That Shape Strategy - Michael E. Porter, Harvard Business Review

COM 100: Leadership	Zoom Poll #3	Monday 22 nd Jan	Leadership: Level 5 leaders Watch the Founder movie
COM 100: Leadership	Zoom Poll #4	Thursday 25 th Jan	Leadership: Level 5 leaders Reading: What Makes a Leader? Daniel Goleman, Harvard Business Review
COM 100: Leadership	Zoom Poll #5	Monday 29 th Jan	Strategy: Diagnosis, Choice, Execution Reading: Good Versus Bad Strategy
COM 100	Zoom Poll #6	Thursday 1 st Feb	Strategy: Diagnosis, Choice, Execution Can You Say What Your Strategy Is? David J. Collis, Michael G. Rukstad, Harvard Business Review
COM 100: Strategy	Guest Speaker	Monday 5 th Feb	Guest speaker – Hannes Blum
COM 100	Zoom	Thursday 8 th Feb	AI and Business
COM 100: Strategy	Zoom	Monday 12 th Feb	Customer and Market Focus: Creating Value <i>with</i> Customers Reading: Marketing Malpractice
COM 100: Marketing	Mid Term 1	Thursday 15 th Feb	TEST IN CLASS TIME!
COM 100: Marketing	Zoom Poll #6	Monday 26 th Feb	Customer and Market Focus: Creating Value <i>with</i> Customers Reading: Ultimate Marketing Machine
COM 100: Guest Speaker	Zoom poll #7	Thursday 29 th Feb	Customer and Market Focus: Creating Value <i>with</i> Customers Case: Kiwi Experience
COM 100: Marketing	Guest Speaker	Monday 4 th March	Guest Speaker #3
COM 100: Marketing	Zoom poll #8	Thursday 7 th March	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace
COM 100: Accounting	Zoom	Monday 11 th March	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace
COM 100: Read for class	Zoom	Thursday 14 th March	Measurement, Analysis and Knowledge Management: Accounting Resources: All materials on Brightspace

COM 100: Read for class	Zoom	Monday 18 th March	Optional accounting tutorial
COM 100: Accounting	Test	Thursday 21 st March	Midterm 2 - accounting test
COM 100: Read for class	Zoom	Monday 25 th March	Human Resource Focus: Motivating Your People Reading: Daniel Pink Video – MAP
COM 100: Read for class	Zoom Poll #9	Thursday 28 th March	Human Resource Focus: Motivating Your People Reading: Google Best Teams
COM 100: Read for class	No class	Monday 1 st April	Easter Monday No class
COM 100: Read for class	Zoom Poll #10	Thursday 4 th April	Process Management: Increasing Productivity and Quality
COM 100: Read for class	Zoom	Monday 8 th April	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 A01

Financial Accounting I

Spring 2023 Course Outline

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

Course hours (PST)	<i>Monday & Thursday: 4:00-5:20pm</i>
Location	David Strong Building C118
Instructor:	Dr. Qianqian Du
Office:	Business and Economics Building, 212
Office hours:	<i>Regular hours: Wednesdays 1-3pm. In-person or Zoom meetings outside regular hours are possible. All meetings are by e-mail appointments only.</i>
Email:	qianqiandu@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 am an Associate Professor of Finance at the Gustavson School of Business, University of Victoria. I received my B.A. in Economics from Shandong University in China, my M.Sc. in Economics from the University of Oxford in UK, and my Ph.D. in Business Administration from the University of British Columbia. My research areas include private equity, financial analysts, and corporate governance. I have taught courses in entrepreneurship, finance, and accounting in UBC, Shanghai Advanced Institute of Finance-Shanghai Jiao Tong University, and the Hong Kong Polytechnic University.

Our financial accounting course aims to provide some basic concepts and their applications to solve real accounting problems. Accounting is a powerful tool for us to evaluate the financial health of a corporation, an organization, and even our own accounts! The best way of learning accounting is to practice accounting so lots of practice is expected in our course!

Welcome to this course and have fun!

Texts and Resources:

Kimmel, Weygandt, Kieso, Trenholm, Irvine, Burnley, 2020, "Financial Accounting, Tools for Business Decision-Making", Eighth Canadian Edition with WileyPLUS, ISBN: 978-1-119-61460-9.

Calculator: A basic function calculator is required for COM 202.

Course Objectives and Description:

This is an introductory course in financial accounting. The ultimate goal is to understand the three financial statements: income statements, balance sheets, and cash flow statements, which are mandatory filings for publicly listed companies and also the basis for investors to make decisions. To achieve this goal, we start with preparing accounts for business activities. We then use these accounts and all relevant information to prepare the three statements and understand how these three statements are connected. Specifically, we cover the following topics:

1. Introduction of business activities, accounting framework, and the three statements.
2. Accounting process.
3. Accruals, cash, and receivables.
4. A closer look at total assets, liabilities, and equity.
5. Cash flow statements and the connection of the three statements.

Course Format:

For each topic, we have both lectures and discussions of accounting questions to better understand the underlying accounting principles. For the lecture part, we introduce accounting theories and the economic intuition behind them. For the questions part, we work on the assigned questions. All book chapters and assigned questions are included in the tentative class schedule. We plan to have lectures on Monday and discussions of questions on Thursday. If some topics are more complex than others, we will allocate more time towards lectures.

Before the Monday class, you are encouraged to read the assigned book chapters indicated in the class schedule. During the class, I expect active participation from you. For the assigned questions to be discussed in the Thursday class, please try your best to work on them before coming to class. We will try to go through most of the questions assigned to the Thursday class.

To reinforce what we have learned from the classes, there will be five mandatory problem sets to be completed by each student. The problem sets include questions based on multiple classes and are more difficult than the assigned questions on Thursday. The due dates of the problem sets are included in the class schedule and all problem sets should be submitted to BrightSpace. All submitted problem sets will be graded and returned to you. The problem sets ensure that you have a smooth learning path and receive timely feedback on your progress.

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. 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://explore.zoom.us/en/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 and Course Assessment:

Problem Sets (15%)

There will be five mandatory problem sets and each covers multiple topics in this class. Each problem set counts 3% of your final grade. All problem sets should be submitted to BrightSpace and graded problem sets will be returned to you with feedback. Please refer to the class schedule for due dates of these problem sets.

Midterm Exam (25%)

In-class midterm exam is scheduled on **February 16**. It is a closed book exam and covers all course materials before midterm. Non-programable calculator can be used during the exam. Cell phones or pre-programmed calculators are not allowed.

Attendance and Participation (10%):

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 20% of class sessions*** will ***receive a grade of zero in class participation.***

*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.

Final Exam (50%):

The final exam will be 3 hours, covering all materials used in this course. It is a closed book exam and non-programable calculator can be used during the exam. Cell phones or pre-programmed calculators are not allowed. The schedule will be announced later in the Registrar's examination period.

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

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.

Students will be evaluated according to the following schedule:

Title	Type	Due Dates	% of Grade
Problem Sets x 5	Online submission to BrightSpace	Class Schedule	15%
Midterm Exam	In class, close-book exam	February 16	25%
Class Participation	In class	Each class	10%
Final Exam	Close-book 3-hour exam	TBA	50%
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.

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.

Class Schedule (tentative):

Class Time	Course Contents
Week 1 Jan. 9 & 12	<p>Topics: Course outline What is Financial Accounting? Forms of Business Organizations The Accounting Framework</p> <p>Reading: Ch 1 – Purpose and Use of Financial Statements pp.1-1 to 1-27. Ch 11-Shareholders' Equity pp. 11-1 to 11-7 (top) Ch 2 – A Further Look at Financial Statements pp. 2-20 to 2-26</p> <p>Problems*: • BE1.1 • E1.2 • BE1.5 • BE1.6 • BE2.9</p>
Week 2 Jan. 16 & 19	<p>Topics: Income Statement – Multi-Step (only) Statement of Changes in Equity Statement of Financial Position</p> <p>Reading: Ch 5 Merchandising Operations pp. 5-19 to 5-26 (middle) & pp. 5-32 (ONLY the Multi-Step Income Statement will be used in this course) Ch 1 – read p. 1-24 (bottom) to 1-25. See p. 1-16 (example) Ch 2 – A Further Look at Financial Statements pp. 2-1 to 2-19</p> <p>Problems: P2.4A</p>
Week 3 Jan. 23 & 26	<p>Topics: Accounting Process</p> <p>Reading: Ch 3 – The Accounting Information System pp. 3-1 to 3-38</p> <p>Problems: • E3-3 • BE3-9 • ACR 4.1 (N.B. this is Ch. 4) parts a), b), and c).</p>
<i>Problem Set #1 is due by 8p.m January 29</i>	
Week 4 Jan 30 & Feb 2	<p>Topics: Accruals and Adjusting Entries</p> <p>Reading: Ch 4 – Accrual Accounting Concepts pp. 4-1 to 4-33 & pp 4-40 (middle) to 4-43 (top) (Can omit Closing Entries pp. 4-33 to 4-40)</p> <p>Problems: • E4-1 (use the IFRS five-step revenue recognition model) • ACR 4.1 parts d), e), and f) (continuation of ACR4.1 from Week 3)</p>

<p>Week 5 Feb 6 & 9</p>	<p>Topics: Internal Control and Cash Non-Strategic and Strategic Investments</p> <p>Reading: Ch 7 – Internal Control and Cash pp. 7-1 to 7-27 Ch 12 Reporting & Analyzing Investments pp. 12-1 to 12-5 (middle)</p> <p>Problems: • BE7.13 • P7.1A • E7.9 • BE12.1</p>
<p>Problem Set #2 is due by 3p.m Feb 13.</p>	
<p>Week 6 Feb 13 & 16</p>	<p>Midterm review;</p> <p>Midterm exam on Feb 16 -in class -close book -25 multiple choice questions in 70 minutes.</p>
<p>Week 7</p>	<p>Reading Break. Classes are cancelled.</p>
<p>Week 8 Feb 27 & Mar 2</p>	<p>Topics: Receivables</p> <p>Reading: Ch 8- Reporting & Analyzing Receivables pp. 8-1 to 8-19</p> <p>Problems: • BE8-5 • E8-5 • P8-5A • P8-7A</p>
<p>Week 9 Mar 6 & 9</p>	<p>Topics: Merchandising Operations COGS Three Inventory Methods</p> <p>Reading: Ch 5 – Merchandising Operations pp.5-1 to 5-18 (top) Ch 6 – Reporting & Analyzing Inventory pp. 6-1 to 6-22 (middle)</p> <p>Problems: • BE5-17 • E5-16 (perpetual only) • E6-4 • E6-7 • E6-11</p>
<p>Problem Set #3 is due by 8p.m March 12</p>	
<p>Week 10 Mar 13 & 16</p>	<p>Topics: Long Term Assets</p> <p>Reading:</p>

	<p>Ch 9 – Recognizing and Analyzing Long Lived Assets pp. 9-1 to 9-15; pp. 9-18 (bottom) to 9-32 (top) (DO NOT Read pp. 9-16 to 9-18 (middle) Impairments, Revaluation Model, Revising Periodic Depreciation, Natural Resources)</p> <p>Problems:</p> <ul style="list-style-type: none"> • P9-1A • P9-4A • E9.8 • P9-9A
<p>Week 11 Mar 20 & 23</p>	<p>Topics: Liabilities</p> <p>Reading: Ch 10 – Reporting & Analyzing Liabilities pp. 10-1 to 10-4 (top); pp. 10-9 (bottom) to 10-14; pp. 10-18 (middle) to 10-20 (middle)</p> <p>Problems:</p> <ul style="list-style-type: none"> • E10-5 • BE 10-4
<p>Week 12 Mar 27 & 30</p>	<p>Topics: Shareholders' Equity</p> <p>Reading: Ch 11 – Reporting & Analyzing Shareholders' Equity pp. 11-5 to 11-25 (top) (you can omit pp. 11-26 to 11-33)</p> <p>Problems:</p> <ul style="list-style-type: none"> • E11-6 • P11-3A • P11-7A (Pt a only and ignore closing entries)
<p>Problem Set #4 is due by 8p.m April 2 (Sunday)</p>	
<p>Week 13 Apr 3 & 6</p>	<p>Topics: Statement of Cash Flows</p> <p>Reading: Ch 13 – Statement of Cash Flows- pp. 13-1 to 13-27</p> <p>Problems:</p> <ul style="list-style-type: none"> • P13.5A • P13.3A <p>Final Exam Review</p>
<p>Problem Set #5 is due by 8p.m April 8 (Saturday)</p>	
<p>Final Exam: 3-hour close-book exam. Time and Location: TBA</p>	

**Please note: BE is Brief Exercise; E is Exercise; P is Problem (Set A or Set B). These are found at the end of each chapter in the textbook. e.g., BE1.5 means Brief Exercise 5 in Chapter 1.*

*** The above schedule is an estimate of timing and topic coverage and is subject to change. Any changes will be announced in class and posted on Course Space.*

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 220

Organizational Behaviour Spring 2024

Course Outline (Tentative)

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

Course hours (PST)	A01: MR 8:30 -10:45 AM (CLE A224) A02: MR 11:30 AM -12:45 PM (DSB C103)
Location	See above
Instructor:	Dr. Sang H. Nam
Office:	BEB 220
Office hours:	Friday 3-5 pm and by appointment
Telephone:	250-721-6402
Email:	snam@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.

Texts and Resources:

Managing Across Cultures: Challenges, Strategies and Skills (2024) Steers, R.M. et al. (5th ed.): Cambridge University Press

Course Objectives and Description:

Organizations are complex social systems composed of many people performing different tasks in pursuit of broader organization goals. People, whether they work at the lowest or highest levels of the organization, represent one of its most important resources. The effectiveness with which organizations manage their human resources can therefore have an important influence on overall performance. To manage effectively requires a good understanding of people, work groups, organizations, and the processes that occur when both interact in a work relationship. Much of our time this term will be spent analysing the basic characteristics of people, organizations, and important organizational processes. The perspective taken in examining these topics will be managerial in nature. In other words, we are interested in how people and organizations can be more effectively managed to accomplish important goals. In taking this perspective, we will not neglect the importance of employees, who bring their own needs and aspirations to the workplace. The workforce in Canada is multicultural. Without understanding the importance of cultural

diversity, we may not be able to manage people effectively especially in the context of the Canadian mosaic culture.

Course Format:

Lectures, Group Discussion (Learning Cell), Exercises, Team Project.

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:

Title	Individual or Group	Type	Due Date	Weight of grade	Description
Learning Cell	Individual	Hand-in assignment & participation in group discussion		40%	
Preliminary Presentations	Group		Feb. 5 & 8		PPT presentation (10 minutes)
Solving Real-Life OB Problems	Group	Video and 1-page exec. summary	Mar. 25 & 28	60%	creating and presenting a 10-minute video
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.

Learning Cell (40%)

In this course, the term "learning cell" will refer to a procedure in which the students will meet in small units (about 6 students each) during a class period to question each other and discuss an assignment which each has prepared beforehand. The aims of this procedure are:

- a) to get all of you actively involved in the learning process
- b) to develop your ability to think critically about what you read
- c) to have you gain, through first-hand experience, and appreciation for the multiplicity of approaches to fundamental questions.
- d) to enable you to test your ideas and opinions about the readings with those of others from a variety of backgrounds
- e) to develop an appreciation of learning as an ongoing cooperative endeavor in which the emphasis is on fruitful questions rather than facile answers.
- f) to get to know each other

It should be emphasized that the ability to reflect critically is an acquired skill; hence, it is expected that you will get better at it as you go along. Please note, as well, that reflecting critically on a text does not necessarily mean disagreeing with it. Rather, it involves a sensitive and careful analysis in which one engages in evaluation while avoiding distortion. The nature of the analysis will depend to some extent, of course, on the type of material being considered. On the whole, you will be striving to:

- identify the author's aims and methods
- focus on key themes and ideas
- reconstruct and evaluate theoretical arguments
- point out any presuppositions or assumptions

Preparation for Learning Cell:

The aim of your preparation is to produce a satisfactory set of QUESTIONS AND ANSWERS, so as to enable you to discuss the assigned reading fruitfully in a small unit with other students. Please note that assignments must be typed and single-spaced. If you are unsure how to proceed, you may find the following suggestions helpful:

Step 1: Read the assigned material rapidly to gain a general overview.

Step 2: Go through the material again, but this time make a brief outline of the contents. As you do this, note the central issue (or issues), the method used to explore that issue (or those issues) and the steps taken in the development of the main theme or argument. Try to focus on the most important features (although there may be instances where minor issues are also worth considering).

Step 3: On the basis of your notes and with a view to accomplishing the sort of analysis mentioned above, draw together what appear to you to be the most crucial features and prepare TWO QUESTIONS on them (no matter how many required reading selections are involved) which you can pose to the other students in your cell. Phrase your questions in such a way as to elicit discussion of the main issues, rather than "yes" or "no" responses.

Try your best to make your questions thought provoking, interesting and meaningful from a managerial perspective. Phrase the questions in such a way for you to ask the students in

your cell TO DISCUSS WHAT THE PARTICULAR THEORETICAL OR PRACTICAL VIEW ACTUALLY IS, AND WHAT THEY THEMSELVES THINK OF IT. Keep your questions as concise as possible, and avoid introducing them with statements. For each question, prepare what you consider to be the best answer. YOU WILL SUBMIT ONLY YOUR QUESTIONS (NOT ANSWERS) at the end of the course. You prepare answers for group discussion only. Please check your assignments carefully for SPELLING, GRAMMAR, AND SEXIST LANGUAGE.

Learning Cell in Action:

On the dates for which there are to be learning cell sessions, you will be assigned to group of about 6 students per cell on a random basis. When you get together,

- 1) Write down all the names of participants. Full names.
- 2) Appoint a spokesperson. He/she will play the role of leader, facilitator, and timekeeper (30 minutes) during the discussion,
- 3) When the discussion is completed, each team member will evaluate the other team members' performance and choose confidentially the best two (BQ: best question and BA: best answer to your question). Briefly describe the rationale for your choice (5 minutes)
- 4) The spokesperson will summarize the highlighting points and key takeaways from the discussion with the group (5 minutes) and share them with the whole class after the discussion is over.

Submission of Your Assignments:

- 1) Your name, team number, and two questions (no answers)
- 2) The names of all participants
- 3) Your choice of BA & BQ (full names with brief description of your rationale for choosing)

* Thanks to Dr Monika Langer for this idea.

Team Project "Solving real-life OB Problems" (60%):

Imagine your team is a group of management consultants specializing in OB. Identify a local (or anywhere) company (your client) that experiences OB problems related to managing cultural (or other kinds of) diversity. Conduct research (e.g. interviews with the key individuals) on your client company to identify the root cause of the problems. Your goal is to help the company solve their people problems by offering practical solutions and suggestions based on valid data and theories. Try to integrate major concepts and theories you have learned from this course in your analysis and recommendations.

Your team is expected to create **a documentary** (10 minutes long) on the topic. What matters is the quality of your message (e.g., originality, based on real problems, realistic, specific, and meaningful solutions and suggestions, etc.). It is equally important that your video is technically excellent (e.g. sound, images, background music, etc.). Prepare one-page executive summary of the highlighting points of your documentary. Submit both your video file and one-page executive summary on the day of presentations. I also strongly recommend your team to deliver your final video to your client company to get their feedback for the sake of learning.

I expect each one of you to be a responsible and active team member. Your ability to work in a team is of paramount importance in today's organizations. Your contribution to the team process and outcome will be evaluated by your peer members, which may affect your individual grade for the team project.

Preliminary Presentations (Feb 5 & 8): Make a 10-minute PPT presentation on the background of your client company and their major OB problem. Explain why they

experienced the problem and offer your preliminary recommendations. Explain how your team will collect valid data (e.g., benchmarking, interviews, survey, etc.) to support your argument. The main purpose of this session is to share your ideas together with the class and help one another by seeking feedback from the other teams.

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.

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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.

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: Late work will NOT be accepted.

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.

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.

Attendance and Participation:

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

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

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

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

In Gustavson School of Business 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 (Teantative)

Topic	Type	Due Date	Reading Chapters
Introduction	Zoom sessions *	Jan 8	
Culture and Management		Jan 15 & 18	Ch. 1-3
Communication	LC Practice I	Jan 22 & 25	Ch. 7
Managing Teams	LC Practice II	Jan 29 & Feb 1	Ch. 10
<i>Team Project Preliminary Presentations</i>		<i>Feb. 5 & 8</i>	
Leadership & Motivation	LC1	Feb. 12 & 15	Ch. 5 & 6
Reading Break		Feb. 19-23	
Managing Responsibly and Decision Making	LC2	Feb 26 & 29	Ch. 8
Guest Speaker: Mr. Bob Lawrence, Founder and CEO of VEER		Mar. 4	www.veeradvisors.com
Global Negotiation	LC3	Mar. 11 & 14	Ch. 9
Global Career (Working and Living Globally)	LC4	Mar. 18 & 21	Ch.11
<i>Team Project Final Presentations</i>		<i>Mar. 25 & 28</i>	<i>Video (10 minutes) presentation by each team</i>
Wrap-up		April 1 & 4	

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.

*The first session will be online (Zoom): See below. The other sessions will be in person.

<https://uvic.zoom.us/j/81776671960?pwd=UVRySGN6UWhSQWtwcDdMRXliMGhEUT09>

Meeting ID: 817 7667 1960

Password: 076123

One tap mobile

+16475580588,,81776671960#,,,,0#,,076123# Canada

+17789072071,,81776671960#,,,,0#,,076123# Canada

Dial by your location

+1 647 558 0588 Canada

+1 778 907 2071 Canada

Meeting ID: 817 7667 1960

Password: 076123

Find your local number: <https://uvic.zoom.us/j/81776671960?pwd=UVRySGN6UWhSQWtwcDdMRXliMGhEUT09>



COM 240 A01/ A02

Management Finance Spring 2023 Course Outline

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

Course hours (PST)	Section A01: Monday and Thursday 11:30am-12:50pm (80 mins) Section A02: Monday and Thursday 10am-11:20am (80 mins)
Location	Clearihue Building A127
Instructor:	Dr. Qianqian Du
Office:	BEC 212
Office hours:	Regular hours: Wednesdays 1-3pm. In-person or Zoom meetings outside regular hours are possible. All meetings are by e-mail appointments only.
Email:	qianqiandu@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:

I am an Associate Professor of Finance at the Gustavson School of Business, University of Victoria. I received my B.A. in Economics from Shandong University in China, my M.Sc. in Economics from the University of Oxford in UK, and my Ph.D. in Business Administration from the University of British Columbia. My research areas include private equity, financial analysts, and corporate governance. I have taught courses in entrepreneurship, corporate finance, and management accounting in UBC, Shanghai Advanced Institute of Finance-Shanghai Jiao Tong University, and the Hong Kong Polytechnic University.

Our management finance course aims to provide some basic concepts and their applications to solve real finance problems faced by corporations. Finance equips us with necessary skills to identify and diagnose possible problems faced by corporations. It enables us to evaluate the financial health of corporations and provide alternatives to address their financial concerns. The financial skills we will learn in this course are easily applied to evaluate our personal financial health, so it is an applied course by nature.

Welcome to the Management Finance course!

To get ready for the class, I encourage you to preview chapters assigned to each topic. This can be found in the “class schedule”. During the class, we will use lecture notes and in-class discussion to introduce financial concepts and theories. I expect active participation from our class. The process of discussing questions and providing feedback on classmates’ work not only improves our own understanding of the topic but also gives us opportunities to learn from each other. Please provide a name tent to facilitate class interactions. Before each review class begins, you will be given some problems to practice, and we will discuss the solutions in the review class.

You are encouraged to contact me during the semester. If you have questions and concerns about this class or studying finance in general, please contact me by email or talk to me during my office hours.

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. 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. 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://explore.zoom.us/en/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 and Course Assessment:

Quizzes (30%):

There will be *five in-class quizzes* to reinforce our learning. Each quiz covers materials taught in multiple classes and it is designed to check the progress of your study and make sure you receive

timely feedback on your progress. Quiz questions may include multiple choice questions, quantitative questions, or both. All quizzes are completed in class. Details regarding each quiz will be posted on BrightSpace and a tentative schedule is included in the class schedule section.

Each quiz accounts for **6%** of the final grade so all quizzes account for **30%** of the final grade. Failure to submit a quiz will lead to a grade of 0% on that quiz. Please try your best to come to all classes and complete all quizzes. If you experience any difficulties, please contact me as soon as possible. Based on your circumstances, I will decide whether to give you another quiz or seek alternatives.

Company Analysis (15%):

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.

The group project for this course is to analyze **a real problem** faced by a public company based on **what we have learned in this course**. The problem should be covered by mainstream business media (e.g., Wall Street Journal, Financial Times, Bloomberg, etc.) **in the year 2022**. Please include the source of the news in your report.

You are responsible for forming your own group and choosing your own topic. The number of group members **should not exceed 5**. The information of your group members and choice of firm should be sent to me by the end of the third week by **6pm January 28, 2023**. If you cannot find any group, please inform me at the beginning of the third week on January 23.

There is no template for the group report, and it should be logical, concise, and convincing. The main body of the report (excluding table of contents, appendices, etc.) should not exceed 15 pages. Your report should be double-spaced with a font size 12.

We reserve **last week's class April 3 & 6 for group presentations**. Depending on the number of groups formed by our class, the presentation schedule and the duration of each presentation will be announced after all groups are formed. **The final report of your group is due by 6pm April 8** on BrightSpace. The evaluation will be based on your report (60%) and your presentation (40%).

It is an expectation that students contribute equitably to all team assignments. 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 (10%):

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 20% of class sessions** will **receive a grade of zero in class participation**.

*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.

Final Exam (45%):

The final exam will be 3 hours, covering all materials used in this course. It is a closed book exam and non-programable calculator can be used during the exam. Cell phones or pre-programmed calculators are not allowed. The schedule will be announced later in the Registrar's examination period.

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

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.

The following table summarizes all elements in our evaluation:

Elements	Individual or Group	Description	Due Dates	% of Grade
Quizzes (5)	Individual	In class, 30-40 minutes	See "Class Schedule"	6% each, 30% in total
Company Analysis	Group	Class presentations and Written reports	Class presentations on Apr 3 & 6. Reports due on April 8 at 6pm.	15%
Participation	Individual	In-class	Every class	10%
Final Exam	Individual	3-hour exam	Registrar's exam period	45%
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.

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.

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.

Tentative Class Schedule:

#	Class Time	Topic & Reading BCR 5th Ed
1	Week 1: Jan 9	Introduction to Finance Reading: 1.1-1.5
2	Week 1: Jan 12	Corporate Finance Reading: 2.1-2.6
3	Week 2: Jan 16	Time Value of Money Reading: 5.1-5.5
4	Week 2: Jan 19	Loans and Mortgages Reading: 5.6-5.7
5	Week 3: Jan 23	Review Class
6	Week 3: Jan 26	<u>Quiz #1: based on classes #1-#4</u> Bond Valuation and Price Reading: 18.1-18.4; 6.1-6.2
<u>Group information and choice of firm due by 6pm January 28 (Saturday).</u>		
7	Week 4: Jan 30	Bond Yields and Risks Reading: 6.3-6.4; 18.5
8	Week 4: Feb 2	Equity - Preferred Shares, Common Shares Reading: 7.1-7.2; 7.4; 19.1-19.3
9	Week 5: Feb 6	Equity Valuation Reading: 7.3
10	Week 5: Feb 9	Review Class
11	Week 6: Feb 13	<u>Quiz #2: based on classes #6-#9</u> Risk, return and portfolio theory - Part I Reading: 8.1-8.3
12	Week 6: Feb 16	Risk, return and portfolio theory – Part II

		Reading: 8.4-8.6
Week 7 READING BREAK – NO CLASS		
13	Week 8: Feb 27	Capital asset pricing model (CAMP) Reading: 9.1-9.3; 20.6
14	Week 8: Mar 2	Review Class
15	Week 9: Mar 6	<u>Quiz #3: based on classes #11-13</u> Weighted Average Cost of Capital (WACC) Use slides not BCR
16	Week 9: Mar 9	Financial Statement Analysis Readings: 4.1-4.7
17	Week 10: Mar 13	Financial Forecasting Readings: 4.8
18	Week 10: Mar 16	Review Class
19	Week 11: Mar 20	<u>Quiz #4: based on classes #15-17</u> Capital budgeting – Part I Readings: 13.1-13.2
20	Week 11: Mar 23	Capital budgeting – Part II Readings: 13.3-13.4
21	Week 12: Mar 27	Contemporary Topics in Corporate Finance Review class
22	Week 12: Mar 30	<u>Quiz #5: based on classes 19-21</u> Final Exam Review
Week 13: CLASS PRESENTATIONS on Apr 3 & 6. Project reports due by 6pm Apr 8.		
FINAL EXAM: 3-hour close book exam. time, and location TBA.		

Note: The above schedule is tentative. As classes proceed, we may revise it. Any revision will be posted on BrightSpace ahead of time.

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 A01
Fundamentals of Marketing
Spring 2023 Course Outline

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

Course hours (PST)	Monday 6:30PM to 8:45PM
Location	https://uvic.zoom.us/j/4487638193
Instructor:	Dr. Linda Shi
Office:	BEC210
Office hours:	<p><u>Monday: 8:45PM-9:30PM</u> <u>Wednesday: 12PM-1PM</u></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 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.

Texts and Resources:

Required Case Pack:

Harvard Casepack available at URL: <https://hbsp.harvard.edu/import/1012467>

Professor: Linda Shi

Course: COM250 Spring 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.

Textbook (Recommended but not Required)

You can either read the relevant chapters in either paper-based text or online text. You DO NOT NEED TO BUY BOTH TEXTS.

The textbook is highly recommended because students who read textbook do better in class participation, project reports, and exams. However, I will not use test bank, quiz, assignments material of Pearson textbook. The required case pack, course slides and videos provided the fundamental information for the course.

Option 1: Paper-based Text:

Marketing for Marketing: An Introduction 6th Edition or 7th Edition

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

Textbook ISBN-13: 9780134470528

Please note: All editions, including 4th, 5th, 6th, 7th edition, is acceptable.

Option 2: Online Text

To register for COM 250 Marketing Principles:

1. Go to <https://mlm.pearson.com/enrollment/shi28566>.
2. Sign in with your Pearson student account or create your account.
3. Select any available access option, if asked.
 - » Enter a prepaid access code that came with your textbook or from the bookstore.
 - » Buy instant access using a credit card or PayPal.
 - » Select Get temporary access without payment for 14 days.
4. Select Go to my course.
5. Select MyLab Marketing for Armstrong: Marketing: An Introduction, 7th Ed from My Courses.

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

To sign in later:

1. Go to <https://mlm.pearson.com>
2. Sign in with the same Pearson account you used before.
3. Select MyLab Marketing for Armstrong: Marketing: An Introduction, 7th Ed from My Courses.

Please note you DO NOT need to buy Pearson mylab quiz, assignment, or other related material. Only textbook is fine.

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	<u>Feb. 27</u>	20%	There will be <u>no make-up mid-term exam.</u>
Group Presentation (Substitution to Mid-term Exam)	Group	Case Presentation	<u>See syllabus case discussion date</u>	20%	Case presentation grade substitutes mid-term grade. Limited spots available.
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>April 3</u>	30%	
Final Exam	Individual	Exam	TBD	40%	
Total				100%	

Note: There are limited time slots available for group case presentations. Students who actively participated in class discussion will be prioritized. If you are interested in the group case presentation opportunities, please organize your group of **no more than five people**

and come to see me to register for case presentation. You need to find at least one student to organize a group and you cannot register case presentation only by yourself.

There will be **no make-up mid-term exam**. Only the group members who contributed to case presentations don't need to write mid-term exam as your group presentation grade substitutes your mid-term exam grade (20%).

Note: There will be a peer evaluation feedback form for group work. In general, all members of the group will receive the same grades for the group work, such as case presentation and final course project. I may have to adjust your grade based on the written peer evaluation feedback to the group work. Please work with your group members and contribute to your group work.

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.

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.

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.

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

*unexcused absences = absences without appropriate documentation (e.g., 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%): Regular class attendance is a signal of your commitment to the course. Your active participation in the class will be graded along the semester.

Please note you will NOT be penalized for absences due to sickness. Doctor note is not required if you feel sick and cannot come to class.

There is an asynchronous component for the online course. You need to read the assigned book chapter and cases before class and answer the discussion questions pre-assigned every week. The class participation is based on the pre-assigned questions. Please refer to "Course Preparation Question" file in the course syllabus section on BrightSpace for details.

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.

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 plus discussion time. Please 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 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/Individual Project (30%):

You can choose to do either GROUP or INDIVIDUAL project report. Students choosing to do GROUP project need to join a group of no more than FIVE people and are required to do

an in-class presentation at the end of the semester and turn in one report per group to the project assignment dropbox.

Students choosing to do INDIVIDUAL report are NOT required to do presentation, but need to complete the whole report individually and submit report to the project assignment dropbox.

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

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?

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 class, and should be no more than 12 pages, 11 pt., 1.5 spacing with default margins. Please submit it in Microsoft Word on Course Space- 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.

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.

Note that it is required that you pass **60% in 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.

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:

	Topic	Type	Date	Description
1.1	Class Introduction	Lecture	01/09	Syllabus
1.2	What is Marketing?	Lecture	01/09	Chap. 1: Marketing
2.1	Marketing Environment	Lecture	01/16	Chap. 3: Marketing Environment
2.2	SWOT	Lecture	01/16	In-Class Handout
3.1	Sustainable Marketing	Lecture	01/23	Chap 16: Sustainable Marketing
3.2	SWOT and Sustainable Marketing	Case	01/23	<i>Case 1: Does Mattel's Iconic Barbie Doll Need a Makeover?</i>
4.1	Consumer Behavior	Lecture	01/30	Chap. 5: Consumer Behavior
4.2	Consumer Behavior	Case	01/30	<i>Case 2: Showrooming at Best Buy</i>
5.1	Segmentation, Targeting & Positioning	Lecture	02/06	Chap. 6: Market Segmenting, Targeting, and Positioning
5.2	Segmentation, Targeting & Positioning	Case	02/06	<i>Case 3: Graham's Pharmacy: Traditional Care, Modern Solutions</i>
5.3	Positioning	Lecture	02/13	<i>GUEST LECTURE (TBD)</i>
		Lecture	02/13	Chap. 6: Market Segmenting, Targeting, and Positioning
			02/20	<i>No Class Due to Reading Break</i>
			02/27	<i>Mid-term Exam</i>
6.1	Product & Services	Lecture	03/06	Chap. 7: Products and Services
6.2	Product & Services & Branding	Lecture	03/06	Chap. 7: Products and Services Chap. 7: Branding
7.1	Pricing	Lecture	03/13	Chap. 9: Pricing
7.2	Pricing	Case	03/13	<i>Case 4: Nestle's Maggi: Pricing and Repositioning a Recalled Product</i>
8.1	Channels	Lecture	03/20	Chap. 10 & 11: Marketing Channels & Retailing

8.2	Channels & Retailing	Case	03/20	<i>Case 5: Amazon Go: Venturing into Traditional Retail</i>
9.1	Communication & Promotion	Lecture	03/27	Chap. 12&13: Communicating Customer Value
9.2	Communication & Promotion	Case	03/27	<i>Case 6: East Coast Lifestyle: Expanding A Regional Apparel Brand</i>
10	Final Group Project		04/03	Group project in-class presentation (Note: If you write individual report, you don't need to present in class.)
	Final Exam	Exam	TBD	

The chapter sequence is based on textbook 7th edition.

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 290

A01 Introduction to Canadian Business

Spring 2024 Course Outline

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

Course hours (PST)	Monday and Wednesday 4:30pm-5:50pm
Location	Clearihue Building C112
Instructor:	Ben Lukenchuk
Office:	BEC 222
Office hours:	In-person: Tuesday 3:30-4:30pm, Thursday 12:30-1:30, or by appointment. Zoom: By appointment. Please email me to set up a time. Please note that I am kindly requesting students turn their cameras on during Zoom meetings.
Email:	benluken@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:

Welcome! My name is Ben (he/him), and I will be your instructor for COM 290. I am a University of Victoria Economics alumnus but was born and raised in Calgary, AB. I went on to receive my Master of Arts in economics from McMaster University in Hamilton, ON and a Bachelor of Education from the University of Ottawa. Before joining GSB, I worked as an economist for the federal government with Environment and Climate Change Canada and at Finance Canada. My publications have been on public health issues. When not working and teaching, I enjoy beach walks with my wife, Rebecca, and Yorkshire Terrier, Hank, triathlon, and spin instructing. I am looking forward to getting to know you this semester!

Texts and Resources:

Note: This course exclusively uses open and/or freely available resources.

- Belshaw, J.D. (2015). Canadian History: Pre-Confederation. Victoria, B.C.: BCcampus. Retrieved from <https://opentextbc.ca/preconfederation/>.
- Belshaw, J.D. (2016). Canadian History: Post-Confederation. Victoria, B.C.: BCcampus. Retrieved from <https://opentextbc.ca/postconfederation/>.
- Forsey, E.A. (2020). *How Canadians Govern Themselves*. https://learn.parl.ca/staticfiles/Learn/assets/PDF/ParliamentaryPrimer/how_cdn_govern_the_mselves_10th_ed-e.pdf
- Hutchinson, E. (2017). Principles of Microeconomics. Victoria, B.C.: BCcampus. Retrieved from <https://pressbooks.bccampus.ca/uvicon103/>

Kymlicka, W. (2003). Being Canadian. *Government and Opposition* (London), 38(3), 357–385.
<https://ezproxy.library.uvic.ca/login?url=https://www.jstor.org/stable/44483035>

Course Objectives and Description:

This course introduces students to the cultural, economic, geographical, historical, legal, and political factors influencing the environment of doing business in Canada. Said another way, this course provides students with a background to examine the external factors that shape Canadian businesses and to analyze how these factors help or hinder businesses' ability to operate in their chosen industries.

The first part of this course covers the six 'episodes' of Canadian economic history from contact to the present. In addition, we explore the history of Indigenous peoples in Canada with a particular emphasis on the response to the Truth and Reconciliation Commission. The second part of this course covers a number of topics relevant to contemporary businesses. These topics include the political environment, central banking, environmental policy, social issues, and cultural identity. The course concludes with a discussion of current and emerging trends in the external environment for Canadian businesses.

Course Format:

This course is designed for an in-person, face-to-face audience. Our class time is the most important element of the course. As such, attendance and participation will be assessed each day. Each class is centered around a lecture and slide deck though it is my expectation that this is just a jumping off point for a lively and engaging discussion where students are asking and answering questions. Some lectures will have more structured group work (such as group slides activities). The completion of this will count toward your participation grade.

There is a short, and very accessible, reading assignment that accompanies each lecture. More often than not, we will not explicitly analyze the reading. The reading assignment is none the less important background for understanding and engaging with the lecture. Please make best efforts to complete the readings before class. Though the emphasis of the term tests is on what is covered in lecture, the readings are examinable.

All the slide decks from lecture will be made available on Brightspace. My request is that the material be used only for your purposes as a student and that they are not posted externally (for example to Course Hero). Please note, that the slides are just an outline of what I will discuss in class. Without attending lecture, they are **NOT** sufficient to do well in the class.

Unless you have an accommodation need that has been discussed with me, I am kindly asking that students do not record our classes and lectures.

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 (m/d/yyyy hh:mm AM/PM) PST	Weight / % of grade	Description
COM 290: Attendance/ Participation	Individual	Other	Ongoing	10%	Attendance and participation will be assessed each day. Students are expected to engage with the material and actively participate with questions and comments. Small group participation exercises will occur during some classes.
COM 290: Term Test 1	Individual	Exam	02/14/2024 4:30pm	20%	Term Test 1 will be written in class and will consist of 50 multiple choice questions. It will cover the material from the lectures and assigned readings from the start of the course through to, and including, February 7. Emphasis will be placed on the material covered in lecture.
COM 290: Term Test 2	Individual	Exam	04/08/2024 4:30pm	15%	The format of Term Test 2 is identical to Term Test 1. There will be 50 multiple choice questions that will cover the material from the lectures and assigned readings from February 26 through to, and including, March 27. Emphasis will be placed on the material covered in lecture. Term Test 2 is NOT cumulative.
COM 290: Made in Canada Pitch	Group	Presentation	Either 03/25/2024 or 03/27/2024 4:30pm	25%	You will team up with four of your classmates for this assignment to deliver a 15-20 minute presentation with time for questions. Working together, you will take on the role of a Canadian trade delegation. Your objective is to pitch a foreign business to invest in Canada. A rubric will be provided along with detailed instructions. Note: you <u>must</u> be present for all presentations in order to receive a grade for this assignment.

COM 290: Canadian Business/Industry Analysis (Three Part)	Individual	Assignment	02/07/2024 & 02/28/2024 & 03/13/2024 11:59pm	30%	You will be required to write three concise, one-page papers. Each paper will advance your analysis of a single Canadian business or industry. You can think of each paper as a section of what could be considered a mini-business report. A rubric will be provided along with detailed instructions. To encourage you to continue to learn and improve, the first paper is worth 5%, the second paper is worth 10%, and the final paper is worth 15%.
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:

Canadian Business/Industry Analysis (Three Part): You will be required to write three concise, one-page papers. Each paper will advance your analysis of a single Canadian business or industry. You can think of each paper as a section of what could be considered a mini-business report. Over the course of the three papers, you will:

- identify and research a business/industry,
- review the history and external context of the industry,
- analyze the 'SWOT' of the business/industry, and
- propose a (high-level) solution to a business problem facing the business/industry.

The objective of this assignment is to get students to apply what they have learned to a new context while practicing the skill of writing clearly and concisely. A rubric will be provided along with detailed instructions. Early in the term, you will be asked to submit your proposed business/industry and four sources for approval.

Made in Canada Pitch: You will team up with four of your classmates for this assignment to deliver a 15-20 minute presentation with time for questions. Working together, you will take on the role of a Canadian trade delegation. Your objective is to pitch a foreign business to invest in Canada. In the

course of your presentation, you will answer the questions: to what extent could Canada's political, social, cultural, historical, and economic attributes help a foreign business succeed in its given industry? To what extent could these attributes hinder a business's ability to succeed? A rubric will be provided along with detailed instructions.

Note: you must be present for all presentations in order to receive a grade for this assignment.

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.

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. **As a general rule, however, late work will not be accepted without prior agreement with me.**

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 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 for Gustavson School of Business courses. 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 count for 10% of your grade and will be assessed each day.

Students with unexcused absences* will not be eligible for the attendance and participation points available for that day.

*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.

Exceptions to the grading policy 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). A self-declaration form – which can be found in the BrightSpace course site – should also be provided to your instructor when you do so.

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).

Note that it is required that you pass **both** Term Test 1 and Term Test 2 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 Program Director and may be subject to change up until that point.

In Gustavson School of Business 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:

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Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

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

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

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

Schedule Summary:

Title	Type	Due Date (m/d/yyyy hh:mm AM/PM) PST	Description
COM 290: Introductions and Course Outline	Reading	01/08/2024 4:30PM	READ: Course Outline
COM 290: Canada's Economic History – Episode 1: Colony	Reading Activity (x2)	01/10/2024 4:30PM	READ: Post-Confederation 8.2, 8.3; Pre-Confederation 6.3, 6.8, 9.7 READ (Optional): Principles of Microeconomics 2.2,2.3,4.9 COMPLETE: <i>Canada's Economic History</i> Module (part of Participation grade) COMPLETE: <i>Please Introduce Yourself!</i> Survey
COM 290: Canada's Economic History – Episode 2: Pre-Confederation	Reading	01/15/2024 4:30PM	READ: Pre-Confederation 9.5, 9.8, 9.10, 10.3
COM 290: Canada's Economic History – Episode 3: Confederation	Reading	01/17/2024 4:30PM	READ: Pre-Confederation 9.9, Post-Confederation 1.4, 2.3, 2.9

COM 290: Canada's Economic History – Episode 4: Start of the 20 th Century	Reading	01/22/2024 4:30PM	READ: Post-Confederation 5.2, 5.4, 5.5, 5.8, 5.12
COM 290: Canada's Economic History – Episode 5: Canada at War	Reading	01/24/2024 4:30PM	READ: Post-Confederation 5.9, 6.3, 6.6, 6.10, 6.14, 8.5, 8.6 COMPLETE: <i>Canadian Business/Industry Analysis Business Selection and Source Proposal</i> Module (part of participation grade)
COM 290: Canada's Economic History – Episode 6: Post-WWII	Reading	01/29/2024 4:30PM	READ: Post-Confederation 5.11, 8.11, 8.16, 8.17
COM 290: Special Topics in Canadian History	Reading	01/31/2024 4:30PM	Topics will be based on class interest. Possible topics could include Quebec Separatism or Hockey. READ: TBD
COM 290: Indigenous Peoples of Canada: Pre-Contact to Post-Truth and Reconciliation Commission (1)	Reading	02/05/2024 4:30PM	READ: Post-Confederation 11.4, 11.5, 11.6, 11.7, 11.8, 11.10, 11.11, 11.12 READ (optional): Pre-Confederation Chapter 2 and 5
COM 290: Indigenous Peoples of Canada: Pre-Contact to Post-Truth and Reconciliation Commission (2)	Reading	02/07/2024 4:30PM	READ: As above
COM 290: Review for Term Test 1	Other	02/12/2024 4:30PM	COMPLETE: Please come with questions for the review session.
COM 290: Term Test 1	Exam	02/14/2024 4:30PM	
Reading Break 02/19/2024-02/23/2024			
COM 290: Canada's Political Environment	Reading	02/26/2024 4:30PM	READ: <i>How Canadians Govern Themselves</i> : p.3-22; 32-40; 46 READ (optional): <i>How Canadians Govern Themselves</i> : p.24-31; 41-45
COM 290: Special Topics in Canadian Politics and Public Policy	Reading	02/28/2024 4:30PM	Topics will be based on class interest. Possible topics could include the History of the Right in Canada or Equalization. READ: TBD
COM 290: Central Banking and Environmental Policy	Reading	03/04/2024 4:30PM	READ: <i>Principles of Microeconomics</i> 5.3; How does the Bank of Canada work? ; Bank of Canada - About Us ; Understanding inflation targeting READ (optional): Understanding how monetary policy works
COM 290: British Columbia Legislature	Field Trip	03/06/2024 4:30PM	Attendance and completion of <i>BC Legislature Field Trip Module</i> will count towards your participation grade.
COM 290: Social and Cultural Issues in Canada	Video Activity (x3)	03/11/2024 4:30PM	COMPLETE: <i>Canadian TV Analysis</i> Module (part of Participation grade) COMPLETE: <i>BC Legislature Field Trip</i> Module (part of Participation grade) IN-CLASS: Group Slides Activity (part of Participation grade)
COM 290: Canadian (vs. American) Identity	Reading	03/13/2024 4:30PM	READ: <i>Being Canadian</i> 357–385. READ (optional): Post-Confederation 12.6

COM 290: Current Business Issues	Reading Activity	03/18/2024 4:30PM	IN-CLASS: Group Slides Activity (part of Participation grade) No readings. Please use the extra time to work on your presentations.
COM 290: Emerging Business Issues	Reading	03/20/2024 4:30PM	No readings. Please use the extra time to work on your presentations.
COM 290: Made in Canada Pitch (1)	Group Presentations	03/25/2024 4:30PM	You must attend your colleagues' presentations in order to receive a mark for your presentation.
COM 290: Made in Canada Pitch (2)	Group Presentations	03/27/2024 4:30PM	You must attend your colleagues' presentations in order to receive a mark for your presentation.
COM 290: Review for Term Test 2	Other	04/03/2024 4:30PM	COMPLETE: Please come with questions for the review session.
COM 290: Term Test 2	Exam	04/08/2024 4:30PM	

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 302

The Legal Environment of Business (1.5 units) Section A01 (Course No. 20622) Course Outline (Winter/Spring 2024)

Note: Please check the COM 302 Brightspace and BCom Program sites frequently for updates and announcements.

COURSE HOURS	Tuesday & Thursday: 3:00 PM – 4:20 PM
LOCATION	DSB C118 https://www.uvic.ca/search/maps-buildings/buildings/david-strong.php
INSTRUCTOR	Kenneth Wm. Thornicroft, LLB/JD, PhD, Barrister & Solicitor Professor of Law & Employment Relations
OFFICE	BEC 206
OFFICE HOURS	Tuesday/Thursday: 1:00 – 3:00 PM (<u>Note:</u> face masks are mandatory)
TELEPHONE	250.721.6424 (Direct Office Line)
E-MAIL, BIO & WEBSITE	E-mail: kthornic@uvic.ca http://www.uvic.ca/gustavson/faculty/faculty/faculty/current/thornicroftk.php

Text & Course Materials

1. Kenneth Thornicroft et al., *Canadian Business Law: A British Columbia Perspective*, Emond Publishing, 2020 – print or digital edition (“Text”).

Note: Please check the text “Updates” button for important information relating to the text <https://emond.ca/Store/Books/Canadian-Business-Law-A-British-Columbia-Perspect?r=%2fStore%3fsearchtext%3dthornicroft%26searchmode%3danyword>

2. There will be other materials available on the course Brightspace site.

3. In addition, you may wish to visit the following websites:

- i) B.C. Superior Courts: www.courts.gov.bc.ca
- ii) B.C. Statutes and Regulations: www.bclaws.ca
- iii) Supreme Court of Canada: www.scc-csc.ca

iv) Canadian Legal Information Institute: <https://www.canlii.org/en/index.php>

Note: You can link to a variety of relevant legal materials (such as the federal and provincial statutes, the Supreme Court of Canada, the Federal Court, the Federal Court of Appeal and other provincial superior courts) from the B.C. Courts' website.

Supplementary materials for each individual course module are posted in separate folders on the course Brightspace site.

Course Objectives & Description

This course will introduce you to various legal concepts about which all managers should be knowledgeable. During your business career you will undoubtedly face many of the legal issues that are addressed in this course. This course will expose you to several topics including: the Canadian Legal System, Civil Dispute Resolution systems (including Alternative Dispute Resolution processes), Principal-Agent Relationships, Forms of Business Organization (Proprietorships, General Partnerships, Limited Liability Partnerships, Limited Partnerships, and Business Corporations), Directors' and Officers' Duties and Responsibilities, Tort Law (especially Negligence and Professional Liability), Fiduciary Relationships, Contract Law, Employment Law and Intellectual Property. Course components will include readings, cases, class discussion, experiential exercises and lectures.

Regular class attendance is essential if you expect to do well in this course. Equally essential is being prepared for class by ensuring that you have previously read/reviewed the material to be discussed so that you will be better able to understand the material discussed in each class session. Regular class attendance is an expectation within the Gustavson School of Business and 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 the learning environment. Being present in class exposes you to material not included in assigned readings, to your classmates' insights, and helps clarify material leading to better performance in the course.

Evaluation

Students' performance will be evaluated based on the following course components:

A. First In-term Quiz	= 25%
B. Second and Third In-Term Quizzes @ 30% each	= 60%
C. Final Quiz	= 15%
TOTAL	= 100%

The quizzes will test your understanding of, and ability to apply, the various concepts covered in the course. Each quiz will focus on the material reviewed in the class sessions immediately preceding it. However, you should also note that, to a degree, the material covered later in the course builds on concepts previously reviewed. Accordingly, your ability to understand and apply concepts covered in later modules will depend, in part, on your mastery of concepts previously discussed.

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).

Freedom of Religion: *Law Society of British Columbia v Trinity Western University*, (2018, SCC) <https://canlii.ca/t/hsjpr>

Equality Rights: *Fraser v Canada (AG)* (2020, SCC) <https://canlii.ca/t/jb370>; *R v Kapp* (2008, SCC) <https://canlii.ca/t/1z476>

The Prof's Notes: *The Constitution Act, 1867*; The Constitutional Divide: Federal versus Provincial Jurisdiction; *The Constitution Act, 1982*; The Canadian Constitution: *Charter-ing a New Business Environment*

Exercise: *You Be the Judge!: Charter-ing a New Business Landscape*

Video: *The Road to Patriation* https://www.nfb.ca/film/road_to_patriation/ (93 min)

Week 2

January 16 & 18

Module No. 2: Resolving Business Disputes

Text: Ch 2

Statutes: *Apology Act* <https://canlii.ca/t/52pn4>; *Arbitration Act* <https://canlii.ca/t/9q1f>; *Class Proceedings Act* <https://canlii.ca/t/84g6>; *Limitation Act* <https://canlii.ca/t/8qx3>; *Protection of Public Participation Act* <https://canlii.ca/t/96d3>

Cases:

Limitations: *Maracle v Travellers Indemnity* (1991, SCC) <https://canlii.ca/t/1fslb>; *Grant Thornton LLP v New Brunswick*, (2021, SCC) <https://canlii.ca/t/jh76f>

Releases: *Corner Brook (City) v Bailey* (2021, SCC) <https://canlii.ca/t/jh43g>

Choice of forum/Foreign actions: *Club Resorts Ltd v Van Breda* (2012, SCC) <https://canlii.ca/t/fqzt4>; *Chevron Corp v Yaiguaje* (2015, SCC) <https://canlii.ca/t/gkzns>; *Haaretz.com v. Goldhar* (2018, SCC) <https://canlii.ca/t/hsd2n>; *Nevsun Resources Ltd v Araya* (2020, SCC) <https://canlii.ca/t/j5k5j>

Class actions: *Pioneer Corp v Godfrey* (2019, SCC) <https://canlii.ca/t/j2hbf> [see also: Peter S. Spiro, "The Challenge of Recovering \$15 billion in the Quebec Tobacco Class Action" <https://canliiconnects.org/en/commentaries/65989>]

Summary civil proceedings: *Hryniak v Mauldin* (2014, SCC) <https://canlii.ca/t/g2s18>

Arbitration Provisions: *Seidel v TELUS* (2011, SCC) <https://canlii.ca/t/fkckj>; *TELUS v Wellman* (2019, SCC) <http://canlii.ca/t/hzjnp>; *Uber v Heller* (2020, SCC) <https://canlii.ca/t/j8dvf>

"SLAPP suits": *1704604 Ontario v Pointes Protection Assn* (2020, SCC) <https://canlii.ca/t/j9kjz> [see also: *Hansman v Neufeld* (2023, SCC) <https://canlii.ca/t/jx8k0>]

The Prof's Notes: You're a Little Outside Your Jurisdiction; The Canadian Judicial System; Administrative Tribunals; Class Actions

Videos:

The Provincial Court of BC (6.5 min) <https://vimeo.com/616230236>
The BC Civil Resolution Tribunal (2 min) <https://civilresolutionbc.ca/>
The Supreme Court of BC (3 min) <https://www.youtube.com/watch?v=8oB1tz9JqtM>
The BC Court of Appeal (8 min) <https://www.youtube.com/watch?v=z0YgLOPrPJ8>
The Supreme Court of Canada (6.5 min) <https://www.scc-csc.ca/court-cour/welcome-bienvenue-eng.aspx#video>
Administrative Tribunals and Administrative Law
<https://www.youtube.com/watch?v=2RwiOrYbBUA> (8.5 min)
<https://www.youtube.com/watch?v=hkT3MTDBASA> (9 min)

Week 3

January 23

Module No. 3: Principal – Agent Relationships

Text: Ch 7 (pp 248-253)

Cases:

The agency relationship and the agent's authority: *Bure v The Queen* (1999, TCC) <https://canlii.ca/t/1c5d4>; *De Cotiis v Hothi* (2019, BCCA) <https://canlii.ca/t/j48tb>, application for leave to appeal to SCC dismissed: <https://canlii.ca/t/j8kd8>

Agency by estoppel: *Keddie v Canada Life Assurance* (1999, BCCA) <https://canlii.ca/t/1tkl4>; *Thiessen v Clarica Life Insurance* (2002, BCCA) <https://canlii.ca/t/5jd9>; *SystemCare Cleaning and Restoration v Kaehler* (2019, NSCA) <https://canlii.ca/t/hzqjw>

The agent's fiduciary duty: *Soulos v Korkontzilas* (1997, SCC) <https://canlii.ca/t/1fr25>

Principal and agent liability: *Asselstine v Manufacturers Life* (2005, BCCA) <https://canlii.ca/t/1kvjh>

The Prof's Notes: The Principles of Principal and Agent

Exercise:

You Be the Judge!: Don't Call Me...Speak to my Agent!

January 25

First Quiz (25%): This quiz will cover the following modules: Canadian Legal System; Resolving Business Disputes; and Principal – Agent Relationships

Week 4

January 30

Module No. 4A: Forms of Business Organization – Sole Proprietorships

Text: Ch 7; Ch 8 pp 262-274 and 277-288

Statute: *Partnership Act*, section 88 <https://www.canlii.org/en/bc/laws/stat/rsbc-1996-c-348/latest/rsbc-1996-c-348.html#sec88>

Case: *Security National Insurance v Markel Insurance* (2012, ONCA) <https://canlii.ca/t/ft4qb>

February 1 Module No. 4B: Forms of Business Organization – Partnerships

Text: Ch 7

Statute: *Partnership Act* <https://canlii.ca/t/53j97>

Cases:

Formation: *Blue Line Hockey Acquisition v Orca Bay Hockey Limited Partnership* (2009, BCCA) <https://canlii.ca/t/22b29>, app for leave to appeal to SCC dismissed: <https://canlii.ca/t/24qqz>

Partnership v Employment: *McCormick v Fasken Martineau* (2014, SCC) <https://canlii.ca/t/g6xlp>

Apparent Partnerships: *1062484 Ontario Inc v Williams McEnergy* (2020, ONSC) <https://canlii.ca/t/j546x>, affirmed: *1062484 Ontario Inc v McEnergy* (2021, ONCA) <https://canlii.ca/t/jdhcx>, application for leave to appeal to SCC dismissed: <https://canlii.ca/t/jhlh2> [but cf *Wallbridge v Brunning* (2018, ONCA) <https://canlii.ca/t/hrgdp>, application for leave to appeal to SCC dismissed: <https://canlii.ca/t/hx1cw>]

Limited Partnerships: *Harrison Hydro Project v BC (Environmental Appeal Board)* (2018, BCCA) <https://canlii.ca/t/hq5l0>, application for leave to appeal to SCC dismissed: <https://canlii.ca/t/ht92q>

Week 5

February 6 Module No. 4C: Forms of Business Organizations – Corporations

Text: Ch 7; Ch 8 pp 274-277

Statutes: *BC Business Corporations Act* <https://canlii.ca/t/84ld>; *Canada Business Corporations Act* <https://canlii.ca/t/7vf1>

Cases:

The “corporate veil”: *Yaiguaje v. Chevron Corporation* (2018, ONCA) <https://canlii.ca/t/hs4mz>, application for leave to appeal to SCC refused: <https://canlii.ca/t/hzjpr>; *Aubin v Petrone* (2020, ABCA) <https://canlii.ca/t/j4jw3>

Duties and liabilities of directors/officers: *Peoples Department Store v Wise* (2004, SCC) <https://canlii.ca/t/1j0wc>; *Ponce v Société d’investissements Rhéaume* (2023, SCC) <https://canlii.ca/t/k0ssk>; *Canada v Chriss* (2016, FCA) <https://canlii.ca/t/gtvrn>, application for leave to appeal to SCC dismissed: <https://canlii.ca/t/h2wzq>

The Oppression Remedy: *BCE Inc v 1976 Debentureholders* (2008, SCC) <https://canlii.ca/t/21xpk>; *Mennillo v Intramodal inc* (2016, SCC) <https://canlii.ca/t/gvp55>; *Wilson v Alharayeri* (2017, SCC) <https://canlii.ca/t/h4rzm>

Derivative actions: *Hercules Managements v Ernst & Young* (1997, SCC) <https://canlii.ca/t/1fr23>

Exercise: Partnership & Shareholder Agreements

February 8

Module No. 5A: Tort Law – General Principles

Text: Ch 3

Statutes: *Civil Rights Protection Act* <https://canlii.ca/t/84fz>; *Libel & Slander Act* <https://canlii.ca/t/845m>; *Occupiers Liability Act* <https://canlii.ca/t/51vby>; *Opioid Damages and Health Care Costs Recovery Act* <https://canlii.ca/t/9622>; *Privacy Act* <https://canlii.ca/t/jj79>; *Tobacco Damages and Health Care Costs Recovery Act* <https://canlii.ca/t/84kf>; *Trespass Act* <https://canlii.ca/t/95v2>

Cases:

Defamation: *Hill v Church of Scientology of Toronto* (1995, SCC) <https://canlii.ca/t/1frgn>; *Grant v Torstar Corp* (2009, SCC) <https://canlii.ca/t/27430>; *Crookes v Newton* (2011, SCC) <https://canlii.ca/t/fngpv>

Nuisance: *Antrim Truck Centre v Ontario* (2013, SCC) <https://canlii.ca/t/fwdn1>

Illegal conduct: *Hall v Hebert* (1993, SCC) <https://canlii.ca/t/1fs4g>; *British Columbia v Zastowny* (2008, SCC) <https://canlii.ca/t/1vmgv>

Week 6

February 13

Module No. 5A: Tort Law – General Principles continued

Text: Ch 3

Cases:

Multiple tortfeasors: *ICBC v Stanley Cup Rioters* (2016, BCSC) <https://canlii.ca/t/gs42c>

Recognizing novel tort actions: *Atlantic Lottery Corp v Babstock* (2020, SCC) <https://canlii.ca/t/j8tcb>

Aggravated and punitive damages: *Whiten v Pilot Insurance* (2002, SCC) <https://canlii.ca/t/51vn>

Exercise: You be the judge! – Name that tort!

February 15

Second Quiz (30%): This quiz will cover the following modules: Forms of Business Organization (Proprietorships, Partnerships & Business Corporations) and Tort Law (5A)

Week 7

February 20 & 22

Reading Break – No Class Sessions

Week 8
February 27 & 29 **Module No. 5B: Tort Law – Negligence**

Text: Ch 3

Statute: *Negligence Act* <https://canlii.ca/t/8487>

Cases:

Proving a Negligence Case: *Crocker v Sundance Northwest* (1988, SCC) <https://canlii.ca/t/1ftcw>

Foreseeability and causation: *Resurface Corp v Hanke*, (2007, SCC) <https://canlii.ca/t/1qfl8>;
Rankin (Rankin's Garage) v JJ (2018, SCC) <https://canlii.ca/t/hrxsd>

Pure economic losses: *Deloitte & Touche v Livent Inc* (2017, SCC); <https://canlii.ca/t/hpdq9>;
1688782 Ontario v Maple Leaf Foods (2020, SCC) <https://canlii.ca/t/jbg4h>

Claims against governmental bodies: *Nelson (City) v Marchi* (2021, SCC) <https://canlii.ca/t/jjs98>;
BC1178980 v British Columbia (2023, BCSC) <https://canlii.ca/t/k05zb>; *Revelstoke (City) v Gelowitz* (2023, BCCA) <https://canlii.ca/t/jwdkt>

The Prof's Notes: Proving a negligence claim

Exercises: *You be the judge!* Imposing a duty of care; *You be the judge!* – Assessing non-pecuniary damages; *You Be the Judge!* – *Imposing a duty of care: "Am I my brother's keeper?"*

Week 9
March 5 & 7 **Module No. 6: Contract Law – The Behavioural Elements**

Text: Ch 5

Statutes: *Electronic Transactions Act* <https://canlii.ca/t/84kk>

Cases:

Offers and invitations to treat: *Roback v UBC* (2007, BCSC) <https://canlii.ca/t/1qsm>; 2774880
Manitoba Ltd v Superior Management (2000, MBCA) <https://canlii.ca/t/1flbt>

The Postal Acceptance Rule: *Eastern Power v Azienda* (1999, OCA) <https://canlii.ca/t/1f9rb>

Acceptance by conduct: *Owners, Strata Plan LMS 3905 v Crystal Square Parking Corp* (2020, SCC) <https://canlii.ca/t/jb62z>

Tendering contracts: *MJB Enterprises v Defence Construction* (1999, SCC)
<https://canlii.ca/t/1fgp0>

Consideration: *Globex Foreign Exchange v Kelcher* (2011, ABCA) <https://canlii.ca/t/fmkz9>;
Rosas v Toca (2018, BCCA) <https://canlii.ca/t/hs3c5>; *Quach v Mitrux Services Ltd.* (2020, BCCA) <https://canlii.ca/t/j4tb5>

Exercise: *You be the judge!* – The elements of a contract: Thanks for the consideration?

Week 10

March 12

Contract Law – The Contextual Elements

Text: Ch 5

Statute: *Age of Majority Act* <https://canlii.ca/t/84gw>; *Infants Act* (Part 3) https://www.canlii.org/en/bc/laws/stat/rsbc-1996-c-223/latest/rsbc-1996-c-223.html#Part_3_Infants_Contracts_20231; *Criminal Code*, ss 347-347.1 https://www.canlii.org/en/ca/laws/stat/rsc-1985-c-c-46/latest/rsc-1985-c-c-46.html?resultIndex=1#Criminal_Interest_Rate_1412854

Cases:

Parental waivers of infants' claims: *Wong v. Lok's Martial Arts Centre* (2009, BCSC) <https://canlii.ca/t/261kk>

Illegality: *Garland v Consumers' Gas* (2004, SCC) <https://canlii.ca/t/1gzjn>

Severance: *Transport North American v New Solutions* (2004, SCC) <https://canlii.ca/t/1gd53>

Contracts contrary to public policy: *Oldfield v Transamerica Life* (2002, SCC) <https://canlii.ca/t/1g2wk>

March 14

Performance, Discharge & Breach, Remedies for Failure to Perform Contractual Obligations

Text: Ch 4; Ch 8 pp 280-288

Statutes: *Business Practices and Consumer Protection Act* <https://canlii.ca/t/84mr>; *Law and Equity Act*, s 59 <https://www.canlii.org/en/bc/laws/stat/rsbc-1996-c-253/latest/rsbc-1996-c-253.html?resultIndex=1#sec59>

Cases:

The duty of good faith: *Bhasin v Hrynew* (2014, SCC) <https://canlii.ca/t/gf84s>; *CM Callow Inc v Zollinger* (2020, SCC) <https://canlii.ca/t/jc6vt>; *Wastech Services v Greater Vancouver Sewerage and Drainage District* (2021, SCC) <https://canlii.ca/t/jd1d6>

Rectification: *Performance Industries v Sylvan Lake Golf* (2002, SCC) <https://canlii.ca/t/51vq>

Exclusion of liability clauses: *Tercon Contractors v BC* (2010, SCC) <https://canlii.ca/t/27zz2>

Assessing Damages for Breach: *Hamilton v Open Window Bakery* (2004, SCC) <https://canlii.ca/t/1ggz8>

Specific Performance: *Southcott Estates v Toronto CSB* (2012, SCC) <https://canlii.ca/t/ft808>

Liquidated damages and “penalty” provisions: *Liu v Coal Harbour Properties* (2006, BCCA) <https://canlii.ca/t/1p6rq>

Damages for mental distress: *Fidler v Sun Life* (2006, SCC) <https://canlii.ca/t/1npv6>

Punitive Damages: *Whiten v Pilot Insurance* (2002, SCC), *supra* <https://canlii.ca/t/51vn>

The Prof's Notes: Utilizing the law of contract to manage legal risks; Legal risks in the manufacture and marketing of goods and services

Exercise: *You be the judge!* – Contracts: I'm sorry but you've been discharged...

Week 11

March 19 **Third Quiz (30%):** This quiz will cover the following modules: Negligence (5B) and Contract Law

March 21 **Module No. 7: Employment Contracts**

Text: Ch 9

Statutes: *Employment Standards Act* <https://canlii.ca/t/8405>; *Human Rights Code* <https://canlii.ca/t/843q>; *Labour Relations Code* <https://canlii.ca/t/844z>

Cases:

Employee versus independent contractor: *TCF Ventures v The Cambie Malone's Corporation* (2017, BCCA) <https://canlii.ca/t/h2qbq>

Discrimination under human rights legislation: *Stewart v Elk Valley Coal Corp.* (2017, SCC) <https://canlii.ca/t/h49b1>

Grievance arbitration and human rights law: *Northern Regional Health Authority v Horrocks* (2021, SCC) <https://canlii.ca/t/jtkc>

Week 12

March 26 **Module No. 7: Employment Contracts continued**

Text: Ch 9

Cases:

Employee's duties: *RBC Dominion v Merrill Lynch* (2008, SCC) <https://canlii.ca/t/212w5>

Employer's good faith obligations: *Wallace v United Grain* (1997, SCC) <https://canlii.ca/t/1fqxh>; *Honda Canada v Keays* (2008, SCC) <https://canlii.ca/t/1z469>

Constructive dismissal: *Potter v NB Legal Aid Services* (2015, SCC) <https://canlii.ca/t/ggkhh>

Damages for wrongful dismissal: *Matthews v Ocean Nutrition* (2020, SCC) <https://canlii.ca/t/jb004>

Restrictive covenants: *Payette v Guay inc* (2013, SCC) <https://canlii.ca/t/g0jc8>

Exercise: *You be the judge!* – Termination of employment

March 28 **Module No. 8: The Creation & Protection of Intellectual Property**

Text: Ch 11

Statutes: *Copyright Act* <https://canlii.ca/t/7vdz> *Trademarks Act* <https://canlii.ca/t/7vlw>; *Patent Act* <https://canlii.ca/t/7vkn>

Cases:

The tort of passing off: *Ciba-Geigy Canada v Apotex* (1992, SCC) <https://canlii.ca/t/1fg4b>;
Vancouver Community College v Vancouver Career College (2017, BCCA) <https://canlii.ca/t/gx49m>, app for leave to appeal to SCC dismissed: <https://canlii.ca/t/hpslj>

Confidential information: *Cadbury Schweppes v FBI Foods* (1999, SCC) <https://canlii.ca/t/1fqmw>

Copyright infringement: *CCH Canadian v Law Society of Upper Canada* (2004 SCC) <https://canlii.ca/t/1glp0>; *Cinar Corporation v Robinson* (2013, SCC) <https://canlii.ca/t/g2fgx>

Week 13

April 2

Module No. 8: Intellectual Property continued

Text: Ch 11

Cases:

Trademark infringement: *Mattel, Inc v. 3894207 Canada* (2006, SCC) <https://canlii.ca/t/1nfhl>
Veuve Clicquot v Boutiques Cliquot (2006, SCC) <https://canlii.ca/t/1nfhn>; *Masterpiece Inc v Alavida Lifestyles* (2011, SCC) <https://canlii.ca/t/flkff>

Trademark v patent protection: *Kirkbi v Ritvik Holdings* (2005, SCC) <https://canlii.ca/t/1m020>

The Patent “bargain”: *Teva Canada v Pfizer Canada* (2012, SCC) <https://canlii.ca/t/ftng9>

Patent utility: *AstraZeneca Canada v Apotex* (2017, SCC) <https://canlii.ca/t/h4knz>

Pre- and post-trial remedies: *Google v Equustek Solutions* (2017, SCC) <https://canlii.ca/t/h4jq2>;
Nova Chemicals v Dow Chemical (2022, SCC) <https://canlii.ca/t/jt1w7>; *Burberry Limited v Ward* (2023 FC) <https://canlii.ca/t/k06bz>

The Prof's Notes: The value of information: Protecting intellectual property

Exercise: *You be the judge!* – Protecting your intellectual property

April 4 **Final Quiz (15%): This quiz will cover the following modules:**
Employment Contracts and Intellectual Property

COM 402 – Policies & Other Important Information

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.

Requirements for Graded Work

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

Your attendance will not be monitored; however, students are advised that material will be covered in class that is not addressed, or only briefly, in the course text. Accordingly, students who do not regularly attend class will be at a distinct disadvantage relative to students who regularly attend class.

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 only 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 Academic Director and may be subject to change up until that point.

In Gustavson School of Business 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%

For more information on UVic grading policies see:

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/S1AAgoGuV?bc=true&bcCurrent=14%20-%20Grading&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies>

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. 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

<https://www.uvic.ca/learningandteaching/faculty/resources/ces/index.php> to complete the survey.

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.

For more information on UVic's Academic Integrity policy see:

https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20

Centre for Accessible Learning

Students have diverse learning styles and needs, and all qualified students are welcome in this course. If you have a *bona fide* disability or other health condition that may require accommodation, please contact the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available, by appointment, to assess your specific situation, provide appropriate referrals, and arrange appropriate academic accommodations. The sooner you bring your particular circumstances to our attention, the sooner we can provide you with the requisite accommodation.

Notice – Intellectual Property Rights

The materials used in this course (electronic and paper) are the intellectual property of the instructor. Students must not share these materials without the instructor's express written consent, and must not otherwise sell, trade or transfer, or in any way profit, from the instructor's intellectual property. Individuals who infringe these intellectual property rights are subject to potentially significant monetary damages and, in addition, they will be sanctioned by the Gustavson School of Business (with penalties ranging up to and including expulsion from the GSB). Students should be aware of the expectations surrounding their professionalism. Please refer to the [Standards of Professional Behaviour](#) on the GSB website for details.



COM 303

IT Strategy & Innovation

Spring 2024 Course Outline

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

Course hours (PST)	Monday, Thursday 1:00-2:20 pm
Location	Cornett B111
Instructor:	Dr. Dale Ganley
Office:	BEC 442
Office hours:	Thursdays on campus 3 pm-5:30 pm or by arrangement over Zoom
Email:	dganley@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.

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	Individual or Group	Type	Due Date	Weight	Description
COM 303: Quiz 1	Individual	In Class Quiz	Mo Feb/12/2024	20%	In class test of textbook ideas
COM 303: Quiz 2	Individual	In Class Quiz	Mo Mar/25/2024	20%	In class test of textbook ideas
COM 303: Cloudstrat Simulation	Individual synchronous	Simulation Assignment	Th Feb/8/2024	15%	Optional practice round before class, Full sim and debrief in class.
COM 303: Change Management Simulation	Individual synchronous	Simulation Before and in class	Mo Mar/12/2024	15%	Round 1 to be completed before class. Round 2 and debrief in class.
COM 303: Cyber Attack! Simulation	Individual synchronous	Simulation In-class	Th Apr/4/2024	5%	All in class.
COM 303: Cyber Attack! Reflection E-Quiz	Individual	Short Reflection Paper	Mo Apr/16/2024	10%	
COM 303: Mini-case Discussions (x3)	Individual Cooperative	In Class Contribution		10%	3 in weekly 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	Monday and 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	<i>Global Logistics and the Maritime Transport Ecosystem Mini Case, in class discussion</i>
4	Monday and Thursday: Managing IT budgets, risk and business relationships	Chapters 6,7	
5	Monday: Cyber Risk and IT-Business Partnerships Thursday: Cloud Strategy Simulation	Chapters 8,9	Th Feb 8, Cloud Strategy Simulation
6	Monday: Quiz 1 (Ch 1-9) In Class, on Paper Thursday: Shadow IT	Chapter 10	Mo Feb 12, Quiz 1 - Chapters 1-9
7	Spring Reading Break. No Class!		
8	Monday and Thursday: Managing Change and Change Management	Chapters 11, 12	
9	Monday: Change Management Simulation and Thursday: Personalization and the Employee Experience	Chapters 13,14	Mo Mar 4, Change Management Simulation, At home and in class

10	Monday and Thursday: IT's Role in Culture, Improving the Customer Experience, API's and A.I.	Chapters 15, 16	
11	Monday and Thursday Emerging Technologies, IT Security and <i>Discussion: Transforming IT at Global Digital Imaging Minicase</i>	Chapters 17-19	<i>Transforming IT at Global Digital Imaging Mini Case, in class discussion</i>
12	Monday: Quiz 2 (Ch 10-19) in class, on paper Thursday: Developing new Talent and Coping with Technical Debt	Chapters 20, 21	Mo Mar 25, Quiz 2 - Chapters 10-19
13	<i>No class Monday</i> Thursday: Cyber Attack! Simulation in class, bring device		Th Apr 4, Simulation - Cyber Attack! In class
14	Monday: (Last Meeting) Class Summary and <i>Discussion: Introducing Agile Development at American Attire Mini Case</i>		<i>Introducing Agile Development at American Attire Mini Case, in class discussion</i> <i>Cyber Attack! Reflection Short Answer Quiz due by April 16</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
Spring 2023 Course Outline

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

Course hours (PST)	<i>Tuesday and Thursday – 11:30am – 13:00pm</i>
Location	DSB C116
Instructor:	Aloysius Newenham-Kahindi, PhD
Office:	BEC 240
Office hours:	<i>16:00pm – 17:30pm at BEC 240 By prior appointment. Please email me and I will work with your schedule to ensure that I meet with you.</i>
Telephone:	1-250-472-5698
Email:	newenhamkahindi@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.

Required Texts and Resources:

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. **Strategic Management: Competitiveness and Globalization**, (Concepts & Cases) 13th edition, 2020 CENGAGE Learning, Inc. ISBN: 978-0-357-03383-8; 978-1-337-91682-0.

Course Objectives and Description:

This course will have three key objectives:

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. 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 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, some of your work will be done in teams, except for tests and in-class assignments. Learning to work productively as part of a team is a key managerial skill that we will work to develop this term. Thus,

students will be encouraged to hone their teamwork skills through communication (e.g. written and spoken, and using various design skills to bring about solutions).

Course Format:

To achieve these objectives, 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 active group participation as well as your in-class discussion.

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 business media outlet.

To prepare for class, please start by reading the relevant text book chapter (see schedule below). Sometimes, if time permits, I will post videos on Brightspace that will provide additional context and nuance to the text book material. This will be available for you to view and prepare for class. During 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 video will involve you as an individual and in group work to allow you to discuss the relevant issues for discussion purposes.

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 will a variety of educational technologies. The use of technology is part of your engagement at the University. Unfortunately, using these technologies does not come without risks and costs. In particular, some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada. I encourage you to read the privacy policy and the terms of use, and the list of the personal data stored outside of Canada for each of these technologies. However, for our in-class experiential exercises, we will specifically use Microsoft Forms at **forms.office.com**. It's a tool that's already included within Office 365 and is already compliant with UVic Privacy and Security policies and FIPPA, at:

Microsoft Forms - at **forms.office.com**

You need to know that 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.

Evaluation Elements:

Individual Assignment: The individual assignment will be based on a short essay (*maximum 5 pages* single space Times Romans style) – where students will be given a question – from any chapter assigned by the professor to each student - and then write a strategy design and solution to a problem. The essay will seek a **very high standard work** from each student. A **student will earn up to 20% in total for executing solutions**. Instruction will be provided later during the term.

Class Participation: Students will be assessed and earn marks toward their final grade based on their consistent engagement and contribution to all sessions' activities (e.g. discussion face-to-face sessions, team exercises etc...). So it is important that you show up in **each class** and respond face-to-face questions in class and you will be awarded (subjectively assessed) for excellent answers at .05% every week. The cumulative final grade for this individual participation will be the aggregation of the **ten best results students earned in the 12 face-to-face sessions (10 x up to 0.5 = up to 5%)**.

Quizzes: Students will also be evaluated and earn marks towards their final grade in this course based on their performance in four ($3 \times 15 = 60 + 20 = 65\%$) Quizzes covered by the required reading. These Quizzes are simply multiple-choice and short problem solving problems, all done in class, assessing how the students have understood all the concepts learned in class (e.g. required readings and in-class discussions/activities).

Group Work: The purpose of group work essay (**2-3 students in each group, 7 pages single spaced Times Romans**) is to enhance your skill in working collaboratively. The group work will seek a **very high standard quality**. 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. **In total, students will be awarded 10% for group assignment. Instruction for group work will be provided later during the term.**

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.

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 400: Term Assignment #1	Individual	Hand-in Assignment	4/04/2023 11:30AM	20%	Essay: Problem solving and solution implementation
COM 400: Class Participation	Individual	Other	Daily in class and in group activities 11:30AM – 1:00PM	5%	Daily assignment questions (DAQ) as per chapter
Com 400: Test 1	Individual	Quiz	01/24/2023 11:30AM-1:00PM	20%	Test covering chapters 1, 2
COM 400: Test 2	Individual	Quiz	02/09/2023 11:30AM – 1:00PM	15%	Test covering chapters 3, 4

COM 400: Test 3	Individual	Quiz	03/07/2023 11:30AM – 1:00PM	15%	Test covering chapters 5, 6
COM 400: Test 4	Individual	Quiz	03/30/2023 11:30AM – 1:00PM	15%	Test covering chapters 7, 8, 9
COM 400: Term Assignment #2	Group	Hand-in Assignment	4/06/2023 11:30AM	10%	Essay: Problem solving and solution implementation
Total				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:

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 **2%** for each day an assignment is late.

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 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.

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.

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	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:

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

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

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.

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

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

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

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

Schedule Summary:

Title (begin with Course Code)	Type (Case, Example, Reading, Supplemental Reading, Other)	Due Date (m/d/yyyy hh:mm AM/PM)	Description
COM 400: Read for class	Reading	01/10/2023 11:30 AM	Chapter 1: Strategic Management and Strategic Competitiveness
COM 400: Read for class	Reading	01/12/2023 11:30AM	Continuation as above
COM 400: Read for class	Reading	01/17/2023 11:30AM	Chapter 2: The External Environment
COM 400: Read for class	Reading	01/19/2023 11:30AM	Continuation as above
COM 400: Read for class	Test 1	01/24/2023 11:30AM	Chapters covered 1, 2
COM 400: Read for class	Reading	01/26/2023 11:30AM	Chapter 3: The Internal Organization
COM 400: Read for class	Reading	01/31/2023 11:30AM	Continuation as above
COM 400: Read for class	Reading	02/02/2023 11:30AM	Chapter 4: Business Level Strategy
COM 400: Read for class	Reading	02/07/2023 11:30AM	Continuation as above
COM 400: Read for class	Test 2	02/09/2023 11:30AM	Chapters covered 3, 4

COM 400: Read for class	Reading	02/14/2023 11:30AM	Chapter 5: Competitive Rivalry and Competitive Dynamics
COM 400: Read for class	Reading	02/16/2023 11:30AM	Continuation as above
READING BREAK: February 20th – 24th			
COM 400: Read for class	Reading	02/28/2023 11:30AM	Chapter 6: Corporate Level Strategy
COM 400: Read for class	Reading	03/02/2023 11:30AM	Continuation as above
COM 400: Read for class	Test 3	03/07/2023 11:30AM	Chapters covered 5, 6
COM 400: Read for class	Reading & Individual	03/09/2023 11:30AM	-Individual essay instruction given in class -Chapter 7: Merger and Acquisition Strategies
COM 400: Read for class	Reading	03/14/2023 11:30AM	Continuation as above
COM 400: Read for class	Reading & Group	03/16/2023 11:30AM	-Group essay instruction given in class -Chapter 8: International Strategy
COM 400: Read for class	Reading	03/21/2023 11:30AM	Continuation as above
COM 400: Read for class	Reading	03/23/2023 11:30AM	Chapter 9: Cooperative Strategy
COM 400: Read for class	Reading	03/28/2023 11:30AM	Continuation as above
COM 400: Read for class	Test 4	03/30/2023 11:30AM	Chapters covered 7, 8, 9
COM 400: Read for class	Individual	04/04/2023 11:30AM	Essay consultation & submission
COM 400: Read for class	Group	04/06/2023 11:30AM	Essay consultation & submission

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

Spring 2023 Course Outline

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

Course hours (PST)	Tuesday and Thursday 4:30-5:50 PM
Location	Engineering Computer Science Building Room #108
Instructor:	Richard Fyfe
Office:	
Office hours:	Office Hours in person or by ZOOM, prior to or after classes or at another time, by prior arrangement.
Email:	rfyfe@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:

Welcome to COM 402 everyone! I look forward to meeting everyone and spending the term discussing legal issues as they relate to business. I have a B.Com, LLB and MBA. I am also presently working on an LLM. I was Deputy Attorney General for BC until retiring in February 2022. This is my first time teaching this course although I have previously taught Ethics and Professionalism in the Law Faculty and have also taught Labour Law at another university.

Texts and Resources:

John A. Willes, John H. Willes, Contemporary Canadian Business Law, 12th Edition, (McGraw Hill, 2020, ISBN# [978]-1-25-965489-3.)

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 Objectives and Description:

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, the law of contract, the law of principal and agent, and legal forms of business: sole proprietorship, partnership and corporation. The respective liability of the principals of each form of business will also be considered.

Course Format:

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.

Chapter notes, power point slides and other materials are posted in Brightspace.

Participation in other forms and by other means, such as contribution to discussion questions, assistance to class members will be encouraged and acknowledged.

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:

As part of the participation in the course, teams of four (or five with permission) students will be responsible for three group assignments:

(Group Assignment #1) each group will be assigned a legal case to brief in written form according to a method provided and present to the class for discussion; [Written materials 15%; Class presentation 15% - total 30%]

(Group Assignment #2) each group will be required, for their assigned class, to bring one discussion item from current events (within the past 2 years) related to a topic being covered in class. [10%]

(Group Assignment #3) Citation Exercise: Each group will receive a list of 10 citations (case law, statutes, regulations, tribunal decisions) and will be required to find the item

using one of the resources discussed in class and provide: case name or statute/regulation name, and brief (1-2 sentences) description of the item. [15%]

Other evaluations include three quizzes on February 2, 2023, March 2, 2023 and April 6, 2023. [15% each quiz – total 45%]

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 402: Group Assignment #1a	Group	Hand-in Assignment	Various	15%	See above
COM 402 Group Assignment #1b	Group	Presentation	Various	15%	See above
COM 402 Group Assignment #2	Group	Presentation	Various	10%	See above
COM 402 Group Assignment #3	Group	Hand In Assignment	04/06/2023 4:30 PM PST	15%	See above
COM 402 Quiz #1	Individual	Quiz	02/02/2023 4:30-5:50 PM PST	15%	See above
COM 402 Quiz #2	Individual	Quiz	03/02/2023 4:30-5:50 PM PST	15%	See above
COM 402 Quiz #3	Individual	Quiz	04/06/2023 4:30-5:50 PM PST	15%	See above
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.

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.

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Group Projects and Group Work

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

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

Schedule Summary:

A detailed list of suggested readings are listed in the Brightspace site for this course (COM 402).

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

Dates subject to change Topics and Activities

Page references are for: Willes, Contemporary Canadian Business Law, e-book / 12th edition. Comparable pages for 11th Edition provided on Brightspace. In addition, access to PowerPoint slides and supplemental material will be available on Brightspace.

Week/Date	Lesson Plan
1/ January 10	<p><i>Introductions, Housekeeping, Discuss Evaluations, Explain readings, Brightspace and Discuss Assignments and Group Formation.</i></p> <p><i>Begin Overview of Legal Environment. Rights vs. Privileges, Role of Law, Early Development of Law, Constitution, Division of Powers</i></p> <p>READ: Willes (12 ed.) Chapter 1</p> <p>Pages 1-6 [stop just before “The Early Development of Law”] Pages 9-10 [read at “The Sources and Components ...” stop at “Canon Law”] Pages 12-13 [read “Statute Law”, Aboriginal and Indigenous Law, and stop at Quebec’s Civil Code”] Pages 16-27 [“The Constitutional Foundations of Canadian Law”, “The Canadian Charter of Rights and Freedoms”, “Classification of Laws” Pages 28-29 [review questions and problems]</p>
1/ January 12	Continue/ Finish Overview of Legal Environment, Review Questions
2/ January 17	<p><i>The Judicial System and Alternative Dispute Resolution</i></p> <p>READ: Willes (12 ed.) Chapter 2</p> <p>Page 30-31 [Introduction],</p> <p>33-34 [The Structure of the Judicial System - stop before Criminal Courts],</p> <p>44-47 [Court Costs to Law Reports],</p> <p>48-51 [Alternative Dispute Resolution to Indigenous Justice Systems],</p> <p>54-56 [Summary] and [Review Questions only for Information]</p>
2/ January 19	Continue and finish Judicial System and Alternative Dispute Resolution, Review Questions
3/ January 24	<p><i>Intentional Torts</i></p> <p>READ: Willes (12 ed.) Chapter 4</p> <p>Pages 69-83 [“Tort Law Defined”, The Development of Tort Law”, “Intentional Interference with the Person”, Intentional Interference with</p>

Week/Date	Lesson Plan
	Land and Chattels”, stop at “Business-Related Torts and Crimes”, and 88 [“Summary”]
3/ January 26	Continue Intentional Torts
4/ January 31	Review, Questions and Practice Quiz
4/ February 2	Quiz #1 – Legal Environment through to and including Judicial System Continue Intentional Torts
5/ February 7	<i>Finish Intentional Torts, Review Questions and Begin Negligence and Unintentional Torts</i> READ: Pages 93-99 [“Negligence”, stop before Res Ipsa], 101-102 [“Manufacturer’s Liability/ Product Liability” stop before “Nuisance”] and 104-111 [“General Tort Defences”, “Tort Remedies”, and “Summary”]
5/ February 9	Continue Negligence and Unintentional Torts
6/ February 14	Continue Negligence and Unintentional Torts
6/ February 16	Finish Negligence and Unintentional Torts; Begin Contract Law READ: Willes (12 ed.) Chapter 5 Pages 134-152 [“Introduction”, “Historical Development of the Law of Contract”, “The Elements of a Valid Contract”, “The Intention to Create a Legal Relationship”, “Offer and Acceptance”, “Electronic Offer”] Page 153 [“Summary”]
7/ February 21	READING WEEK
7/ February 23	READING WEEK
8/ February 28	Practice Quiz, Solutions posted to Brightspace
8/ March 2	Quiz #2
9/ March 7	Review Quiz, Continue Contract Law READ: Willes (12 ed.) Chapter 8 Pages 158 - 168 [“Consideration” to “Quantum Meruit” stop before “The Debtor-Creditor Relationship”, and Page 170 – 172 [“Equitable or Promissory Estoppel”, and “Summary”]
9/ March 9	Finish Contract Law (Agency) READ: Willes (12 ed.) Chapter 15 Pages 310-325 [“The Role of an Agent”, “Historical Development of the Law of Agency”, “The Nature of the Relationship”, “Ratification of Contracts by a Principal”, “Third Parties and the Agency Relationship”, “Liability of Principal and Agent to Third Parties in Tort”, “Termination of the Principal-Agent Relationship” and “Summary”]
10/ March 14	Sole Proprietorship and Partnership READ: Willes (12 ed.) Chapter 16 Pages 331- 334 [“Forms of Business Organization”, “Historical Development of Partnership”, “Nature of a Partnership”, “Liability of a Partnership for Acts of a Partner”, “Liability of a Partnership for the Acts of its Employees”, “Rights and Duties of Partners to One Another”, “Dissolution of a Partnership”, stop at “Limited Partnership”]

Week/Date	Lesson Plan
	348 ["Summary"]
10/ March 16	Corporation Law READ: Willes (12 ed.) Chapter 17 Pages 353- 358 ["Introduction", Historical Development of the Corporation", "The Nature of a Corporation", 366 – 372 ["Division of Corporate Powers, stop before "Corporate Compliance and Director's Obligations – Impact in Canada of U. S. Law"] p. 379-380 ["Summary"]
11/ March 21	Group 1, 2 & 3 Presentation
11/ March 23	Group 4, 5 & 6 Presentation
12/ March 28	Group 7, 8 & 9 Presentation
12/ March 30	Group 10, 11 & 12 Presentation
13/ April 4	Review Class
13/ April 6	Quiz #3

6 April Last Day of Classes

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 410 A01

Leadership Strategies

Spring 2023 Course Outline

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

Course hours (PST)	6:30 p.m. – 9:30 p.m.
Location	DSB C112
Instructor:	Clemens Rettich
Office:	BEC 439
Office hours:	<i>Please contact Clemens via text or via the email address below</i>
Telephone:	250.710.7588 <i>Text/SMS messages are accepted</i>
Email:	clemensrettich@uvic.ca

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Introduction:

Welcome to COM 410: Leadership Strategies!

I look forward to meeting you all and exploring what leadership means as a field of study, in our own lives, and in the world we live and work in. I am an organizational consultant with over 25 years spent leading, managing, and consulting to organizations. My career has taken me from the performing arts (music and theatre) through education (including international education), entrepreneurship, and organizational consulting. In my work as a consultant, I work with business and not-for-profit leaders across Canada.

Leadership interests me on many levels: as a cultural artifact reflecting dominant and non-dominant modes of thought, as a professional practice, and as an expression of personal values in the attainment of personal goals and objectives.

I am particularly interested in learning your own understanding and lived experience of leadership, your expectations and vision for leadership in your own and the world's future. I see our work as collaborative. I'm not a leadership guru and I've written no books on the subject. I do work with business and organizational leaders every day. I have explored literature on leadership both because I am a historian and social scientist by avocation, and because I seek to upgrade my own theoretical and practical toolkit, daily.

Mostly, I value the opportunity to explore this interesting field with you, when it is so critical in a world greatly in need of effective leadership, and in which we should be questioning all of the received models and thinking in the field.

Texts and Resources:

There is no requirement to purchase a textbook for this course. Textbook excerpts will be available to you on Brightspace. I have provided a list of suggested texts. We will build on this list through your contributions and as new resources come to my attention.

Required text readings via the university Library, and Brightspace:

Bolman, L. G., and T. E. Deal. (2014). *How Great Leaders Think: The Art of Reframing*, John Wiley & Sons. You can access the electronic version through our library using the following link: <https://ebookcentral-proquest-com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=1727716> .

Northouse, P.G. (2015). *Leadership*. 7th ed. Chapter 16: Culture and Leadership. (pp. 427 – 466). New York: Sage Publications. | Scanned copy available on Brightspace

Schein, E. (2021). *Humble Inquiry: The Gentle Art of Asking Instead of Telling*. Chapter 1: Humble Inquiry. (pp. 7 – 20). Oakland, CA: Berrett-Koehler Publishers. | Scanned copy available on Brightspace

Schein, E. & Schein, P. (2018). *Humble Leadership: The Power of Relationship, Openness, and Trust*. Chapter 1: A New Approach to Leadership. (pp. 1 – 21). Oakland, CA: Berrett-Koehler Publishers. Scanned copy available on Brightspace

Suggested texts:

Buckingham, M. (2005). *The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success*, Free Press.

Catmull, E. and Wallace, A. (2014). *Creativity, Inc.* Random House.

Denning, S. (2018). *The Age of Agile*. AMACOM

Godin, S. (2008). *Tribes. We Need You to Lead Us*. Portfolio.

Hsieh, T. (2010). *Delivering Happiness*. Grand Central Publishing.

Wickman, G. and Winters, M. C. (2015). *Rocket Fuel*. BenBella Books

Required article readings via the university Library, and Brightspace

Note: *Harvard Business Review* doesn't allow assigned readings to be linked directly to their articles. To find HBR articles through our library, please follow the instructions [here](#) on Brightspace.

Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In Praise of the Incomplete Leader. *Harvard Business Review*, 85(2), 92–100.

Bennis, W. G., & Thomas, R. J. (2002). Crucibles of Leadership. *Harvard Business Review*, 80 (9), 39–45.

Christensen, C. (2010), How Will You Measure Your Life. *Harvard Business Review*, July-Aug: 46-51.

Craig, N., & Snook, S. (2014). From Purpose to Impact. *Harvard Business Review*, 92(5), 104-111.

Earley, P. C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146.

George, B. (2012), A New Era for Global Leadership Development. *Harvard Business Review*.

George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard Business Review*, 85(2), 129–138.

Walker, C. (2015). New managers need a philosophy about how they'll lead. *Harvard Business Review*, (9), 1-4.

Other Required readings

Crossan, Mary; Furlong, William (Bill); Austin, Robert D. *Make Leader Character Your Competitive Edge*. MIT Sloan Management Review. Winter 2023, Vol. 64 Issue 2, p40-47. 8p.
<https://sloanreview.mit.edu/article/make-leader-character-your-competitive-edge/>

Detert, J. , Kniffin, K., and Leroy, H. (2022). Saving Management From Our Obsession With Leadership. MIT Sloan Management Review. Fall 2022, Vol. 64 Issue 1, p74-81.
8p <https://sloanreview.mit.edu/article/saving-management-from-our-obsession-with-leadership/>

Friedman, M. (1970). *A Friedman doctrine-- The Social Responsibility Of Business Is to Increase Its Profits*. *New York Times*, September 13, 1970, 17.

Monbiot, G. (2016). Neoliberalism – the ideology at the root of all our problems. *The Guardian*, April 15, 2016 <https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

Required multimedia

Agard, Wendy Knight (2020). From the Inside Out: Diversity, Inclusion & Belonging (13:40 min) | <https://youtu.be/R9TxD2QmcY8>

Corporate Rebels (2021). How Buurtzorg Works (4:56) https://youtu.be/61TT2_Vo32Y

Daniel Goleman Introduces Emotional Intelligence (5:31 min) | <https://youtu.be/Y7m9eNoB3NU>

Deming Institute (2018). Why Deming, Why Now? (2:50) <https://youtu.be/hkOoE5CfFX8>

Edmondson, Amy (2018). How to turn a group of strangers into a team. (13:07 min) | <https://youtu.be/3boKz0Exros>

Jones, Luvvie Ajayi (2018). Get comfortable with being uncomfortable | <https://youtu.be/QijH4UAqGD8>

Logan, D. (2009). Tribal leadership (16:23) | <https://youtu.be/xTkKSJSqU-I>

Godin, Seth (2009). The Tribes we Lead. (17:10) | <https://youtu.be/589tH-wtCak>

Sandberg, Sheryl (2010). Why we have too few women leaders | <https://youtu.be/18uDutyIDa4>

Sinek, Simon (2020). How to start a cultural transformation (8:41) | <https://youtu.be/zCIAdLw4yRI>

Singh, Lilly (2022) "A Seat at the Table" Isn't the Solution for Gender Equity | <https://youtu.be/9EBkS2kE7uk>

Stovall, Janet (2018). How to get serious about diversity and inclusion in the workplace (11:04) | <https://youtu.be/kvdHqS3ryw0>

TED (2015). Ricardo Semler: Radical wisdom for a company, a school, a life (21:46) <https://youtu.be/k4vzhweOefs>

Course Objectives and Description:

In COM 410 you will explore the relationship between leadership as an academic construct, organizational leadership as a discipline, and your personal experience of leadership as a concept and as a practice.

The objective of the exploration is to strengthen your own sense of leadership in the context of academic and business literature and practices; and establish a foundation for your success as a leader, personally and in organizations.

The methods of exploration will add additional skills:

- Class discussions – in person during class, and on the Brightspace discussion platform - will provide an opportunity to explore your beliefs with others and communicate them effectively. The core leadership values of humility, respect, and curiosity are practiced in real time.
- Research on leadership topics for the final project will give you an opportunity to broaden your perspectives on the subject and strengthen your research and writing skills.
- Team and individual presentations will provide an opportunity for you to strengthen your collaboration and public speaking skills.
- Written reflections (6) will give you the opportunity to deepen your understanding and retention. Writing, like conversation, can be a powerful tool to extend cognition.

Course Format:

- Each class will have assigned readings and video viewings.
- Each class will be a combination of lecture, presentations, and discussions. It is my goal to have the lecture time be less than 40% of class time.
- You will be expected to complete six written reflections through the course, to be submitted electronically.
- You will be expected to deliver one class presentation of no more than 5 minutes in length. You will also be expected to create and deliver one group presentation of no more than 10 minutes in length. It is expected that the presentations will extend the topic of leadership as explored in class, with new material and fresh perspectives. The following can be considered a partial list of possible areas of exploration:
 - Organizational leadership
 - Community and political leadership
 - The role of the individual in leadership
 - Leadership in EDI and ESG contexts
 - Issues of power and/or privilege in leadership
 - Historical changes in attitudes, expectations, and norms in leadership since the Industrial Revolution
 - Leadership in different paradigms of organizational and leadership structure and philosophy such as 'flat' organizations, Agile, radical transparency, servant leadership, autonomous teams
 - National cultures and leadership norms and expectations
 - Leadership and management: the same or different?
 - Etc.
- You will be expected to complete a final project exploring and connecting three dimensions:

1. The concepts explored in class and in the readings and videos;
2. Research literature from the field of organizational leadership and management;
3. Your own experiences, perceptions, and beliefs in the area of leadership and leadership behaviour.

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, MS Teams, Youtube, Harvard. I will make you aware if this list changes. These technologies will enhance your educational experience at UVic. The privacy policy and the terms-of-use list on what personal information is stored outside of Canada are available at the respective company sites - [Zoom](#), [MS Teams](#), [Youtube](#), and [Harvard](#). 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 410: Written reflections	Individual	Hand-in Assignment	R1: 01/15/2023 12:00 a.m. R2: 01/29/2023 12:00 a.m. R3: 02/12/2023 12:00 a.m. R4: 02/26/2023 12:00 a.m. R5: 03/12/2023 12:00 a.m. R6: 03/26/2023 12:00 a.m.	20%	You are asked to complete a 1-page reflection on the topics discussed in each class and/or your responses to your readings or video viewings. If you miss a class you are still responsible for a written reflection on your readings/viewing.
COM 410: Individual presentations	Individual	Presentation	The schedule will be assigned at the end of the first class	20%	You will be asked to prepare one class presentation on leadership topics of your choosing. You can extend a topic introduced in class, or introduce a new topic. A priming list is provided under "Course Format" in the COM 410 course outline. The presentations are to be no more than 5 minutes in length.
COM 410: Group presentations	Group	Presentation	The schedule will be distributed at the end of the 2 nd or 3 rd class.	20%; all team-members receive the same grade	You will be asked to prepare one team presentations on leadership topics of your choosing. You can extend a topic introduced in class or introduce a new topic. A priming list is provided under "Course Format" in the COM 410 course outline. The presentations are to be no more than 10 minutes maximum.
COM 410: Final Project Proposal	Individual	Hand-in written assignment	03/05/2023 12:00 PM PST	5%	You will be asked to submit a 1-page proposal for your final project. This will include: 1. A one-paragraph summary of the main topic 2. At least 3 sources (book, journal,

					<p>video) you will be using, correctly cited</p> <p>3. Confirm the medium (written, video, etc.)</p>
COM 410: Final project	Individual	Hand-in assignment, written or video	04/10/2023 12:00 PM PST	15%	<p>You will be expected to complete a final project exploring and connecting three dimensions:</p> <ol style="list-style-type: none"> 1. The concepts explored in class and in the readings and videos; 2. Research literature from the field of organizational leadership and management; 3. Your own experiences, perceptions, and beliefs in the area of leadership and leadership behaviour.
COM 410: Class discussions	Individual	Participation/ Group	Ongoing	20%	<p>You will be assessed for participation in class discussions both in class and on the Brightspace discussion forum. If you are absent from a class, participation in the Brightspace discussion forum is still expected.</p>
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.

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.

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 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.

*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 (eg. illness) which interfere with their academic obligations.

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	Description
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		Value	
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:

Week	Class	Content (pre-reading or viewing)	Key activities
1	January 9	<p>Overview & Introductions</p> <p>Please have read:</p> <ul style="list-style-type: none"> - Bolman & Deal's Part 1 Leadership in Four Dimensions - Ancona's HBR Article: <i>In Praise of the Incomplete Leader</i> - Friedman, M. A Friedman doctrine - The Social Responsibility Of Business Is to Increase Its Profits <p>Have watched:</p> <ul style="list-style-type: none"> - Godin, Seth. The Tribes we Lead. https://youtu.be/589tH-wtCak 	<ul style="list-style-type: none"> - Be prepared to introduce yourself and to share your expectations for the class. - We will assign the schedule for the individual presentations. - We will review how to think about the deliverables (reflections, presentations, discussion) - We will discuss the first two readings and the video. - Complete reflection (1) by January 15, and be prepared to discuss.
2	January 16	<p>Please have read:</p> <ul style="list-style-type: none"> - George's HBR article: Discovering Your Authentic Leadership. - Bolman & Deal's Part 2, Structural Leadership - Monbiot, G. Neoliberalism – the ideology at the root of all our problems <p>Have watched:</p> <ul style="list-style-type: none"> - Logan: Tribal leadership https://youtu.be/xTkKSJSqU-I 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Discuss readings - Assign groups for group presentations: decide on a topic
3	January 23	<p>Please have read:</p> <ul style="list-style-type: none"> - Bennis' HBR article: <i>Crucibles of Leadership</i>. - Bolman & Deal's Part 3, Human Resources Leadership - Jim Detert, Kevin Kniffin, and Hannes Leroy. (2022). Saving Management From Our Obsession With Leadership. MIT Sloan Management Review. Fall 2022, Vol. 64 Issue 1, p74-81. 8p <p>Have watched:</p> <ul style="list-style-type: none"> - Daniel Goleman Introduces Emotional Intelligence https://youtu.be/Y7m9eNoB3NU 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 1 - individual presentations - Discuss group topics and groups - Discuss readings and video - Complete reflection (2) by January 29, and be prepared to discuss.
4	January 30	<p>Please have read:</p> <ul style="list-style-type: none"> - Craig & Snook HBR article: <i>From Purpose to Impact</i>. - Bolman & Deal's Part 4, Political Leadership <p>Have watched:</p> <ul style="list-style-type: none"> - Why Deming, Why Now? https://youtu.be/hkOoE5CfX8 - How Buurtzorg Works https://youtu.be/61TT2_Vo32Y - 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 2 - individual presentations - Round 1 – group presentation(s) - Discuss readings & videos

5	February 6	<p>Please have Watched:</p> <ul style="list-style-type: none"> - Sheryl Sandberg. <i>Why we have too few women leaders</i> https://youtu.be/18uDutyIDa4 - Lilly Singh. "A Seat at the Table" <i>Isn't the Solution for Gender Equity</i> https://youtu.be/9EBkS2kE7uk - Luvvie Ajayi Jones. <i>Get comfortable with being uncomfortable</i> https://youtu.be/QijH4UAqGD8 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 3 - individual presentations - Round 2 - group presentation(s) - Discuss readings - Complete reflection (3) by February 12 and be prepared to discuss.
6	February 13	<p>Please have read:</p> <ul style="list-style-type: none"> - Bolman & Deal's Part 5, Chapters 10, 11, 14 <i>Improving Leadership Practice</i> - Crossan, Mary; Furlong, William (Bill); Austin, Robert D. <i>Make Leader Character Your Competitive Edge</i>. MIT Sloan Management Review. https://sloanreview.mit.edu/article/make-leader-character-your-competitive-edge/ <p>Have watched:</p> <ul style="list-style-type: none"> - Amy Edmondson. How to turn a group of strangers into a team. https://youtu.be/3boKz0Exros 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 4 - individual presentations - Round 3 - group presentation(s) - Discuss readings - Ensure you have completed your Final Project proposal by February 26
Reading Break			
7	February 27	<p>Please have read:</p> <ul style="list-style-type: none"> - Northouse's <i>Leadership</i>, Chapter 16 - Culture and leadership - Goerge's HBR article: <i>A new era for global leadership development</i> - Early and Mosakowski's HBR article: <i>Cultural intelligence</i> <p>Have watched:</p> <ul style="list-style-type: none"> - Wendy Knight Agard. From the Inside Out: Diversity, Inclusion & Belonging https://youtu.be/R9TxD2QmcY8 	<ul style="list-style-type: none"> - prepared to share an insight or something you are curious about. - Round 5 - individual presentations - Round 4 - group presentation(s) - Discuss readings - Complete reflection (4) by March 5 and be prepared to discuss.
8	March 6	<p>Please have read:</p> <ul style="list-style-type: none"> - Schein's <i>Humble Leadership</i>, Chapter 1 - A New Approach to Leadership (pp 1-21) - Schein's <i>Humble Inquiry</i>, Chapter 1 - To Boldly Tell or Humbly Inquire? (pp 11-23) <p>Have Watched:</p> <ul style="list-style-type: none"> - Joan Williams. Why corporate diversity programs fail & what to do instead https://youtu.be/U8UyOE10Y1s - Stovall, Janet. How to get serious about diversity and inclusion in the workplace https://youtu.be/kvdHqS3ryw0 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 6 - individual presentations - Round 5 - group presentation(s) - Discuss readings - Complete reflection (5) by March 12 and be prepared to discuss.
9	March 13	<p>Please have read:</p> <ul style="list-style-type: none"> - Bolman & Deal's Part 5 (chapter 12) <i>Leadership and Change</i> <p>Have Watched:</p> <ul style="list-style-type: none"> - Simon Sinek (2020). How to start a cultural transformation (8:41) https://youtu.be/zCIAdLw4yRl 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 7 - individual presentations - Round 6 - group presentation(s) - Discuss readings

10	March 20	<p>Please have read:</p> <ul style="list-style-type: none"> - Bolman & Deal's Part 5, Symbolic Leadership <p>Have watched:</p> <ul style="list-style-type: none"> - Ricardo Semler: Radical wisdom for a company, a school, a life https://youtu.be/k4vzhweOefs 	<ul style="list-style-type: none"> - Be prepared to share an insight or something you are curious about. - Round 8 - individual presentations - Round 7 - group presentation(s) - Discuss readings - Complete reflection (6) by March 26 and be prepared to discuss.
11	March 27	<p>Please have read:</p> <ul style="list-style-type: none"> - Walker's HBR article <i>New Managers Need a Philosophy About How They'll Lead</i> - Christensen HBR article, <i>How Will You Measure Your Life</i> 	<ul style="list-style-type: none"> - Submit written reflections from last week if you have not already done so. Be prepared to share an insight or something you are curious about. - Round 9 - individual presentations - Round 8 - group presentation(s) -
12	April 3	<p>This class will be reserved for postponed presentations and a class summary.</p>	<ul style="list-style-type: none"> - All make-up individual or group presentations - Ensure final project is submitted by midnight of April 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 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 435 A01

Corporate Relations and Responsibilities

Spring 2024 Course Outline

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

Course hours (PST)	Tuesdays and Thursdays 10:00 – 11:30 am
Location	DSB C116
Instructor:	Heather Ranson
Office:	BEC 208
Office hours:	Mondays 1:00 -2:00 pm or by appointment
Telephone:	250 721-6112
Email:	hranson@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:

Hi everyone, I have been teaching at Gustavson for 19 years. 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 (CSSI) 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 spring.

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	January 19	Pass/Fail
Participation	Individual	April 8	10%
Group Presentation	Group	Various	25%
Final Project: Build an ethical culture report	Pairs	Part 1 – January 25	5%
		Part 2 – Feb 15	10%
		Part 3 – Mar 7	10%
		Final Draft – April 4	5%
Final Exam	Individual	TBD by Registrar’s Office	35%

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 on January 19. 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
- An appendix with the prompt(s) and the Chat GPT output from the prompt
- References for Chat GPT and any other references consulted
-

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 Jan. 25 – 5% 1-2 pages

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 Feb. 15 –10% Up to 5 pages

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.

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 March 7 – 10% 2-3 pages

Design a 12 month communications plan to increase awareness of ethical decision-making training 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 April 4 –5%

This is your opportunity to improve the previous sections and submit them as a final complete report with each section linked to the next. 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.

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 Brightspace. 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.
- Unless you are using an enterprise version, be aware that your data is being used by the content generator. You are essentially signing away ownership of your material, including your messages, files and any feedback you provide.

- 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](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:

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
73 – 76	B	5	
70 – 72	B-	4	

			the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
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.

Schedule Summary:

Date	Topic	Learning Outcomes	Readings/Assignments
Jan. 9	Introduction: What is Business Ethics and Corporate Social Responsibility?	1. Explain your goal for taking this course 2. Discuss why ethics matters 3. Define Corporate Social Responsibility	1. Laasch and Conaway reading on Brightspace 2. In class – Charter for Com 435
Jan 11	Ethical Frameworks - Moral responsibility	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
Jan 16-18	Ethical Frameworks 2 - Moral reasoning process - Moral theory	1. Discuss the components of the ethical framework in the context of a business decision 2. Practice using the framework on a business case	1. Thinking Ethically Framework: https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/
Jan 23-25	Corporate Social Responsibility - Social responsibility theory - Stakeholder theory	1. Define stakeholders of the firm 2. Explain the positions of two major stakeholder scholars 3. Draw a stakeholder map defining the primary – tertiary levels of stakeholders 4. Apply stakeholder theory to a real business situation	1. Bayers and Stanberry - Chapters 3 and 4 2. For Discussion: 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

Jan 30- Feb 1	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):
Feb 6-8	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/
Feb 13-15	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>
Feb 20-22	Reading Break	No Class	
Feb 27-29	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/
Mar. 5-7	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/
Mar 12-14	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 	
Mar 19-21	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>
Mar 26-28	Stages of Moral Development	<ol style="list-style-type: none"> 1. Recognize the stages of cognitive moral development 2. Respond to ethical decisions made at each stage of development 	See reading on Brightspace
April 2-4	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

Applied Public Sector and Non-Profit Management

Spring 2024 Course Outline

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

Course hours (PST)	Tuesday and Thursday 8:30-9:50am
Location	David Strong Building C122
Instructor:	Ben Lukenchuk
Office:	BEC 222
Office hours:	In-person: Tuesday 3:30-4:30pm, Thursday 12:30-1:30, or by appointment. Zoom: By appointment. Please email me to set up a time. Please note that I am kindly requesting students turn their cameras on during Zoom meetings.
Email:	benluken@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:

Welcome! My name is Ben (he/him), and I will be your instructor for COM 450. I am a University of Victoria Economics alumnus but was born and raised in Calgary, AB. I went on to receive my Master of Arts in economics from McMaster University in Hamilton, ON and a Bachelor of Education from the University of Ottawa. Before joining GSB, I worked as an economist for the federal government with Environment and Climate Change Canada and at Finance Canada. My publications have been on public health issues. When not working and teaching, I enjoy beach walks with my wife, Rebecca, and Yorkshire Terrier, Hank, triathlon, and spin instructing. I am looking forward to getting to know you this semester!

Texts and Resources:

*Note: This course has **no** required textbooks. I will be using the following resources in my preparation.*

- Allt, J., & Porier, J. (2020). *How government really works: A field guide to bureaucracies in Canada*. Formac Publishing Company Limited.
- Marland, A., & Wesley, J. J. (2019). *The public servant's guide to government in Canada*. University of Toronto Press.
- Seel, K. E., & Knutsen, W. (Eds.). (2023). *The management of nonprofit and charitable organizations in Canada*. (5th ed.). LexisNexis Canada Inc.

Course Objectives and Description:

This course has two overarching objectives. The first is to introduce students to the unique knowledge and skills that are needed to succeed in public sector and non-profit organizations (i.e., governments, charities, etc.) The second is to introduce students to the practice of crafting the common deliverables used in the public sector and non-profit space. Said another way, this course introduces future graduates to everything I experienced in my first few years in the public sector that I didn't learn at university but wish that I had!

In the first third of this course, we address the course objectives from the perspective of the federal and provincial government. For the balance of the course, we address the course objectives from the perspective of non-profit and charitable organizations. Throughout the course, we will adopt a highly applied perspective.

Course Format:

In keeping with the applied nature of the course, our time together is designed around six guest lectures where we will learn the key challenges of managing in public and in non-profit organizations through the lens of practitioners working in the space. To that end, the assessment in this course offers students an opportunity to practice crafting the key deliverables that these practitioners use in their day-to-day work. Outside of these guest lectures, the course uses a combination of in-person lectures, in-class discussions, in-class activities, and writer's workshops to facilitate student learning and skill development.

Given that first-hand experience in each of these activities is crucial to the development of student learning, you are expected to actively participate in class and reflect on the lessons' learning and application of activities. Moreover, as there are no required textbooks for this course, our class time is the most important element of the course and cannot be made-up easily. Given this, attendance and participation will be assessed each day.

All the slide decks from lecture will be made available on Brightspace. My request is that the material be used only for your purposes as a student and that they are not posted externally (for example to Course Hero). Please note, that the slides are just an outline of what I will discuss in class. Without attending lecture, they are **NOT** sufficient to do well in the class.

Unless you have an accommodation need that has been discussed with me, I am kindly asking that students do not record our classes and lectures.

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 (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
Practice Deliverable (based on guest speaker)	Individual	Hand-in Assignment	1/28/2024 2/11/2024 2/28/2024 3/10/2024 3/24/2024 4/07/2024 11:59PM	6 x 15% = 90%	Each guest speaker/practioner will work with me to develop a practice deliverable that reflects the work they do and work you may encounter as an early-career professional. These deliverables will be done individually. A rubric will be provided along with detailed instructions in class.
Attendance and Participation	Individual	Other	Ongoing	10%	Attendance and participation will be assessed each day. Students are expected to engage with the material and actively participate with questions and comments. In-class activities and writer's workshops will occur during some classes. Completion of these activities will also count toward this grade.
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:

Practice Deliverable: There will be six practice deliverables due throughout the course. These deliverables will be completed individually. Each guest speaker/practioner will work with me to develop a practice deliverable that reflects the work they do and work you may encounter as an

early-career professional. Your first deliverable will be a briefing note. Examples of other possible deliverables could be a request for proposals, grant application, or fundraising plan. More information about each deliverable will be provided in class along and on Brightspace with a grading rubric and detailed instructions. Submission will be through Brightspace.

To encourage you to continue to learn and improve, and to mimic how deliverables are developed collaboratively in the workplace, there will be three opportunities to develop and refine your work prior to its submission and grading:

1. Part of each practitioner's guest lecture will discuss key considerations and tips for the deliverable we have developed based on their workplace experiences. You can think of this as a manager explaining a deliverable to a new professional to get them started.
2. In-class there will be a "writer's workshop" before each deliverable's due date. This will be an opportunity for you to give feedback to and receive feedback from your classmates and to develop certain sections of a deliverable that would benefit from real-time feedback from me or your classmates.
3. Before each deliverable's due date, I will accept "pre-submissions." I will review your work and provide feedback to improve your final submission.

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. **As a general rule, however, late work will not be accepted without prior agreement with me.**

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 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 for Gustavson School of Business courses. 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 count for 10% of your grade and will be assessed each day.

Students with unexcused absences* will not be eligible for the attendance and participation points available for that day.

In addition, students **must** attend the guest lectures to be eligible to submit the related deliverables. Students with unexcused absences* for a particular guest lecture will receive a grade of zero for the deliverable related to that guest lecture.

*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.

Exceptions to the grading policy 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). A self-declaration form – which can be found in the BrightSpace course site – should also be provided to your instructor when you do so.

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 Gustavson School of Business 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, Supplemental Reading, Other)	Due Date (m/d/yyyy hh:mm AM/PM) PST	Description
COM 450: Introductions, Course Outline, and Defining the Public Sector	Reading Lecture	01/09/2024 8:30AM	READ: Course Outline
COM 450: Canada's Political Environment and Structure of Government	Lecture Activity	01/11/2024 8:30AM	COMPLETE: <i>Please Introduce Yourself!</i> Survey (part of Participation grade) Reference Chapter(s): Marland & Wesley Chp. 1
COM 450: Canadian Government Bureaucracy	Lecture	01/16/2024 8:30AM	Reference Chapter(s): Marland & Wesley Chp. 2 & 4
COM 450: Government of Canada	Guest Lecture	01/18/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 1 – Briefing Note</i> .
COM 450: The Art of Navigating Life in Government	Lecture	01/23/2024 8:30AM	Reference Chapter(s): Marland & Wesley Chp. 5
COM 450: The Politics of Public Policy	Lecture Activity	01/25/2024 8:30AM	IN-CLASS: Practice Deliverable 1 Writer's Workshop (part of Participation grade) Reference Chapter(s): Marland & Wesley Chp. 3

COM 450: Financial Management in Government	Lecture	01/30/2024 8:30AM	
COM 450: Government of British Columbia	Guest Lecture	02/01/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 2</i> .
COM 450: The Role and Competencies of a Public Servant	Lecture Activity	02/06/2024 8:30AM	IN-CLASS: Job Application Exercise (part of Participation grade) Reference Chapter(s): Marland & Wesley Chp. 6 & 7
COM 450: What is Special About Managing Non-Profits (in Canada)?	Lecture Activity	02/08/2024 8:30AM	IN-CLASS: Practice Deliverable 2 Writer's Workshop (part of Participation grade) Reference Chapter(s): Seel & Knutsen Chp. 1 & 2
COM 450: Luther Court Society	Guest Lecture	02/13/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 3</i> .
COM 450: Structure and Leadership of Non-Profit Organizations	Lecture Activity	02/15/2024 8:30AM	IN-CLASS: Practice Deliverable 3 Writer's Workshop (part of Participation grade) Reference Chapter(s): Seel & Knutsen Chp. 3 & 4
Reading Break 02/19/2024-02/23/2024			
COM 450: Managing Non-Profit Relationships with Public, Private, Other Non-Profit Organizations, and the Media	Lecture	02/27/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 6
COM 450: Victoria Hospitals Foundation	Guest Lecture	02/29/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 4</i> .
COM 450: Resource Development Basics	Lecture	03/05/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 7
COM 450: Strategic Management, Planning, and Organizing	Lecture Activity	03/07/2024 8:30AM	IN-CLASS: Practice Deliverable 4 Writer's Workshop (part of Participation grade) Reference Chapter(s): Seel & Knutsen Chp. 8
COM 450: Human Resources in Non-Profit Management	Lecture	03/12/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 12
COM 450: Shelbourne Community Kitchen	Guest Lecture	03/14/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 5</i> .
COM 450: Emerging Opportunities for Evaluation in Canada's Non-Profit Sector Post-Pandemic	Lecture	03/19/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 9
COM 450: Outcome Measurement & Social Accounting	Lecture Activity	03/21/2024 8:30AM	IN-CLASS: Practice Deliverable 5 Writer's Workshop (part of Participation grade) Reference Chapter(s): Seel & Knutsen Chp. 10 & 14
COM 450: Fort Nelson First Nation	Guest Lecture	03/26/2024 8:30AM	You must attend this guest lecture in order to receive a grade for <i>Practice Deliverable 6</i> .

COM 450: Indigenous Considerations in the Non-Profit Sector	Lecture	03/28/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 16
COM 450: Incorporating and Managing a Social Enterprise in Canada	Lecture Activity	04/02/2024 8:30AM	IN-CLASS: Practice Deliverable 6 Writer's Workshop (part of Participation grade) Reference Chapter(s): Seel & Knutsen Chp. 15
COM 450: Financial Management / Legal Context Highlights	Lecture	04/04/2024 8:30AM	Reference Chapter(s): Seel & Knutsen Chp. 5 & 11

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 100A01/A02/A03 Spring 2023 Course Outline

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

Course hours (PST)	Monday and Thursday A01 – 1:00 - 2:30 pm A02 – 2:30 - 4:00 pm A03 – 4:30 - 6:00 pm
Location	DSB C112
Instructor:	Diego M Coraiola
Office:	BEC 144
Office hours:	Fridays 2-4pm (Appointments only).
Email:	dcoraiola@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:

This is a course to help you rethink who you are, what you are able to do, and what you want for your future. It will provide a safe space to question and discuss some of our preconceptions about the world and will offer a number of tools that you may use to reshape your beliefs and capabilities to work towards achieving your goals. This course will give you an overview of entrepreneurship as a modern form of life. Together, we will learn about the role of entrepreneurship in contemporary society, the meaning and the making of an entrepreneur, as well as the process, tools, and outcomes of entrepreneurial action. Whether you consider yourself entrepreneurship material or not, this course will offer an opportunity for self-reflexivity and self-discovery with potential impacts on your career choice and the way you see the future of your professional life.

Texts and Resources:

There is no assigned textbook for this course. All the required and suggested readings are available on Brightspace. You are also encouraged to read outside of the course and bring your insights from additional readings to the classroom.

Course Objectives and Description:

This course will provide a critical introduction to the theory and practice of entrepreneurship. We will begin with a brief historical exploration of the development of entrepreneurship and its importance

for today's world. We will discuss the meaning and forms of entrepreneurial action and how people become entrepreneurs. We will then explore entrepreneurship as a set of practices that include ideating, strategizing, resourcing, executing, and leveraging. We will focus particularly on the first two set of entrepreneurial practices and explore some of the tools and best practices for ideating and strategizing. During the course, you will have the opportunity to engage with and learn first-hand from the experience of several entrepreneurs and to reflect upon your own expectations for your future career based on their lived lessons.

This course adopts a student-centered approach. This means that the role of the professor in class is to facilitate the development of students' knowledge. The students are responsible for engaging with the readings, developing the assignments, and contributing to the good development of the course.

At the end of this course the students should be able to:

- Define and explain what entrepreneurship is and some of its various manifestations
- Express a critical perspective about the role of entrepreneurship in society
- Understand Victoria's entrepreneurial ecosystem
- Cultivate the development of entrepreneurial ideas
- Assess the quality and viability of an entrepreneurial idea
- Prototype and test the feasibility of their ideas
- Estimate the resources necessary to develop their ideas
- Plan the implementation of their ideas
- Pitch their ideas to potential investors

Course Format:

This course follows a multi-format approach that includes:

- Self-study through curated readings and videos
- In-class and online lectures
- Class discussions and activities
- External speakers

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.

For this course we will not be using any educational technologies that stores or accesses your personal information outside Canada. Should this situation change, you will be promptly informed. Any technologies used have the sole purpose of enhancing 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 will be available at the website of the technology provider. 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:

The assignments for this course were distributed throughout to minimize overload and maximize your ability to manage your deliveries and achieve your desired grades. However, you should still plan your schedule ahead of time and balance the demands from other courses to avoid feeling too overwhelmed. You can start early most of the assignments for this course – and I recommend you do that – and refine your drafts during the semester. In addition to the instructions available on Brightspace, you have also several readings and videos that can help you initiate your assignments. Reach out to the instructor in case you have any questions.

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight	Description
Assignment #1: Interview with Founder	Individual	Hand-in Assignment	Feb 9	15%	Report (300-words)
Assignment #2: Idea Journal	Individual	Hand-in Assignment	Feb 27	15%	Report 3 out of 30 ideas (450-words)
Assignment #3: Paperclip Challenge	Group	Oral Presentation	Mar 16	15%	In-class presentation
Assignment #4: Pitch-in Video	Group/ Individual	Online Submission	Mar 27	20%	90-seconds video Feedback colleagues
Assignment #5: Business Model Canvas	Group	Hand-in Assignment	Apr 6	25%	5-page limit (1000-words)
Assignment #6: Participation	Individual	In-class behaviour	Ongoing	10%	Earned through class engagement
Total				100%	

*These are the only marks available for this course. There will be no extra marks in addition to the ones listed in the table.

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.

Please complete your CES after you have submitted your Assignment #5. That assignment is meant to bring together what you have learned throughout the course and you should be in a good position to evaluate your course experience then. 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: There will be six assignments in this course. The grades for the assignments were distributed to balance the advantages of group work with the opportunities for individual distinction. A grading rubric for each assignment is provided on Brightspace. If you still have questions about any of the assignments, please make sure you bring them to my attention in class, through email, or during my office hours.

Group Work: At the Gustavson School of Business team projects and assignments are an integral component to student learning. The purpose of group work is to enhance your skill in working collaboratively. Since the creation of any venture is a collaborative process, I see group work as an important skill that you need to develop throughout the course. Students are expected to work together, to participate equally, and to share equitably in the workload. Social loafing will not be tolerated. As your instructor, I reserve the right to lower any student's mark by one or more letter grades should a student not contribute equally to the team's task or assignment. If any such problems arise in your group, you are responsible for notifying me *sooner than later*, either in person or by email. Do not wait to notify me at the last minute or after delivering your assignment. 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.

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 be a grade penalty of 30% for late assignments plus an additional penalty of 5% for every week an assignment is late.

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.

This is a student-directed, hands-on course in which proactivity and participation are an integral part of the learning process. A core component of this course is the presence of entrepreneurs and panel experts throughout the lectures. Students are expected to actively research guest speakers and their companies prior to their presentations, and to engage with guest speakers in class and online depending on the situation. In addition, students are encouraged to approach our weekly meetings as opportunities to enhance their learning by interacting with the instructor and with their classmates.

Students with unexcused absences* from more than 3 class sessions will have their grade reduced by 5%. In addition, students with unexcused absences from more than 5 class sessions may not be permitted to submit Assignment #5, which is required for students to pass this course.

*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 (eg. illness) which interfere with their academic obligations.

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

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

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

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

Academic Integrity:

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

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Schedule Summary:

ENT100	Type	Due Date	Description
ENT100 Week1A	See Brightspace	Jan 9	<p>Contents Introduction to the Course</p> <p>Prep</p> <ul style="list-style-type: none"> • Read: Syllabus • Watch: Business is about Purpose <p>Activity</p> <ul style="list-style-type: none"> • Instructor explains Interview with Founder
ENT100 Week1B	See Brightspace	Jan12	<p>Contents What is Entrepreneurship?</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Dees_Meaning of Social Entrepreneurship • Watch: Entrepreneurship to change the world <p>Activity</p> <ul style="list-style-type: none"> • Defining your entrepreneurial self
ENT100 Week2A	See Brightspace	Jan 16	<p>Contents The Context of Entrepreneurship</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Victoria Is a City of Entrepreneurs • Read: Bhargava-2020 • Watch: Don't Be an Entrepreneur

ENT100 Week2B	See Brightspace	Jan 19	Speaker The Victoria's Ecosystem
ENT100 Week3A	See Brightspace	Jan 23	Contents Entrepreneurship as Theorization Self-study <ul style="list-style-type: none"> • Read: The Theory of the Business • Watch: The Scientific Method
ENT100 Week3B	See Brightspace	Jan 26	Contents Ideating – Coming up with an idea I Self-study <ul style="list-style-type: none"> • Read: Becoming an Idea Machine • Watch: Habits of Original Thinkers Activity <ul style="list-style-type: none"> • Instructor explains Idea Journal
ENT100 Week4A	See Brightspace	Jan 30	Contents Ideating – Coming up with an idea II Self-study <ul style="list-style-type: none"> • Read: The Essence of Ideas (Brightspace) • Watch: The art of innovation
ENT100 Week4B	See Brightspace	Feb 2	Speaker Building a business from an idea Self-study <ul style="list-style-type: none"> • Watch: Zero Equals One • Watch: Purpose-driven companies are thriving
ENT100 Week5A	See Brightspace	Feb 6	Contents Ideating – Converting ideas in opportunities Self-study <ul style="list-style-type: none"> • Read: The Customer Development Model • Watch: How to plan an MVP?
ENT100 Week5B	See Brightspace	Feb 9	Contents Ideating – Developing the idea Self-study <ul style="list-style-type: none"> • Read: Value Proposition Canvas (Brightspace) • Watch: Ideas & Opportunities Assignment Founder Interview Due
ENT100 Week6A	See Brightspace	Feb 13	Contents Ideating – Customer development Self-study <ul style="list-style-type: none"> • Read: The Customer Development Model • Watch: Ideas & Opportunities
ENT100 Week6B	See Brightspace	Feb 16	Speaker Converting ideas in opportunities
ENT100 Week7A	See Brightspace	Feb 20	Reading Week
ENT100 Week7B	See Brightspace	Feb 23	Reading Week

ENT100 Week8A	See Brightspace	Feb 27	<p>Contents Ideating – Validating the idea</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Create your MVP Prototype (Brightspace) • Watch: Experiment Board Tutorial <p>Assignment</p> <ul style="list-style-type: none"> • Idea Journal Due <p>Activity</p> <ul style="list-style-type: none"> • Shop around for 4-6 partners (names by Mar 2)
ENT100 Week8B	See Brightspace	Mar 2	<p>Contents Strategizing – Market and Positioning</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Strategy for Start-ups • Watch: Going from Zero to One <p>Activity</p> <ul style="list-style-type: none"> • Group member names (4-6 members) • Instructor explains Paperclip Challenge
ENT100 Week9A	See Brightspace	Mar 6	<p>Contents Strategizing – Business Model Canvas P1</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Business Model Canvas (Brightspace) • Watch: Business Model Canvas Explained
ENT100 Week9B	See Brightspace	Mar 9	<p>Speaker Strategizing your business</p>
ENT100 Week10A	See Brightspace	Mar 13	<p>Contents Strategizing – Business Model Canvas P2</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: The Lean Start-up Changes Everything • Watch: Why do start-ups succeed? <p>Activity Instructor explains Pitching and BMC</p>
ENT100 Week10B	See Brightspace	Mar 16	<p>Contents Resourcing – Building a Team</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Stages of Team Development • Watch: The Power of Deliberate Creative Teams <p>Assignment</p> <ul style="list-style-type: none"> • Paperclip Challenge report
ENT100 Week11A	See Brightspace	Mar 20	<p>Contents Resourcing – Financing & Pitching</p> <p>Self-study</p> <ul style="list-style-type: none"> • Skim: Startup & Scale-up Funding • Read: Slidebean Startup Funding Story • Watch: Startup Funding 1 and Startup Funding2 • Read: Kamps-2020-Pitch Perfect • Watch: How to Create a Pitch Deck

ENT100 Week11B	See Brightspace	Mar 23	<p>Contents Executing – Pivoting</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Ries-2011-Pivot (Brightspace) • Watch: The power of entrepreneurial pivoting
ENT100 Week12A	See Brightspace	Mar 27	<p>Speaker Creating Firm & Patenting</p> <p>Assignment</p> <ul style="list-style-type: none"> • Pitch-in Due
ENT100 Week12B	See Brightspace	Mar 30	<p>Contents Leveraging – Exiting and Scaling</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Why Entrepreneurs Don't Scale • Read: To Sell or Not to Sell? • Watch: How can startups scale up? • Watch: How do startup exits work?
ENT100 Week13A	See Brightspace	Apr 3	<p>Contents Leveraging – Enduring</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: Founder-Led Companies Outperform • Watch: How to build a business that lasts 100 years
ENT100 Week13B	See Brightspace	Apr 6	<p>Contents Wrap-up</p> <p>Self-study</p> <ul style="list-style-type: none"> • Read: How Will You Measure Your Life? • Watch: What they don't tell you <p>Assignment</p> <ul style="list-style-type: none"> • Business Model Canvas Due

Note: This is a tentative course schedule. Students will be informed of any changes in dates or activities 24 hours prior to class.

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.

Additional readings, videos or 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.

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 insight 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 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.

This course provides real world, hands-on learning on what it's like to actually 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 case studies and discussions, reading and writing assignments, instructor presentations, a series of stimulating entrepreneurial exercises, and a team project.

Learning Outcomes:

At the end of this course, students 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

Course Format:

Section: A01 / CRN 21374	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 synchronous however the location may change. Some classes will be held on campus, and some will be held online via Zoom. It is your responsibility to refer to the Course Schedule 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.			

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:

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 Portfolio – Idea 1	Individual	10%	01/25/2023
ENT402-2	Ideation Portfolio – Idea 2	Individual	10%	02/01/2023
ENT402-3	Ideation Portfolio – Idea 3	Individual	10%	02/08/2023
ENT402-4	Customer Development Research	Individual	25%	03/08/2023
ENT402-5	Business Model Canvas Presentation	Group	15%	03/29/2023
ENT402-6	Final Written Assignment	Group	30%	04/05/2023
			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.

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.

*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 (eg. illness) which interfere with their academic obligations.

Preparation: This course will be mostly on campus, however some classes will be held online. Please refer to the class schedule so you know what's happening and 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 assigned questions. As in any case 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.

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
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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:

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 1 Course Introduction Entrepreneurship Overview	Reading Video Complete exercise	Wednesday, Jan 11 6:30pm – 9:20pm UVic Campus – Required Attendance	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	Reading Reading Video Video	Wednesday, Jan 18 6:30pm – 9:20pm UVic Campus – Required Attendance	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 assignment 1 overview
ENT402: Week 3 Opportunity Evaluation and Quantification	Reading Complete assignment	Wednesday, Jan 25 6:30pm – 9:20pm UVic Campus – Required Attendance	Opportunity Evaluation and Quantification Class 03 pp. 80-112 Ideation Gallery – Idea 1 (10%) DUE

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 4 Finding Customers	Video Complete assignment	Wednesday, Feb 1 6:30pm – 9:20pm UVic Campus – Required Attendance	Finding Customers Developing customers Ideation Gallery – Idea 2 (10%) DUE
ENT402: Week 5 Creating Value	Reading Complete assignment Prepare exercise Complete assignment	Wednesday, Feb 8 6:30pm – 9:20pm UVic Campus – Required Attendance	Creating Value: Creating a value proposition Value proposition canvas explained Class 04 pp. 127-159 Customer development research assignment overview Prepare: one value proposition canvas for one idea Ideation Gallery – Idea 3 (10%) DUE
ENT402: Week 6 Business Model Canvas MVP Design Lab Survey Pre-testing	Video Video Prepare for class	Wednesday, Feb 15 6:30pm – 9:20pm UVic Campus – Required Attendance	Business Model Canvas, MVP Design and Survey Testing 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 Reading Week	No class	Wednesday, Feb 22 No Class	Continue work on the Customer Development Research assignment
ENT402: Week 8 Lean Start-up	Reading Video Video	Wednesday, Mar 1 6:30pm – 9:20pm UVic Campus – Required Attendance	Lean Start-up Movement Class 05 pp. 179 – 194 Lean start-up movement Overview of build-measure-learn cycle

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 9 Project Team Meetings Projects Chosen	 Complete assignment	Wednesday, Mar 8 6:30pm – 8:00pm UVic Campus – Required Attendance	Team Night Team project and presentation assignment overview Team meeting to select project business idea Customer Development Research (25%) DUE
ENT402: Week 10 Financial Feasibility Funding and Financing	 Reading Reading	Wednesday, Mar 15 6:30pm – 9:20pm UVic Campus – Required Attendance	Financial Feasibility Class 06 pp. 201 – 230 Class 12 pp. 455 – 476
ENT402: Week 11 Field Testing MVPs	 Video Video Video	Wednesday, Mar 22 6:30pm – 9:20pm Zoom Online Classroom	Testing and Validation No assigned readings Forms of Business Organization Elements of a formal business plan Key elements of successful plans
ENT402: Week 12 Small Business Law Writing a Formal Business Plan Social Entrepreneurship, Innovation Collaboration and New Business Locations BMC Presentations	 Reading Reading Reading Reading Video Video Video Video	Wednesday, Mar 29 6:30pm – 9:20pm Zoom Online Classroom Team Presentation Schedule will be posted	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 Business Model Canvas Presentations (15%) DUE
ENT402: Week 13 Course Wrap up		Wednesday, April 5 6:30pm – 9:20pm UVic Campus – Required Attendance	 Final Written Assignment Report (30%) 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.

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, 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.

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 Feb. 13 (Mon.)• Oral presentations: Mar. 27, 29, Apr. 3, 5• Written report: noon Apr. 5 (Wed.)
Individual Final Paper	15	5 pm Apr. 12 (Wed.)
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.

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 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.

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.

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.

Class Participation (15%)

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 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 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.

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 by noon on Feb. 13 (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 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 **Feb. 6** 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 noon on Apr. 5 (Wednesday)** 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 Feb. 13 (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: **Mar. 27, 29, Apr. 3 and 5**. 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 **noon on Apr. 5 (Wednesday)** after the oral presentations. This allows your team to make adjustments to the written report if you wish.

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 4% 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.

Individual Final Paper (15%)

The individual final paper is based on the country report your team submitted, and is **due by 5 pm on Apr. 12 (Wednesday)**. 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 noon on Apr. 5 (Wed.) via Brightspace.

Late Work: In the absence of a medical or family emergency, submissions after the deadline will be given a 4% 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.

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.

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	<u>Exceptional, outstanding and excellent performance.</u> 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	<u>Very good, good and solid performance.</u> 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	<u>Satisfactory, or minimally satisfactory.</u> These grades indicate a satisfactory performance and knowledge of the subject matter.
50 – 59	D	1	<u>Marginal Performance.</u> A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	<u>Unsatisfactory performance.</u> 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.

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
Jan. 9 Mon	Introduction	Read <ul style="list-style-type: none"> • Course Outline • Team Project Description
Jan. 11	Understanding Globalization	Read Chapter 1: The Business Enterprise in Focus

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Wed		<p>Watch videos:</p> <ul style="list-style-type: none"> • The World Ahead 2023: five stories to watch out for (The Economist, 2022, 20 min.) https://www.youtube.com/watch?v=nv3iOH_XYdo • The Global Food Crisis, Explained (The Economist, 2022, 12 min.) https://www.youtube.com/watch?v=oQWaw5S4b3I
Jan. 16 Mon	The Pandemic and the Global Business Environment	<p>Read Bonus Chapter: Worldwide Pandemic and the Global Business Environment (<i>posted on Brightspace</i>)</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • How humans are making pandemics more likely (Vox, 2020, 7 min.) https://www.youtube.com/watch?v=qp5CEclyk94 • Will COVID kill globalization? (The Economist, 2020, 14 min.) https://www.youtube.com/watch?v=KJhlo6DtJlk <p>Prepare for discussion: Read the mini-case study - How the pandemic played havoc with meat supply chains in the US (pp. 21-22 of bonus chapter). See <i>Brightspace</i> for the discussion questions.</p>
Jan. 18 Wed	Global Business Environment	<p>Read Chapter 2: Globalization and the Business Environment</p> <p>Submit quiz 1 (due 1 pm, Jan. 17)</p> <p>Assignment 1 (due 5 pm, Jan. 17): Farmacias Similares case (<i>posted on Brightspace</i>)</p>
Jan. 23 Mon	Corporate Social Responsibility	<p>Read Chapter 11: Ethics and Social Responsibility</p> <p>Submit quiz 2 (due 1 pm, Jan. 22)</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • Grameen Danone Food Project (2012, 12 min.) https://www.youtube.com/watch?v=ZDkTDcI53hg • Grameen Danone – The business of social innovation (2014, 20 min.) https://www.youtube.com/watch?v=SDh2otLO1-k <p>Assignment 2 (due 5 pm, Jan. 22): Grameen Danone case (<i>posted on Brightspace</i>)</p>
Jan. 25 Wed	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>

DATE	TOPIC	REQUIRED All chapters refer to the textbook
		<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
Jan. 27 Fri		
Jan. 30 Mon Feb. 1 Wed	Sociocultural Environment	<p>Read Chapter 3: Culture and Societies</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>Submit quiz 3 (due 1 pm, Jan. 29)</p> <p>Assignment 3 (due 5 pm, Jan. 29): PIGAMU case (posted on Brightspace)</p>
Feb. 6 Mon Feb. 8 Wed	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>
Feb. 13 Mon		<ul style="list-style-type: none"> Submit team charter <u>by 5 pm.</u> Post your team’s selected country, first come-first served; sign-up sheet on my office door will be available <u>starting noon.</u>
Feb. 13 Mon Feb. 15 Wed	Political Environment	<p>Read Chapter 5: The Political Environment: Politics and Business Intertwined</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=XXcXVt3zaVwh https://www.youtube.com/watch?v=XXcXVt3zaVw <p>Submit quiz 4 (due 1 pm, Feb. 12)</p> <p>Assignment 4 (due 5 pm, Feb. 12): Society’s Voice Against Unilever Mercury Contamination in Kodaikanal (case in coursepack)</p>

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Feb. 20-24	Reading break (Feb. 20 – Family Day holiday)	
Feb. 27 Mon Mar. 1 Wed	Legal Environment	<p>Read Chapter 6: The Legal Environment</p> <p>Submit quiz 5 (due 1 pm, Feb. 26)</p> <p>Prepare for discussion: See <i>Brightspace</i> for the discussion questions.</p>
Mar. 6 Mon Mar. 8 Wed	Technological Environment	<p>Read Chapter 9: Technology and Innovation</p> <p>Submit quiz 6 (due 1 pm, Mar. 5)</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 (due 5 pm, Mar. 5): Automation: opportunities and threats (textbook, pp. 313-314). See <i>Brightspace</i> for discussion questions.</p>
Mar. 13 Mon Mar. 15 Wed	Ecological Environment	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10: Ecology and Climate Change • Chapter 12: Sustainable Business: the Prospects <p>Submit quiz 7 (due 1 pm, Mar. 12)</p> <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 (due 5 pm, Mar. 12): How did we get here and what is the way forward? See <i>Brightspace</i> for questions to answer.</p>
Mar. 20 Mon	Sustainable Development	<p>Prepare for discussion: Revisit the Grameen Danone case. See <i>Brightspace</i> for discussion questions</p>
Mar. 22 Wed	NO CLASS: Free day to prepare for group presentations starting next week	

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Mar. 27, 29, Apr. 3, 5	<ul style="list-style-type: none"> • Group oral presentations: date/order to be assigned • Course Experience Survey (CES) 	
Apr. 5 Wed	Submit <i>by noon</i>: <ul style="list-style-type: none"> • written report for the team project • your peer evaluation 	
Apr. 5 Wed	Release of the detailed requirements for the Individual Final Paper <i>by noon</i> .	
Apr. 12 Wed	Submit Individual Final Paper <i>by 5 pm</i> .	

ENT 402 A01

Entrepreneurship & Small Business for the Non-specialist

Spring, 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: 848 0282 8040/ Password: 202304
Instructor:	Dr. Leslie McGeough
Office hours:	6:00pm – 6:30pm Wednesday, 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 WSANEC 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 for the Non-Specialist. Looking forward to meeting you all soon. I'm a two-time technology entrepreneur, and hold BComm, MBA and PhD degrees in marketing, entrepreneurship and corporate strategy. Entrepreneurship is such a fun subject to teach and to learn – it's very hands-on – and you'll get to experience the thrill of start-up processes, customer development, iterative product (or service) design and testing, and business modelling. Whether you're an entrepreneur at heart, or looking to work in an innovative organization, this is a great course to learn about the entrepreneurial mindset!

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 or 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.

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 insight 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 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.

This course provides real world, hands-on learning on what it's like to actually 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 case studies and discussions, reading and writing assignments, instructor presentations, a series of stimulating entrepreneurial exercises, and a team project.

Learning Outcomes:

At the end of this course, students 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

Course Format:

Section: A01 / CRN 21374	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 synchronous however the location may change. Some classes will be held on campus, and some will be held online via Zoom. It is your responsibility to refer to the Course Schedule 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.			

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:

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 Portfolio – Idea 1	Individual	10%	01/25/2023
ENT402-2	Ideation Portfolio – Idea 2	Individual	10%	02/01/2023
ENT402-3	Ideation Portfolio – Idea 3	Individual	10%	02/08/2023
ENT402-4	Customer Development Research	Individual	25%	03/08/2023
ENT402-5	Business Model Canvas Presentation	Group	15%	03/29/2023
ENT402-6	Final Written Assignment	Group	30%	04/05/2023
			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.

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.

*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 (eg. illness) which interfere with their academic obligations.

Preparation: This course will be mostly on campus, however some classes will be held online. Please refer to the class schedule so you know what's happening and 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 assigned questions. As in any case 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.

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
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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.

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Academic Integrity:

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

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:

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 1 Course Introduction Entrepreneurship Overview	Reading Video Complete exercise	Wednesday, Jan 11 6:30pm – 9:20pm UVic Campus – Required Attendance	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	Reading Reading Video Video	Wednesday, Jan 18 6:30pm – 9:20pm UVic Campus – Required Attendance	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 assignment 1 overview
ENT402: Week 3 Opportunity Evaluation and Quantification	Reading Complete assignment	Wednesday, Jan 25 6:30pm – 9:20pm UVic Campus – Required Attendance	Opportunity Evaluation and Quantification Class 03 pp. 80-112 Ideation Gallery – Idea 1 (10%) DUE

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 4 Finding Customers	Video Complete assignment	Wednesday, Feb 1 6:30pm – 9:20pm UVic Campus – Required Attendance	Finding Customers Developing customers Ideation Gallery – Idea 2 (10%) DUE
ENT402: Week 5 Creating Value	Reading Complete assignment Prepare exercise Complete assignment	Wednesday, Feb 8 6:30pm – 9:20pm UVic Campus – Required Attendance	Creating Value: Creating a value proposition Value proposition canvas explained Class 04 pp. 127-159 Customer development research assignment overview Prepare: one value proposition canvas for one idea Ideation Gallery – Idea 3 (10%) DUE
ENT402: Week 6 Business Model Canvas MVP Design Lab Survey Pre-testing	Video Video Prepare for class	Wednesday, Feb 15 6:30pm – 9:20pm UVic Campus – Required Attendance	Business Model Canvas, MVP Design and Survey Testing 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 Reading Week	No class	Wednesday, Feb 22 No Class	Continue work on the Customer Development Research assignment
ENT402: Week 8 Lean Start-up	Reading Video Video	Wednesday, Mar 1 6:30pm – 9:20pm UVic Campus – Required Attendance	Lean Start-up Movement Class 05 pp. 179 – 194 Lean start-up movement Overview of build-measure-learn cycle

Module Title	Type	Date	Class Description, Required Readings and Activities
ENT402: Week 9 Project Team Meetings Projects Chosen	 Complete assignment	Wednesday, Mar 8 6:30pm – 8:00pm UVic Campus – Required Attendance	Team Night Team project and presentation assignment overview Team meeting to select project business idea Customer Development Research (25%) DUE
ENT402: Week 10 Financial Feasibility Funding and Financing	 Reading Reading	Wednesday, Mar 15 6:30pm – 9:20pm UVic Campus – Required Attendance	Financial Feasibility Class 06 pp. 201 – 230 Class 12 pp. 455 – 476
ENT402: Week 11 Field Testing MVPs	 Video Video Video	Wednesday, Mar 22 6:30pm – 9:20pm Zoom Online Classroom	Testing and Validation No assigned readings Forms of Business Organization Elements of a formal business plan Key elements of successful plans
ENT402: Week 12 Small Business Law Writing a Formal Business Plan Social Entrepreneurship, Innovation Collaboration and New Business Locations BMC Presentations	 Reading Reading Reading Reading Video Video Video Video	Wednesday, Mar 29 6:30pm – 9:20pm Zoom Online Classroom Team Presentation Schedule will be posted	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 Business Model Canvas Presentations (15%) DUE
ENT402: Week 13 Course Wrap up		Wednesday, April 5 6:30pm – 9:20pm UVic Campus – Required Attendance	 Final Written Assignment Report (30%) 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 Spring 2023 Course Outline

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

Course hours:	Mondays and Wednesdays, 8:30-9:50 am
Location:	COR B143
Instructor:	M. Carmen Galang
Office hours:	By appointment (email to set up meeting)
Email:	cgalang@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.

Texts and Resources:

- THE GLOBAL BUSINESS ENVIRONMENT by Janet Morrison, 5th edition, 2020 (ebook available direct from publisher, or purchase hard copy from the UVic bookstore)
- 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 businesses 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, 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.

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 Feb. 13 (Mon.)• Oral presentations: Mar. 27, 29, Apr. 3, 5• Written report: noon Apr. 5 (Wed.)
Individual Final Paper	15	5 pm Apr. 12 (Wed.)
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.

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 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.

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.

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.

Class Participation (15%)

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 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 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.

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 by noon on Feb. 13 (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 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 **Feb. 6** 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 noon on Apr. 5 (Wednesday)** 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 Feb. 13 (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: **Mar. 27, 29, Apr. 3 and 5**. 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 **noon on Apr. 5 (Wednesday)** after the oral presentations. This allows your team to make adjustments to the written report if you wish.

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 4% 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.

Individual Final Paper (15%)

The individual final paper is based on the country report your team submitted, and is **due by 5 pm on Apr. 12 (Wednesday)**. 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 noon on Apr. 5 (Wed.) via Brightspace.

Late Work: In the absence of a medical or family emergency, submissions after the deadline will be given a 4% 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.

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.

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	<u>Exceptional, outstanding and excellent performance.</u> 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.
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65 – 69 60 – 64	C+ C	3 2	<u>Satisfactory, or minimally satisfactory.</u> 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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- 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
Jan. 9 Mon	Introduction	Read <ul style="list-style-type: none">• Course Outline• Team Project Description
Jan. 11	Understanding Globalization	Read Chapter 1: The Business Enterprise in Focus

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Wed		<p>Watch videos:</p> <ul style="list-style-type: none"> • The World Ahead 2023: five stories to watch out for (The Economist, 2022, 20 min.) https://www.youtube.com/watch?v=nv3iOH_XYdo • The Global Food Crisis, Explained (The Economist, 2022, 12 min.) https://www.youtube.com/watch?v=oQWaw5S4b3I
Jan. 16 Mon	The Pandemic and the Global Business Environment	<p>Read Bonus Chapter: Worldwide Pandemic and the Global Business Environment (<i>posted on Brightspace</i>)</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • How humans are making pandemics more likely (Vox, 2020, 7 min.) https://www.youtube.com/watch?v=qp5CEclyk94 • Will COVID kill globalization? (The Economist, 2020, 14 min.) https://www.youtube.com/watch?v=KJhlo6DtJlk <p>Prepare for discussion: Read the mini-case study - How the pandemic played havoc with meat supply chains in the US (pp. 21-22 of bonus chapter). See <i>Brightspace</i> for the discussion questions.</p>
Jan. 18 Wed	Global Business Environment	<p>Read Chapter 2: Globalization and the Business Environment</p> <p>Submit quiz 1 (due 1 pm, Jan. 17)</p> <p>Assignment 1 (due 5 pm, Jan. 17): Farmacias Similares case (<i>posted on Brightspace</i>)</p>
Jan. 23 Mon	Corporate Social Responsibility	<p>Read Chapter 11: Ethics and Social Responsibility</p> <p>Submit quiz 2 (due 1 pm, Jan. 22)</p> <p>Watch videos:</p> <ul style="list-style-type: none"> • Grameen Danone Food Project (2012, 12 min.) https://www.youtube.com/watch?v=ZDkTDcI53hg • Grameen Danone – The business of social innovation (2014, 20 min.) https://www.youtube.com/watch?v=SDh2otLO1-k <p>Assignment 2 (due 5 pm, Jan. 22): Grameen Danone case (<i>posted on Brightspace</i>)</p>
Jan. 25 Wed	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>

DATE	TOPIC	REQUIRED All chapters refer to the textbook
		<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
Jan. 27 Fri		
Jan. 30 Mon Feb. 1 Wed	Sociocultural Environment	<p>Read Chapter 3: Culture and Societies</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>Submit quiz 3 (due 1 pm, Jan. 29)</p> <p>Assignment 3 (due 5 pm, Jan. 29): PIGAMU case (posted on Brightspace)</p>
Feb. 6 Mon Feb. 8 Wed	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>
Feb. 13 Mon		<ul style="list-style-type: none"> Submit team charter <u>by 5 pm.</u> Post your team’s selected country, first come-first served; sign-up sheet on my office door will be available <u>starting noon.</u>
Feb. 13 Mon Feb. 15 Wed	Political Environment	<p>Read Chapter 5: The Political Environment: Politics and Business Intertwined</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=XXcXVt3zaVwh https://www.youtube.com/watch?v=XXcXVt3zaVw <p>Submit quiz 4 (due 1 pm, Feb. 12)</p> <p>Assignment 4 (due 5 pm, Feb. 12): Society’s Voice Against Unilever Mercury Contamination in Kodaikanal (case in coursepack)</p>

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Feb. 20-24	Reading break (Feb. 20 – Family Day holiday)	
Feb. 27 Mon Mar. 1 Wed	Legal Environment	<p>Read Chapter 6: The Legal Environment</p> <p>Submit quiz 5 (due 1 pm, Feb. 26)</p> <p>Prepare for discussion: See <i>Brightspace</i> for the discussion questions.</p>
Mar. 6 Mon Mar. 8 Wed	Technological Environment	<p>Read Chapter 9: Technology and Innovation</p> <p>Submit quiz 6 (due 1 pm, Mar. 5)</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 (due 5 pm, Mar. 5): Automation: opportunities and threats (textbook, pp. 313-314). See <i>Brightspace</i> for discussion questions.</p>
Mar. 13 Mon Mar. 15 Wed	Ecological Environment	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10: Ecology and Climate Change • Chapter 12: Sustainable Business: the Prospects <p>Submit quiz 7 (due 1 pm, Mar. 12)</p> <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 (due 5 pm, Mar. 12): How did we get here and what is the way forward? See <i>Brightspace</i> for questions to answer.</p>
Mar. 20 Mon	Sustainable Development	Prepare for discussion: Revisit the Grameen Danone case. See <i>Brightspace</i> for discussion questions
Mar. 22 Wed	NO CLASS: Free day to prepare for group presentations starting next week	

DATE	TOPIC	REQUIRED All chapters refer to the textbook
Mar. 27, 29, Apr. 3, 5	<ul style="list-style-type: none"> • Group oral presentations: date/order to be assigned • Course Experience Survey (CES) 	
Apr. 5 Wed	Submit <i>by noon</i>: <ul style="list-style-type: none"> • written report for the team project • your peer evaluation 	
Apr. 5 Wed	Release of the detailed requirements for the Individual Final Paper <i>by noon</i> .	
Apr. 12 Wed	Submit Individual Final Paper <i>by 5 pm</i> .	



SMGT 415, 416, 417 Service Management Specialization

Spring 2023 Course Outline

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

Course hours (PST)	Monday 1:00pm to 3:50pm, CLE C112, Christian (Customer Experience Management) Tuesday 1:00pm to 3:50pm, DSB C112, Rick (Talent Management/HR) Thursday 1:00pm to 3:50pm, CLE C112, Jie (Service Operations)
Instructors	Christian Van Buskirk, Rick Cotton, Jie Zhang
Office hours	As requested; please contact your professor as needed with two or three days/times that will work for you.
Email	cvanbus@uvic.ca ; rcotton@uvic.ca ; jiezhang@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.

The Service Management Experience

Over the course of the term, Service Management Specialization students will achieve the following objectives:

1. Understand the importance of service excellence in *all* businesses.
2. Understand services from a systems perspective (operations, talent management/human resources, marketing and technology).
3. Use frameworks and other tools to diagnose service problems and make recommendations for improvements to the business.
4. Develop the capability to transform an organization using service excellence.

Service Management Spring Team Introductions:



Rick

rcotton@uvic.ca

office: 250-721-8052

cell: 250-661-6957

Welcome to the Service Management Specialization! I'm Rick Cotton and I am an Associate Professor of Talent Management and Sustainable Innovation. I very much enjoy teaching UVic Service Management students at Gustavson and I expect this class with a variety of live and asynchronous learning opportunities to be no different. I've been teaching at UVic since 2015 and am married with two kids and a dog named Clark. I also love volleyball and when able to fit it in, I play in the Top Spin league here in Victoria for "The Empire Spikes Back". I also kayak which has been a great, socially distanced escape especially during these COVID years.

I have a B.S. in Management Information Systems and Marketing (dual) from Syracuse University and a MS and PhD in Organization Studies from Boston College. My expertise in maximizing human, social and positive psychological capital spans many years and I've had the chance to put it use with several different organizations. I teach, consult and speak to service organizations on subjects focused on maximizing employee and organizational performance and potential. These topics primarily include success networks (a.k.a. developmental networks, personal boards of advisors), career success, talent management best practices, strategic human resource management, leadership, resilience and cross-cultural topics. I also research talent management in professional baseball as no other field has such fine-grained performance data and I'm also a core researcher on two large international collaborations: one on contemporary careers research (<https://5c.careers/>) and one on country culture and leadership (<https://www.globeproject.com/>).

I've worked for companies focused on service excellence including for Citibank London in financial futures before working as a change management consultant providing organizational transformation and people strategy guidance for Accenture clients in many different industries. I then was a SVP of HR for a Fortune 500 services company before getting my PhD. As a consultant, researcher and speaker, my clients have included Aetna, BC Corrections, BC Ferries, General Electric, Harbour Air, the Inter-Cultural Association of Victoria, Pepsi, Tourism Victoria, United Technologies and others. My research has appeared in top HR and management academic journals as well as Harvard Business Review, Sloan/MIT Management Review, Inc., BC Business, and I've had the honour of doing interviews with CFAX 1070 for more than a year now on ongoing labour market issues and opportunities – an especially hot topic with so many firms struggling with retention.



Jie

Welcome SMGT OPS! My name is Jie Zhang and I am an Associate Professor of Service Management. I have been teaching at the Gustavson School of Business since 2016 and enjoyed delivering the service management module to BCOM and MBA students. Prior to moving to Canada, I was on the faculty at the University of Vermont. I had worked as an IT professional for nearly a decade before my academic career.

I have a Doctorate in Operations and Technology Management from Boston University, an ScM in Computer Science and an MA in Sociology from Brown University, and a BA in Economics from Fudan University. My diverse background has converged on constructing high performing service operations for sustainable, healthy, and fulfilling futures. My research projects draw on theories and practices in service research, technology and knowledge management, and sustainable

<p>jiezhang@uvic.ca office: 250-472-5736</p>	<p>development. My publications have appeared in premier operations management journals including <i>Journal of Operations Management</i> and <i>Production and Operations Management</i>.</p> <p>In my spare time, I volunteer on the governance board at the Seniors Serving Seniors, a non-profit organization dedicated to improving the well-being of senior citizens in Greater Victoria since 1981. I also enjoy listening to music/podcasts/books, spending time with my cat “Casper”, and exploring the many trails in the Southern Vancouver Island.</p>
 <p>Christian cvanbus@uvic.ca office: 250-472-4845</p>	<p>Welcome to Customer Experience Management! My name is Christian Van Buskirk and I bring over 25 years industry experience in the private and public sectors to my position as Assistant Teaching Professor at Gustavson, ranging from marketing and coordinating province-wide tourism initiatives to owning and operating a destination marketing organization (DMO) and customer experience management consulting business. I have worked with both for-profit and not-for-profit organizations to create and execute marketing and management initiatives in areas including experience management, observational research, branding and marketing communications.</p> <p>I joined Gustavson in 2014 and teaches in all levels of the business school, from first to fourth year as well as in our MBA Program. I teach several courses in the area of marketing and management. I was the recipient of the Gustavson School of Business Excellence in Teaching Award in 2020.</p> <p>Most recently, I have been involved in community-based tourism skills and tourism entrepreneurship skills training as well as sustainable tourism education. I act as the North American representative on a three-year project, funded by the LEGO Foundation as part of the United Nations-supported initiative, Principles for Responsible Management Education (PRME). As part of this pedagogy expert team, I collaborate with a global education community to develop a “Playbook” of teaching materials and instructional strategies that will give educators effective ways to teach sustainable, responsible management to business students.</p>

Texts and Resources:

In the past we have used textbooks, but over time recognized the value in creating a set of readings that provide frameworks for understanding service systems. Professors will provide information on Brightspace on how to access required readings whether through course reserves, online course packs, links to the UVic library, or other sources.

Course Format:

We deliver the service management specialization in three main phases. First we discuss service strategy and define what the business aims to achieve – why it exists and what differentiates it. Second, we focus on service design and how a business can organize to achieve maximum service potential. Finally, we cover delivery. In this (the longest phase of the course) we emphasize the day-to-day activities that create positive service experiences for customers.

The integration of the course means that we sometimes teach together and sometimes on our own. Typically, but not always, you will have Christian on Mondays, Rick on Tuesdays

and Jie on Thursdays. This means it is very important to pay attention to the course schedule and Brightspace to understand what is coming next.

The Service Management Specialization will have both asynchronous and live/synchronous learning components to maximize learning. For asynchronous learning, we will utilize articles, book chapters, links, practice exercises, and videos along with enhanced PowerPoints (with narration or detailed notes, etc.) when appropriate and Brightspace functionality including assignments and/or forums. For synchronous learning, we will utilize Zoom and live classes over the semester, we will leverage its polling, breakout rooms, whiteboard and chat functionality. We expect you to leverage these learning opportunities as we all create the learning environment together.

In general, for each class, your participation will typically follow this pattern:

- Check Brightspace and do all assigned readings and any asynchronous content such as reviewing enhanced PowerPoint slides (as appropriate) for that class, watching videos, completing pre-class exercises, or participating in forums etc. for that class.
- Engage and participate in the live/synchronous class where you can expect, in line with that class's content, a combination of discussion of the assigned readings coupled with exercises, breakout groups, and discussion of any questions you may have about the class content.
- After class, reflect on class content and complete any asynchronous content such as post-class exercises or participating in forums etc. related to what was learned during the synchronous 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

We use a variety of educational technology in this specialization 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. We will make you aware if this list changes. We 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. We encourage you to read these documents (available at <https://zoom.us/privacy>).

If you are not comfortable with your personal information being stored outside of Canada, please speak to us 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:

The Service Management Specialization is comprised of the following courses: SMGT 415, 416, and 417. Students will receive one overall grade for the specialization (i.e. students will receive the same grade across all three courses). Students will be evaluated based on the following course elements:

Title	Individual or Group	Due Date	Weight / % of Grade
Participation	Individual	Ongoing; synchronous and asynchronous	15% of grade
TM/HR: Service TM/HR Case Facilitation & Paper	Group	varies; one case per team; delivery team's facilitation PPT & Case Report should be emailed to Rick no less than 30mins prior to class on day of your team's facilitation	10% of grade
TM/HR: Service Talent Management Exam	Individual	Tuesday, Mar 28 ; in-person during class	10% of grade
CEM: Service Anthropologist Assignment	Group	Sunday, February 5 ; submit in Brightspace by 6:00pm	10% of grade
CEM: Integrating Service Systems Assignment	Individual	Sunday, March 5 ; submit in Brightspace by 11:59pm	10% of grade
OPS: Process Improvement Assignment	Group	Sunday, February 19 ; submit in Brightspace by 11:59pm	10% of grade
OPS: Data Analytics Assignment	Individual	Sunday, Apr 9 ; submit in Brightspace by 11:59pm	10% of grade
Consulting Project Report Presentation Total	Group	Tuesday, Apr 4 ; submit in Brightspace by <u>8am</u>	12.5% 12.5% 25% of grade
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.

Participation: We adopt the student as co-producer model as central to the successful delivery of the service management specialization. The only way to effectively learn the

material is through a high level of engagement and participation in all course components. To support this we allocate 15% of the total grade to participation (i.e. 5% for each of the three courses).

Since we create the learning environment together, regular attendance, participation and engagement in class maximizes learning. Your participation will be evaluated on both live/synchronous and asynchronous components. Please be mindful that there are approximately 11 sessions per instructor. **Missing two or more live/synchronous sessions with unexcused absences for a particular instructor may lead to receiving zero for your live/synchronous participation grade for that course.** The general expectation is that all live/synchronous classes will be attended except in the case of documented illness, accident or “family affliction.”

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

- Preparation effort for class including the completion of readings and assignments
- Attendance, engagement and active involvement in live/synchronous and asynchronous class activities, discussions, exercises, forums etc. in a manner that adds value
- Asking questions that are topic relevant and insightful
- Making meaningful comments that add to the learning experience
- Responding to questions of the instructor or other students
- Participating and completing in-class assignments, discussions, cases, exercises, etc.
- Playing a leadership role in the class

Please note that being late, frequently entering and leaving the Zoom classroom, or leaving live/synchronous sessions early not only detracts from the learning environment and will result in poor participation marks but also may be considered as an unexcused absence for that session. You are expected to actively participate in class and not detract from the learning experience of your fellow students to receive high marks for participation. After all, we create the learning environment together and student participation and engagement is critical to conducive learning for all involved.

Group and Individual Assignments: There will be 5 assignments, one consulting project and one exam. Most work in service organisations requires an integrated approach often accomplished through team-based assignments. We try to balance the need to successfully work in teams with the capability to solve problems individually or in pairs/trios. We have designed several graded reports and presentations to be completed in groups and also have individual/pair/trio-based evaluation elements.

Late assignments will be reduced 10% for each day late from the submission date and time. As in real life, meeting deadlines is important to success. Please get your assignments in on time and that includes timely engagement in discussion forums!

Service Talent Management/HR Case Facilitation and Paper (Rick)

Case studies are a great way to learn by applying tools and frameworks from class to real situations. As such, each team will be responsible for writing up one case study analysis in response to posted questions and facilitating the associated case discussion live or on-line over Zoom. Facilitating is more than just presenting – it entails sharing your perspective, actively listening and building a rich discussion of case content by getting the audience involved through discussion, activities, etc – all in an effort to maximize learning. The paper itself is a maximum of 7 single-spaced pages (plus any additional exhibits) which fosters the creation of a cogent and efficient write-up – a critical skill in

getting your points across in a powerful and efficient manner. In terms of logistics, this paper and your team's PowerPoint slides for your facilitation should be emailed to Rick no less than 30 minutes before the start time of the class your individual team is facilitating.

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

As part of your facilitation, you should start by providing some brief case background information. The case background should be brief because the most important outcome is that you facilitate a rich discussion with the class around the case questions and other interesting topics from the case that your team finds important to discuss. In short, the questions posed to you for your team's case are the minimum of what should be discussed with the class. (Just as in real life, making your own unique, insightful contributions in real time discussion are critical to adding value and thinking of creative ways to get the class involved over Zoom will enliven and enrich the conversation). Case teams should be prepared to facilitate for 45 minutes in total followed by a Q&A/debrief. Participation by other class members in case discussions/activities is also very important as these discussions represent an excellent opportunity to showcase your preparation and analysis – even though you are not formally 'on stage' as the facilitating team is. So please be prepared and engaged in these real-life situations as they will help you in your career when you face similar types of scenarios down the road. **Your facilitation will occur at the beginning of class on the date your team is assigned and the case paper and your team's PowerPoint should be emailed to Rick no less than 30 minutes before the beginning of that same class.**

Service Talent Management Exam (Rick)

The Talent Management exam will be held in-person on **Tuesday, March 28th** during the scheduled class time frame (**1:00 – 3:50pm**). The exam is intended to offer students an opportunity to 'strut your stuff' in terms of showing off your ability to apply and integrate the material covered in only the Talent Management/HR section of the specialization since the beginning of the term. The exam is cumulative and will focus on application of material including core concepts and tools as well as readings, cases, and any guest speaker comments. The exam will use a combination of applied essay and fill-in-the blank questions.

No make-up exams will be offered except in the case of a valid medical reason. Students who miss the exam without a valid excuse (such as documented 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 exam at the prescribed date and time. In addition, the exam is closed readings/closed notes, no computer/phone/electronic access and work on your exam is to be solely your own. All students, as with the other assignments, are expected to pursue the highest standards of academic integrity.

Service Anthropologist Assignment (Christian)

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

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

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

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

Specifics as to what observations should be made and questions you should answer will be listed in a more detailed document on Brightspace. **The assignment is due on Sunday, February 5 by 6:00pm.**

Integrating Service Systems Assignment (Christian)

This assignment to be done individually and examines the challenges firms face when they attempt to grow their businesses by integrating new services into an existing service system. Introducing additional services can be very attractive yet also especially difficult if the new service requires a substantially different design than the original service. The project is based in large part on a framework that Steve Tax developed with a colleague from research they conducted in the area of service design and growth.

Read the article, “*Designing and Implementing New Services: The Challenges of Integrating Service Systems*” (to be posted on Brightspace). This article examines the issues involved in introducing a new service into an existing offering. It provides a process for identifying the extent of differences (people, process, physical environment) for each of the services and the risk of trying to integrate them.

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

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

The assignment should be approximately 2500 – 3500 words and several tables and figures. A more detailed description of the assignment will be posted on Brightspace. The assignment is due on **Sunday, March 5 by 11:59pm.**

OPS: Process Improvement Assignment (Jie)

You have acquired a deep understanding of a service encounter as well as extensive details that make up the design and delivery of the service experience in your Service Anthropologist Assignment earlier in the term. This process improvement assignment will have you rigorously analyze and design a service process by leveraging your group’s in-depth ethnographic field research.

You will work in the same group as your Service Anthropologist Assignment. Review your ethnographic experience and notes. Choose one service encounter, and see it from the perspective of the customers' perspective. Draw a service blueprint for a clearly defined service experience identified from your anthropologist field observations. In a written summary, analyze the strengths and weaknesses of the current operations, and explain recommendations to improve the customer experiences.

Specifics regarding the deliverables will be listed in a more detailed document on Brightspace. **The assignment is due on Sunday, February 19 by 11:59pm.**

OPS: Data Analytics Assignment (Jie)

You will be exposed to several common analytical tools used in service operations management during the second half of the course. In this individual assignment, you will be provided with brief business scenarios and data. You will apply the tools and show how you will utilize the data to make the necessary decisions.

Specifics regarding the deliverables will be listed in a more detailed document on Brightspace. **The assignment is due on Sunday, April 9 by 11:59pm.**

Consulting Project

This team project will provide you with an opportunity to demonstrate your grasp of service management concepts in a real-world situation. Your team will select a service organization to study. As with the Talent Management Plan, choose an organization that at least one person on your team knows well and one for which you can access information readily. You will be expected to apply and integrate theories, concepts, and tools (etc.) from all three courses covered throughout the service management specialization program to analyze the service and develop actionable recommendations. A more detailed description of the assignment will be posted on Brightspace. The presentation and report will be due on **Tuesday, April 4th by 8am.**

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.

Peer Evaluation: Please note that teammate evaluations (which include a self-evaluation) will be an additional qualitative factor that will be considered in your participation grade; such feedback may be used to adjust course grades positively or negatively. The peer evaluation form will be posted to Brightspace.

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

Attendance and Participation: 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.

Students with unexcused absences* from more than 2 class sessions per instructor will be penalized as follows: **Missing more than two live/synchronous sessions with unexcused absences for a particular instructor may lead to receiving a zero for your synchronous participation grade for that course.**

To document an excused absence (illness, injury or family affliction), please submit your documentation to the instructor whose class you missed. Appropriate documentation must be submitted immediately upon your return to classes (within 24 hours).

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

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.

Please refer to the University of Victoria Calendar for more details pertaining to the University's attendance policy.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade (used to determine your course letter grade) will be rounded to the nearest whole percentage (e.g. a course percentage grade of a 79.49% would be reported as a 79% and result in a letter grade of a B+). 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).

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.

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.

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:

Spring 2023 – Service Management Specialization

Wk	Weekday	Date	Topic	Professor
1	Monday	09-Jan-23	Welcome to the Service Management Specialization! Note: Use Kabob Oasis; Gather Team Preferences	ALL (CLE C112)
	Tuesday	10-Jan-23	TM/HR - Building and Sustaining a Strong Service Culture Note: Reseat Teams; Complete Team Charters	Rick (DSB C112)
	Thursday	12-Jan-23	OPS – Emergency!	Jie (CLE C112)
2	Monday	16-Jan-23	CEM - Integrating Marketing into the Service System & Segmentation in Experience Management	Christian
	Tuesday	17-Jan-23	TM/HR - Aligning People and Performance	Rick
	Thursday	19-Jan-23	OPS – Take Customers' Perspectives	Jie
3	Monday	23-Jan-23	CEM - Design Thinking for Experience Management	Christian
	Tuesday	24-Jan-23	TM/HR -Defining Organizational and Job Competencies (Case #1: PetSmart/PETCO)	Rick
	Thursday	26-Jan-23	OPS – Design and Improve Process	Jie
4	Monday	30-Jan-23	CEM - Defining Customer Experience Standards	Christian
	Tuesday	31-Jan-23	TM/HR - Sourcing and Acquiring Service Talent (Case #2: SPARK Schools)	Rick
	Thursday	02-Feb-23	OPS – Deliver Quality	Jie
5	Monday	06-Feb-23	CEM - Consumer Behaviour in Experience Management	Christian

	Tuesday	07-Feb-23	TM/HR - Developing Service Talent (Case #3: HCL Technologies)	Rick
	Thursday	09-Feb-23	OPS – Analyze process	Jie
6	Monday	13-Feb-23	CEM - Branding in the Experience Economy	Christian
	Tuesday	14-Feb-23	TM/HR - Coaching Clinic (Case #4: DFS)	Rick
	Thursday	16-Feb-23	OPS – Co-create Value in Services (Live Case Analysis)	Jie
7		<i>20-Feb-23</i>	<i>Family Day</i>	
		<i>21-Feb-23</i>	<i>Reading break</i>	
		<i>23-Feb-23</i>	<i>Reading break</i>	
8	Monday	27-Feb-23	Engaging Service Talent	Rick
	Tuesday	28-Feb-23	CEM - Experience Failures and Service Recovery	Christian
	Thursday	02-Mar-23	OPS – Turnaround Day! (Experiential Game)	Jie
9	Monday	06-Mar-23	SMGT Field Trip – Details TBA	Christian, Jie, Rick
	Tuesday	07-Mar-23	TM/HR - Retaining Service Talent (Case #5: WestJet)	Rick
	Thursday	09-Mar-23	OPS – Understand Variability	Jie
10	Monday	13-Mar-23	OPS – Manage Lines	Jie
	Tuesday	14-Mar-23	TM/HR - Managing Change, Cross-Cultural HR and HR Analytics (Case #6: Ruffian Apparel)	Rick
	Thursday	16-Mar-23	OPS – Yield Management (1)	Jie
11	Monday	20-Mar-23	CEM - Gap Analysis/SERVQUAL	Christian
	Tuesday	21-Mar-23	TM/HR - Case #7: Hindustan Unilever; Case #8: Cisco Switches and Student-Driven Q&A	Rick
	Thursday	23-Mar-23	OPS – Yield Management (2)	Jie
12	Monday	27-Mar-23	CEM – e-Commerce in the Experience Economy	Christian
	Tuesday	28-Mar-23	TM/HR - Talent Management Exam	Rick

	Thursday	30-Mar-23	CEM – Social Media, Mobile Marketing and Experience Management	Christian
13	Monday	03-Apr-23	CEM – The Future of Experience Management	Christian
	Tuesday	04-Apr-23	Consulting Project Team Presentations *** Consulting Project Paper & Presentation DUE by 8am Note: 13+5+1=19 minutes per team including transition	ALL - presentation
	Thursday	06-Apr-23	Practitioner Panel, Service Management Module Wrap-Up + Evaluation Time	ALL – panel + CES + wrap up
Due Dates:				
	5-Feb-23	CEM – Service Anthropologist Group Assignment (due 6 pm on Sunday, February 5)		
	19-Feb-23	OPS – Process Improvement Assignment due midnight		
	28-Mar-23	TM – Final Exam		
	09-Apr-23	OPS – Data Analytics Assignment due midnight		
	5Mar-23	CEM – Integrating Systems Individual Assignment (due midnight on Sunday, March 5)		
	24-Jan, 31-Jan, 7-Feb, 14-Feb, 7-Mar, 14-Mar, 21-Mar (2)	TM – Case Papers and Case Facilitations (Team)		

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.