

**MGMT\*1000 Introduction to Business F'16****Section 01 M,W 2:30 -3:30pm Roz 104****Section 02 M,W 4:30-5:30pm Alex 200****1.00 Credits****General Course Information****Instructor:** Dr. Kathleen Rodenburg**Email** [krodenbu@uoguelph.ca](mailto:krodenbu@uoguelph.ca)**Office Location** MAC 235 (x58167)  
*Please email me rather than leaving me a voice mail for faster communication.***Office Hours** By appointment  
Please see Tea Time Schedule on Courselink**Department/School** Department of Economics and Finance; Department of Food, Agriculture and Resource Economics; Department of Management; Department of Marketing and Consumer Studies; School of Hospitality, Food and Tourism Management, CBE Dean's Office.**Teaching Assistants** Please see list of UTA's by seminar number on CourseLink  
**office Location** MAC 233**Pre-requisites** None**Co-requisites:** none**Restrictions:** Restricted to students registered in Bachelor of Commerce program.**Course Description**

This is a 1.0 credit course (carrying the weight of two semester courses) that is a critical foundational course for all Bachelor of Commerce students. The course is designed to enhance students' understanding of business, business management and the role business plays in society. In addition to providing central concepts, theories and models in the practice of business and ethical management, this course is specifically designed to teach students research skills to assist in examining the business environment, help students develop a practical perspective for the application of best practices in business, and gain awareness of the inter-relationships between all stakeholders outside and within the business environment. Through a series of hands-on exercises students will gain a better understanding of how ethical and social responsible business practices lead to an organization's overall success.

In order to develop the concepts in a real world context, the classroom will be structured as a Virtual 'Company'. Specifically, Management 1000 students will become an organization of employees. The outline will serve as the employment contract between the instructor (employer) and the student (employee). Students will work in teams and will be assigned as employees to an existing organization. Students will be asked to relate business concepts, theories and best practices to their assigned organization. The rules of engagement within the classroom for these students will be consistent with workplace expectations. That is, they must show up for work, they must show up on time, they are expected to be an active and fully participating team member and they must demonstrate in their individual and group work assignments unique ideas and strong critical thinking skills and processes. The culminating project for this class will require students to conduct an External & Internal Situation Analysis including an exhaustive SWOT analysis for the assigned organization. Students will be

presented with an ethical dilemma/ social responsibility challenge and must provide workable recommendations using the information acquired with conducting the Situation Analysis and the ethical training and facilitation tools taught in both lecture and seminar. Students will compete for 'Best in Class' status at the Great Ethical Dilemma Case Competition on December 2nd. During this event teams are required to present their recommendations to a panel consisting of faculty and industry leaders. (see culminating project details).

Specific abilities to meet goal

## Course Learning Outcomes (LO)

LO1. Students will gain a broad based understanding of Business and Business management necessary to be successful in future Bachelor of Commerce specialization courses; specifically, by applying theories, concepts and business models to an existing real organization students develop critical skills necessary to perform an:

- i. External environmental scan
- ii. Industry analysis including industry structure & Porter's 5- forces
- iii. Assessment of markets and competitors
- iv. Internal analysis: Strategic & Financial Assessment
- v. Analysis of customer needs and how they match with the core competencies of the organization
- vi. A detailed and comprehensive S.W.O.T. Analysis

LO2. Students will recognize the importance of ethics and social responsibility to the overall success of an organization. Students will develop critical thinking skills that will allow them to approach an ethical dilemma from three points of view: 1. Economic perspective (cost benefit analysis), 2. Legal perspective (the right to the do something, versus the right thing to do) and 3. Moral perspective. Using these three perspectives, students will be able to thoughtfully put forth meaningful recommendations as a solution.

LO3. Students will develop essential skills to work effectively as a team. In particular students will gain knowledge and acquire tools necessary to enhance

- i. Team communication, including giving and receiving feedback effectively
- ii. Managing diversity
- iii. Individual and collaborative learning
- iv. Project & time management
- v. Facilitating group work

LO4. Students will develop essential skills for:

- i. Conducting a business analysis including a basic analysis of income statements and balance sheets
- ii. Conducting secondary source research
- iii. Critical thinking
- iv. Communication –including presentation skills and business report writing
- v. Conducting an analysis in an electronic/social media environmen

### Knowledge and Understanding:

Students will gain a common language and understanding of the various forms of business, key business concepts and theories. Additionally, students will learn ethical theories and their application within the business environment. Students will learn key processes for analysing an organization and its key influencing factors. Students should be able to apply this knowledge and understanding to subsequent courses within any of the departments within the Bachelor of commerce program.

### Discipline/Professional and Transferable Skills:

Students will develop essential skills for application in their professional life. In particular, students in this class will be provided with a tool box of skills which would include: research methods, how to participate as an active and effective team member, how to build an effective team, how to facilitate and lead a meeting, how to give and receive feedback, how to set priorities and manage timelines and how to perform an organizational assessment of strengths, weaknesses, opportunities and threats. Furthermore, students will be exposed to personal and business ethical principles as well as be provided with a process on how to think and resolve ethical issues in the workplace.

## Attitudes and Values:

The mission of the College is to “develop leaders for a Sustainable World”. This is to be accomplished by “providing a transformational learning environment that encourages critical reflection, personal growth, community engagement and global awareness, in addition to promoting comprehensive understanding of both traditional and emerging themes in management and economics. In this class and throughout your time at this University we will foster social and ethical responsibility and prepare graduates for leadership roles that will improve the effectiveness of their organizations and the well-being of people in Canada and around the world.” While this class will create the environment to foster and promote this mission, the attitude of the student in the program is paramount to success. Students must take an active interest in their education. This will involve full participation in all learning activities. Students will not be ‘spoon fed’ ideas and concepts but will be forced to actively engage in research and problem solving. Students are encouraged to ask questions, to think outside the box, to debate issues, challenge concepts and to be provocative in their thinking in an effort to keep an open dialogue which will lead to their greater knowledge and understanding. Students are expected in this pursuit of knowledge to embrace diversity, encourage other students to engage in the dialogue, be respectful at all times, and recognize that both failures and successes provide excellent learning opportunities.

## Indicative Content

There are two (2) 1 hour lectures per week (2 hours of lectures) and there is one (1) 2 hour seminar per week; representing 4 hours of ‘face’ time per week. The course calendar is broken down into twelve weeks. The first lecture and seminars commence(s) on Monday, September 12.

Each week in addition to attending the lectures and seminar, you will be responsible for the following:

- an individual reading assignment
- an on-line graded self-assessment (MyBizLab)
- individual prep work for the seminar to be submitted in advance of the seminar
- Team(group) submission at the end of each seminar.

Week	Lecture	Assigned Reading	MyBizLab	Individual Prep for Seminar	Seminar Task
<b>1</b> Sept 12 & 14	<b>Understanding the CDN Business system</b> LO1 The Idea of business & profit LO2 Economic systems around the world LO3 Interactions between Business & Governments LO4 The CDN Market economy LO5 Private enterprise and competition	<b>Read Chapter 1</b>	<b>MyBizLab Orientation: Chapter 1</b> Mini Case PBL Simulation: S & D Quiz Grades assigned for completion	Reflection piece Why Business? Why Business at Guelph?	Culminating project Overview Team & company assignments Applications for Ombudsman
<i>Due Week 1</i>	<i>Register i&gt;clicker Register for MyBizLab</i>		<i>Sept. 18 11:30pm</i>	<i>Upload to drop-box In advance of wk 1 seminar Self-enroll in Tea Time groups</i>	<i>Ombudsman Survey Due Sept. 16 by 12 noon Team Contract complete in advance of wk 2 seminar</i>
<b>2</b> Sept 19 & 21	The Environment of Business LO1 Organizational Boundaries and environments LO2 The Economic Environment LO3 The technological Environment LO4 Political-Legal Environment LO5 Socio-Cultural Environment	<b>Chapter 2</b>	<b>MyBizLab Chapter 2</b> Quiz	Secondary Research on assigned industry: Macro-economic forces 1. Economic scan 2. Technological scan 3. The political & Legal 4. Socio Cultural See Indiv. Seminar Prep Wk 2	<b>Component 1: External Environment</b> <b>Scan for Assigned Industry</b>  Working session
<i>Due Week 2</i>	<i>i&gt;clicker Grading commences</i>		<i>Sept. 25 11:30 pm</i>	<i>Upload to drop box in advance of wk 2 seminar</i>	<i>Session output to drop box Component 1 due Sept. 25</i>
<b>3</b> Sept 26 & 28	(LO6-chapter 4)-Forms of Business ownership LO1 Chapter 5- The Major World Marketplaces LO2-Emerging Markets: BRICS and Beyond LO3 Forms of Competitive Advantage	<b>Ch 4-Pg. 88-91 Ch 5-Pg 99-104</b>	<b>MyBizLab Chapter 4&amp;5</b> Quiz	Complete Individual team member contribution for input into: <b>A. Industry</b> 1. Size 2. Description 3. Supply chain flow 4. Growth rate 5. Porter’s 5 forces See Indiv. Seminar Prep Wk 3	<b>Component 2: Industry Analysis</b>  Working session
<i>Due Week 3</i>	<i>i&gt;clicker</i>		<i>Oct. 2 by 11:30 pm</i>	<i>Upload to drop box in advance of wk 3 seminar Group evaluations on PEAR due Sept 26 11:30 pm</i>	<i>Session Output to drop box</i>

Week	Lecture	Assigned Readings	MyBizLab	Individual Prep for Seminar	Seminar Task
<b>4</b> <b>Oct. 3 &amp; 5</b>	The Business Of Managing: Managing the Business Enterprise LO1 The Management Process LO2 Types of Managers LO3 Management Roles and skills LO4 Strategic Management LO5 contingency planning and crisis management LO6 Management and Corporate Culture.	<b>Read Chapter 6</b>	<b>MyBizLab Chapter 6</b> 1. Mini-Case 2. Quiz	<b>B. Competitors</b> 1. List of competitors & descriptions 2. Total Revenue/Market capitalization by competitor 3. Share of Market 4. Brands 5. Key Factors for success  See Indiv. Seminar Prep for Wk 4	<b>Component 2: Competitive Analysis</b>  Working Session
<b>Due Week 4</b>	<i>i&gt;clicker</i>		<b>Oct 9 by 11:30pm</b>	<b>Upload to drop box in advance of Wk 4 seminar</b>	<b>Session Output to drop box</b>
<b>5</b> <b>Oct 10 &amp; 12</b>	Thanks-giving Holiday October 10 Cancelled class October 12 No seminar Make-up Lecture Days December 1 & 2				
<b>Due Week 5</b>	<b>Read Chapter 7; MyBizLab Chapter 7 Mini-Case 1 Oct. 16; Study Mid-term scheduled for October 17;</b>				
<b>6</b> <b>Oct 17 &amp; 19</b>	<b>Oct 17 Mid-term In-class Covers Chapters 1,2,4,5,6,7 Plus Lecture slides</b>  <b>Organizing the Business enterprise</b> LO1 Determinants of the organizational structure LO2 Specialization LO3 Assigning tasks LO4 Basic Organizational structures LO5 The Informal Organization	<b>Read Chapter 7</b>		<b>For your assigned organization get:</b> <ul style="list-style-type: none"> <li>• Annual/quarterly report</li> <li>• stories in the news</li> <li>• ads and promotions</li> <li>• Mission/vision</li> <li>• What business are you in – in terms of consumer benefits? Where are you on the supply chain?</li> <li>• Who are the customers-direct &amp; indirect?</li> <li>• Key factors for success with evidence</li> <li>• What are your core competencies with evidence?</li> <li>• What is your competitive advantage?</li> </ul> See Indiv. Seminar Prep Wk 6	<ol style="list-style-type: none"> <li>1. <b>Group assessment discussion</b></li> <li>2. <b>Next steps plan to improve team performance.</b></li> <li>3. <b>Commence Component 3: Internal analysis – Strategic Overview</b></li> </ol>
<b>Due Week 6</b>	<b>Mid-term i&gt;clicker</b>			<b>Upload to drop box in advance of Wk 6 seminar</b> <b>Group Assessment due October 19 by 11:30 pm</b>	<b>Session Output to drop box</b> <b>Component 2 due Oct. 18</b> <b>Submit to dropbox and PEAR</b>
<b>7</b> <b>Oct 24 &amp; 26</b>	Managing Human Resources & Labour relations LO1 The foundation pf Human Resources LO2 Recruiting Human resources LO3 Developing Human Resources LO4 Compensation and Benefits LO5 The legal Context of HRM LO6 New Challenges in the workplace LO7 Dealing with organized labour LO8 Forms of employee behavior (LO1) LO9 Individual differences among employees(LO2) LO10 Matching people and jobs(LO3) LO11 The Human Resource model(LO4) LO12 Leadership & Motivation (LO6)	<b>Read Chapter 8 &amp; Chapter 9</b>	<b>MyBizLab Chapter 8&amp;9</b> 1. Chapter 8 Simulation 2. Chapter 9 Quiz	Draw organizational structure & identify the key stakeholders  Collect any press pertaining to your company or industry that pertains to HR and labour relations  See Indiv. Seminar Prep Wk 7	<ol style="list-style-type: none"> <li>1. <b>Organizational structure, Identify strengths and weaknesses of this type of organizational structure.</b></li> <li>2. <b>Complete surveys</b></li> <li>3. <b>Conducting SWOT analysis</b></li> </ol>
<b>Due Week 7</b>	<i>i&gt;clicker</i>		<b>October 30 by 11:30pm</b>	<b>Upload to drop box in advance of Wk 7 seminar</b> <b>Group assessment due Oct. 31</b> <b>Complete your Peer evaluation on PEAR (assessment of another teams component 2 submission due Oct. 23)</b>	<b>Session Output to drop box</b> <b>Component 3 due Oct. 30</b>

Week	Lecture	Assigned Readings	MyBizLab	Individual Prep for Seminar	Seminar Task
<b>8 Oct 31 &amp; Nov 2</b>	Managing Operations and information LO1 What does operations mean today? LO2 Difference between service and manufacturing operations LO3 Operation processes LO4 Operations Planning LO5 The productivity quality connection LO6 Managing for quality	<b>Read Chapter 10</b>	<b>MyBizLab Chapter 10</b> 1. Simulation	From the first three component submissions, list the strengths, weaknesses and opportunities and threats for your business. Upload it to the drop box.  See Indiv. Seminar Prep. Wk 8	<b>Commence Component 5: SWOT Analysis</b>  Working Session
<b>Due Week 8</b>	<i>i&gt;clicker</i>		<b>Nov. 6 by 11:30pm</b>	<b>Upload to drop box in advance of wk 8 seminar</b>	<b>Session Output to drop box</b>
<b>9 Nov 7 &amp; 9</b>	Understanding Accounting LO1 Who are accountants? LO2 The Accounting Equation LO3 Financial Statements LO4 Income statements LO5 Analyzing financial Statements LO6 Bringing Ethics into the accounting Eq	<b>Chapter 11</b>	<b>MyBizLab Chapter 11</b> 1. Quiz	Input your P&L and your balance sheet into an excel spreadsheet  See Indiv. Seminar Prep. Wk 9	<b>Component 4: Internal Assessment -Financial Overview</b>  <b>Add financial strengths and weaknesses to SWOT</b>

<b>Due Week 9</b>	<i>i&gt;clicker</i>		<b>Nov 13 by 11:30 pm</b>	<b>Upload to drop box in advance of wk 9 seminar</b>	<b>Session Output to drop box Component 4 due Nov. 13</b>
<b>10 Nov 14 &amp; 16</b>	Understanding Marketing Principles and developing products LO1 What is Marketing LO2 Developing the Marketing Plan LO3 Marketing strategy: Market segmentation, target marketing and positions LO4 Market research LO5 Understanding Consumer behavior LO6 What is a product/service LO7 Developing New Products and Branding	<b>Chapter 12</b>	<b>MyBizLab Chapter 12</b> 1. Media Share Different Media shares assigned to different groups, she course link for details	Find commercials/ads Promotions Flyers Social Media PR campaigns Compile a list with links  See Indiv. Seminar Prep Wk 10	Determine Marketing Strategy using company's marketing mix elements  Add Strengths and weaknesses to SWOT
<b>Due Week 10</b>	<i>i&gt;clicker</i>		<b>Nov 20 By 11:30 pm</b>	<b>Upload to drop box in advance of wk 10 seminar Group Assessment due Nov. 14</b>	<b>Session Output to drop box Component 5 due Nov 20 Upload to dropbox &amp; PEAR</b>
<b>11 Nov 21 &amp; 22</b>	Pricing/Promoting and Distributing products LO1 Determining Pricing LO2 Pricing strategies and tactics LO3 Promoting products and services LO4 The Promotional mix LO5 The distribution Mix LO6 The role of Intermediaries	<b>Read Chapter 13 Chapter 3</b>	<b>MyBizLab Chapter 3</b> 1. Simulation	Read Case study in advance of class and gather data for your pre-assigned POV. Use the tools and readings assigned in class.  See Indiv. Seminar Prep Wk 11	Ethical Case study The great ethical debate. Practice for "The Great Ethical Dilemma Case Competition".
<b>Due Week 11</b>	<i>i&gt;clicker</i>		<b>November 27 by 11:30 pm</b>	<b>Upload debate arguments to drop box in advance of wk 11 seminar Complete your Peer evaluation on PEAR (assessment of another teams component 5 submission due Nov. 24)</b>	<b>Session Output to drop box</b>
<b>12 Nov 28 &amp; 30</b>	Conducting Business Ethically and Responsibly LO1 Individual Ethics LO2 Corporate Social Responsibility LO3 The Stakeholder Model of Responsibility LO4 Approaches to Social Responsibility			List potential ethical dilemmas specific to your assigned industry. Provide examples from the news.	"The Great Ethical Dilemma Case Competition" working session
<b>Due Week 12</b>	<i>i&gt;clicker</i>		<b>Study for In-class Mid-term Thursday December 1 Preparation for "The Great Case Competition" on Friday December 2<sup>nd</sup></b>		

## Course Assessment<sup>1</sup>

			Associated Learning Outcomes	Due Date/ location
<b>Assessment 1:</b>	20pts	I>clicker	1,2,4	Week 2-12 Lectures
<b>Assessment 2:</b>	40pts	On-line assessments MyBizLab	1, 4	Week1-11
<b>Assessment 3:</b>	40pts	Seminar Participation 1. individual submissions 2. Group work submissions	3	Week 2-12
<b>Assessment 4:</b>	120pts	Mid-terms 1. Mid-term 1 2. Mid-term 2	1,2,4	Oct 17 Dec 1
<b>Assessment 5:</b>	120pts	Culminating Project 1. Component 1 2. Component 2 3. Component 3 4. Component 4 5. Component 5 6. Final Written Report 7. Peer Evaluations	1,3,4	Sept 25 Oct 18 Oct 30 Nov 13 Nov 20 Dec 8
<b>Assessment 6:</b>	60pts	Great Ethical Dilemma Case Competition	1, 2, 3, 4	Dec 2
<b>Total</b>	<b>400pts</b>			

## Teaching and Learning Practices

### I>clicker (20 pts.)

I>clickers are used in class to encourage active learning. The purpose is to encourage critical thinking and to test understanding of key concepts taught in class. It allows the instructor to gauge classroom knowledge and understanding, and provide further clarity of key concepts if required.

Students are responsible for buying a i>clicker (first generation clickers or the new version of clickers both work), bringing it to every class and ensuring that the batteries work. I will not loan out clickers if students forget to bring them. Class participation will begin in September 19, 2016 and will not include the days of Exams. Each lecture is considered as one clicker session that is worth 5 points: 2 points are given for attending and answering at least 75% of the questions; 3 points are for answering any three questions correctly. The 3 lowest clicker session scores will not count to allow for absences due to illness or forgotten clickers, which means you do not need to notify me for missing 3 clicker sessions. If you have a documented and verified official reason not to attend more than 3 clicker sessions, an alternative assignment will be required (TBD). It is best NOT to miss class.

Impersonation (using your absent friend's clicker to record their answers) will not be tolerated. Being caught impersonating another student during lectures will require a meeting with the Dean who will determine the suspension penalty. It is a serious offence.

<sup>1</sup> 50% of your assessment is based on individual work and 50% is based on group work.

You must register your i>clicker in order to receive participation credit. I cannot match your answers to your name unless you register your i>clicker to your name using University of Guelph internal registration link. Please see instructions below.

Registering your i>clicker:

In your COURSELINK website for MGMT 1000 under Course Materials > the Content area, there is a link titled "iClicker Registration". Click this link to go to the U of G i>Clicker Registration page. Here you will find an input box for new clicker ID registrations, and a list of clicker IDs you have already registered with the iClicker company. You can also remove an unwanted clicker ID on this page as well. Images on the page show you where to find your clicker ID on the back of your clicker.

If you replace your clicker then register the new clicker ID number in the same manner as above.

Your registration on official i>clicker webpage is not going to work for our purposes. Please use the U of G internal registration listed above for registering your i>clicker. The clicker ID number is printed on the back of the clicker near the bottom, sometimes in very small type. An example is 12873CAB. Other numbers on the back like T24-RLR13 or 6495A-RLR13 are not clicker IDs.

If your clicker ID has worn off, then take your clicker to Classroom Technical Support (Day Hall loan counter): they can identify your serial number. Clicker IDs never use the capital letter O (Oh) or lowercase letter L, but the similar looking numerals 0 (zero) or 1 (one) may be part of your Clicker ID.

## On-line Assessments (40 Pts.)

Each week you will be assigned readings from the textbook. Once you have completed the assigned readings you will have an opportunity to test your understanding and knowledge through various on-line assessment tools at MyBizLab. In addition to learning the essentials of business, this on-line learning process will ensure that you are well prepared to participate in group work, help with your time-management through a forced distribution of workload as well minimize cramming leading up to mid-terms.

1. Student Registration Instructions:

Sign in to CourseLink and enter Management 1000 CourseLink course.

- Go to the Self-assessment tab
- Select **the MyLab & Mastering** widget found in this tab, and then select Management 1000 course link on the Pearson page.

2. Get Access to Your Pearson Course Content:

If you already have an account enter your Pearson account **username** and **password** to **Link Accounts**.

(You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, MasteringBiology or MasteringPhysics)

If you don't have a Pearson account, select **Create** and follow the instructions.

Select an access option:

- Enter the access code that came with your textbook or was purchased separately from the bookstore.
- Buy access using a credit card or PayPal account.
- If available, get temporary access by selecting the link near the bottom of the page.

From the You're Done page, select **Go to My Courses**.

**Note:** We recommend you always enter your MyLab & Modified Mastering course through your CourseLink course.

Get Your Computer Ready

For the best experience, check the system requirements for your product at:

<http://www.pearsonmylabandmastering.com/system-requirements/>

**Need help?**

For help with MyLab & Modified Mastering with Brightspace, go to:

<http://help.pearsoncmg.com/mylabmastering/d2l/student/en/index.html>

In MYBizLab you will see the list of weekly assignments and their corresponding due dates. These due dates are firm. Once the date has passed you will no longer be able to complete the task. You will be given 'one (1)' opportunity to complete task, so be sure to complete the assigned readings first. The self-assessment tool assigned varies each week and may be one or more of the following forms:

1. Quiz
2. Simulation
3. Mini-case
4. Media Share
5. Problem based learning module

Once you have completed the self-assessment at MyBizLab your scores will automatically populate the COURSELINK grade book.

**Seminar Participation  
(40 pts.)**

One of the key learning objectives of this course is the ability to work effectively in a team. As such, 50% of your assessment is based on team work. Crawford et al., 2011, National association of Colleges & Employers, 2013 along with several other studies have identified **teamwork, leadership, analytical savvy and communication skills** as skillsets most demanded by employers. Unfortunately, students often don't see the value associated with team work. In most cases this attitude is a result of not be given the correct tools or coaching on how to be successful as a team. Furthermore, incentives in the academic environment as it pertains to team work often lead to free-riding behaviours by some members. As team work, leadership, analytical savvy and communication will be critical to your success within your selected Bachelor of Commerce discipline and well as an important skill sought after by employers, the seminars are specifically designed to develop these skills.

Students will be required to complete the following in an effort to develop these skills and to avoid free-riding behaviours:

1. Create and sign a team contract
2. Each week a different member will be responsible for facilitating the working sessions
3. Submit individual prep work prior to the seminar to the drop box
4. Perform 2 PEARS (Peer evaluation assessments-see culminating project for more details) of another group's culminating project submission
5. Sign a check list of work completed by each individual member's after each group submission
6. Complete 5 group assessments on your fellow team members and hold two feedback sessions where an action plan is created to improve team performance

**Mid-terms (120 pts.)**

Two Mid-term exams are scheduled during class time. It will emphasize material covered in lectures, activities, and assigned readings. The two midterm exams are multiple choice.

**Culminating Project  
(120 pts.)**

Students will work in teams consisting of 5 members and will become an extension of a pre-assigned existing company's employee pool. In this capacity students will be responsible for completing a situational analysis for their company as well as make critical business decisions involving ethical issues. Students will use seminar time as well as outside classroom time to work on this project. One mark will be assigned to the entire team.



There are 7 Project Milestones/components with the following corresponding due dates:

Report Milestone	DUE Dates
1. Macro-environment assessment	Sept. 25
2. The industry & Competitor/Market analysis	Oct. 9
3. Internal assessment: Strategic overview	Oct. 30
4. Internal assessment: Financial overview	Nov. 13
5. SWOT Analysis	Nov. 20
6. Final written report	Dec. 8
7. The Great Ethical Debate Competition	Dec. 2

After each milestone 1 -5, students will complete a group assessment evaluation found in Courslink in PEAR, rating the performance of each member of their team. Group assessments 2 and 4 will be followed up by a face-to-face communication and action plans to improve overall group performance. The final group assessment evaluation is taken into consideration by the instructor when awarding grades for the project. Any student whose contribution has been identified as poor by the other team members will have their work placed under-review. Specifically, the individual prep work grade for each seminar will be reviewed. If the individual prep work also reveals poor performance then the under performer will lose marks on the project.

After each group submission (1-5), 2 members from your team must complete a PEAR (Peer evaluation assessment report) of another team's submission. Therefore, over the course of the term, each team member will have completed two PEARs. Your team's milestone submission will not be considered complete until the two members from your team have completed their assessments.

For the details of the group project, peer evaluations and the PEAR task, please see the group work document posted on COURSELINK under Course Materials>Content. There is a Group Assignment Checklist that is posted here as well. Once you have verified the check list, hand in this signed checklist with each milestone submission.

The University of Guelph writing centre is an excellent resource for the written assignments.

### **The Great Ethical Dilemma Case Competition (60 pts.)**

Each team assigned to a specific company will be sent an urgent email from your public relations officer 72 hours prior to the case competition informing them of a critical ethical dilemma faced by your assigned organization that requires immediate resolution by your team.

Using the information for your company report, ethical decision making tools and theories and critical thinking skills acquired in class, your team will identify 3 potential resolutions to the problem converging on one recommendation that is supported with evidence.

Each group will make a 10 minute presentation of their recommendation to their Executive Board of Directors consisting of industry experts and distinguished faculty. There will be 5 minutes of Question and Answer Q&A at the end of each presentation.

Presentations take place at a location and time to be announced on Friday **December 2nd**. The schedule of presentations will be decided based on a random draw and will take into consideration any lecture conflicts (Intro Micro, Management 1000 lectures and seminars have been replaced by this competition, so if anyone is in any of these classes, they will not present as a conflict on this date)

**Each member of the group is expected to present.**

## Tea Time

There are approximately 900 students in the Management 1000 course this term and only one instructor (me). As a first year student it is often very difficult for students to engage with faculty. Therefore, once a week I host a tea time which will accommodate 25 students per week. During this hour students and various faculty from other departments, including the Deans office will be invited to join me for tea. Tea and treats on me☺This is a great opportunity to meet your future professors from your chosen discipline, meet key individuals from the Dean's office, and on some occasions the (acting) Dean himself. You are welcome to ask course specific questions, program specific questions, college specific questions or just come out and meet your class or faculty with no specific agenda. This opportunity is on a first come first serve basis and space is limited. You can sign up for tea time, on –line in Courselink by self-enrolling into one of the tea time groups. (Go to Courselink>connect>groups). I strongly encourage you take advantage of this opportunity. You may sign up for one tea time only as there will only be spaces available for approximately 250 students this semester.

## Course Resources

### Required Texts:

1. ***Business Essentials, Eighth Canadian Edition Plus MyBizLab with Pearson e-Text -- Access Card Package, 8/e*** Ebert, Griffin, Starke, and Dracopoulos

Students may purchase any one of the following formats:

- i. The bound book packaged with a free access code card for access to myBizLab and a copy of the e-text.  
**ISBN-10: 0134302079 • ISBN-13: 9780134302072**
  - ii. A Loose Leaf Version of the book (unbound pages of the entire book that have been three whole punched and shrink-wrapped and are binder ready) with Pearson e-Text—Access Card Package  
**ISBN- 0134583264**
  - iii. A standalone Access Code Card with Access to MyBizLab and to the e-Text  
**ISBN-10: 0134298403 • ISBN-13: 9780134298405**
2. ***How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living.*** Rushworth M Kidder. Revised edition (2009), Harper  
**ISBN: 0061743992.**
  3. I>clicker technology

### Recommended Texts:

1. ***Ethics and the Conduct of Business, 7th Edition,***John R. Boatright, Loyola University of Chicago©2012, Pearson  
**ISBN13: 9780205053131**

Copies of these books will be available at the Reserve section of the Library

### Other Resources:

CourseLink ( [courselink.uoguelph.ca](http://courselink.uoguelph.ca)) is THE source for all things related to MGMT\*1000—assignment descriptions, news, discussion boards, course notes, electronic drop boxes, grades, etc.

## Grading Policies

### 1. **Late Policy:**

Some assessments (i.e., culminating project Milestones) have an 'absolute' deadline in the Course Assessment section above (e.g.: Sunday, Sept. 25 11:30 PM). This applies to ALL students in ALL sections.

Other assessments (i.e., seminar individual prep & seminar group work submission) have a 'relative' deadline in the Course Assessment section, i.e., "Week 02 • before SEM start time." This means that the work is due BEFORE the start time of your seminar in that particular week. For example, a student in seminar 01 would submit their work before 8:30 AM on Monday, Sept. 19th, while a student in seminar 02 would have until 9:30 AM on Monday, Sept. 19 and so on. Therefore, if your seminar starts at 8:30 AM on a Monday, your work is due before 8:30 AM on the Monday. 8:31 AM is considered late. Similarly, group seminar work is due at the end of each seminar and varies depending on your seminar time (uploaded prior to leaving the seminar classroom).

The CourseLink DropBox timestamp will be the sole arbitrator to determine whether an assignment is late or not. DropBox is set up so that you can submit early drafts of work—only the last one submitted will be graded—but all submissions will be saved. Submit early and submit often to avoid late penalties. Individual seminar prep work submitted after the deadline will receive a grade of zero (0), no exceptions. Component Culminating Project submissions which are late but within the first 24 hours after the deadline is assessed a 50% penalty. Component Culminating Project submissions submitted after 24 hours from the deadline is assessed a 100% penalty (i.e., it receives a grade of zero). The CourseLink DropBox will send out an automated acknowledgement e-mail that the work has been successfully uploaded. The large penalties for late submissions are necessary to ensure all team members are contributing to group work. If one team member misses a 'individual seminar prep' deadline, then the work of the entire team is compromised. Furthermore, group submissions at the end of each seminar are essential to ensure that the seminar time is used productively. DropBox is the ONLY place for documents; do not e-mail them to your professor or UTA.

### 2. **Turnitin.com:**

In this course, we will be using Turnitin, integrated with the CourseLink DropBox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

ALL submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports (like the Originality Report) that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

### 3. **Document Format:** All written documents must be in Adobe's Portable Document Format (PDF). You can create your document using Microsoft Word, Apple's Pages, Google Docs, etc., but the final submission must be in PDF. There is a cost to the instructor and UTA in terms of time lost downloading an incorrectly formatted document and attempting to make sense of it. PDF documents always work all the time—no issues with fonts, formatting, etc.

### 4. **Technology Policy:**

Technology-related issues will NOT be considered grounds for an extension to assignment deadlines or a reason to forgive a penalty for late or wrong format submissions. You need to ensure you plan for potential technology challenges or issues. 'No internet access' is NOT grounds for a late submission. The availability of free internet in many places as well as the ability to Hot spot phones makes this excuse non-valid. I strongly recommend that you back up your work, use google docs, shared dropboxes, email, etc...to ensure that you do not lose your work. Furthermore, as stated earlier, i>clicker technology problems are the responsibility of the student. I use i>clicker technology because it is 99.99% accurate if batteries are charged, if student is on the correct classroom frequency, if student's clicker shows green indicating that a vote has been recorded and obviously if student is in class using their i>clicker. Therefore, make sure your batteries are charged, that you are on the correct frequency in-class, that your votes are being registered and that your i>clicker participation grades are populating the COURSELINK grade book. Coming to me at the end of the semester and saying I have a zero grade for participation

however, I was present at the lecture will not result in grades being awarded (I have no way of knowing whether you were in my lecture or not). During presentations, I strongly recommend you pre-test the technology (including sound etc...). There will be NO extra time to resolve technical difficulties. Always plan for a technical challenge, by coming to class early to test your technology and by having a back-up plan in case your audio visual does not work. There are many times in business where the technology is not working; when you only have one chance the show must go on!

No academic consideration will be given for technology-related issues.

Please note that these policies are binding unless academic consideration is given to an individual student.

**5. Course Policy on Group Work:**

Work submitted by a team of students will be allocated one grade. Therefore, teams must work together to ensure that their submission is representative of the entire team. If plagiarism is detected through turnitin the entire team will be held responsible for the misconduct and will be penalized accordingly (at Guelph this also entails a visit to the Dean's office). Make sure that once your document is complete that it flows as one document and that there is no plagiarism within the document. When grading, the group submission should be a cohesive (not a cut and paste of various different parts from different individuals). All members of the team get a grade for the final document; there are not different grades for different parts. The only time that a student will be graded separate from the team is in the case of on-going free-riding behaviours identified by others in your group through the group assessment process. This assessment by team members can be easily verified by the 'quality of the individual seminar preparation' work uploaded to the drop box in advance of the seminar. It is often the case that a team member is unaware of how their behaviour affects their team mates, as such the team has an opportunity to complete a group assessment five times throughout the semester. After each evaluation teams will meet and discuss key issues and develop an action plan which will be signed by all team members. Therefore, team members have an opportunity to improve their performance, in which case no marks will be deducted.

**6. Communication**

I will be available for a meeting via appointment. Your UTA will also post office hours.

All e-mail communication sent from students to instructors (including UTAs), and from students to staff, must originate from the student's own U of Guelph e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from an U of Guelph account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

- Please READ the Course Outline and/or assignment instructions and/or Courselink Discussions before sending out an e-mail. Often the answer is already found therein!
- Start the subject line of your email with MGMT\*1000; makes it easy to sort out your requests from other emails.

Announcements, grades, lecture slides, information on exams, teaching assistants assigned to this section of this course, and other course materials will be posted on to COURSELINK. Check COURSELINK daily. Any changes and critical information will be posted on COURSELINK. You are responsible for making yourself aware of any changes made to the course by checking COURSELINK daily.

**7. Examination Policy:**

Exam papers must be submitted in whole and on time in the exam room. Exam papers

- (a) not submitted on time,
  - (b) submitted with missing pages,
  - (c) submitted elsewhere, with the exception of students with permission to write in the Assess Ability Office,
  - (d) not received at all,
- will receive a grade of zero regardless of the reason.

It is the responsibility of students to ensure that they write exams in the location, date, and time assigned to their sections. Students writing exams in the wrong section are considered not writing exams at all and will receive a zero mark.

Electronic devices –including electronic dictionaries – are NOT permitted in exams. The only exception is a standard (i.e. non-programmable) calculator

### *Missing a Midterm Exam*

*Missing a midterm will automatically result in a grade of zero for that midterm. A consideration for missed exams will only be given in the case of illness or emergency reasons. Such excuses as prior personal travel plans and extra-curricular commitments are not legitimate reasons. If you were ill, you must get Verification of Illness Form (the only acceptable document), with approval you may write a deferred midterm exam. There will be a single deferred exam at the end of the term which is CUMULATIVE that applies to students who missed either one or both midterm exams due to legitimate reasons such as illness or emergency. The illness form must be obtained the day of the exam and submitted within 3 days of the exam. This remedy is a privilege and not a right. No additional assignments or work will be assigned to improve the marks. Students will receive a mark of zero on a missed test without the Verification of Illness Form. The midterm exam schedule has been set and will not be changed.*

**8. Course Modification Warning:**

*The instructor and university reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her U of Guelph email and course website on COURSELINK daily during the term and to note any changes.*

**9. Course Policy regarding use of electronic devices and recording of lectures:**

*Electronic devices—phones, tablets, laptops: you may bring and use your device in class. However, I reserve the right to ask you to put away your laptop if I find it to be distracting to myself, yourself, or your peers.*

*Electronic recording—electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted (e.g., in the case of a CSD student) they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.*

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

[www.uoquelfh.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml](http://www.uoquelfh.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [www.uoquelfh.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml](http://www.uoquelfh.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoquelfh.ca](mailto:csd@uoquelfh.ca) or see the website: [www.csd.uoquelfh.ca](http://www.csd.uoquelfh.ca)

### **Course Evaluation Information**

Please refer to the Course and Instructor Evaluation Website: [courseeval.uoquelfh.ca](http://courseeval.uoquelfh.ca).

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday, November 4<sup>th</sup>. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[www.uoquelfh.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-drop.shtml](http://www.uoquelfh.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-drop.shtml)



