



General Course Information

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|--------------------------|---|
| Instructor: | Dr. Trent Tucker |
| <i>Email</i> | Course Email: mgmt1000@uoguelph.ca ← use this account please! Personal Email: trent.tucker@uoguelph.ca ← only for personal emergencies |
| <i>Office Location</i> | FVMI 130 campus telephone: x56120 |
| <i>Office Hours</i> | Varies by week; see CourseLink “News” for details |
| <i>Department/School</i> | School of Hospitality, Food, and Tourism Management |

Teaching Assistant → Section Specific ←

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|------------------------|---|
| <i>Email</i> | |
| <i>Office Location</i> | FVMI 128 |
| <i>Office Hours</i> | Variable; contact your UTA for information. |

Class Schedule: → Section Specific ←

Pre-requisites: None.

Co-requisites: None.

Course Description

This course is intended for B.Comm. students in semester one. It provides students with an understanding of the evolution of forms of business organization and their role in social and economic development. The main focus is on current economic, social and environmental issues that impact business organizations and which, in turn, are impacted by business decisions. Ethical considerations and the concept of sustainability are essential components. Students develop oral and written communication skills in small seminar groups.

Course Learning Outcomes

Using the course description from the undergraduate calendar (above) as a starting point, the learning outcomes for this course are as follows:

LO1 • *B.Comm. students in semester one:*

- LO1A • Time management: plan and direct your own activities to meet personal and team goals for the course.
- LO1B • Team work: work effectively with other members of your team to complete course deliverables on time.
- LO1C • Research: discover, compile, and synthesize information from disparate sources to create context and meaning for the problems you address.

LO2 • *Forms of business organization:* compare and contrast differing managerial requirements of for profit, not for profit, and government enterprises.

LO3 • *Role in social and economic development:* describe and diagram using standard notation common social and economic systems.

LO4 • *Impact of business on economics, society, and the environment (and vice-versa)*: research and critique business-related issues in the media.

LO5 • *Ethics and sustainability*: describe frameworks for addressing ethical problems and illustrate their use. Summarize and explain basic sustainability concepts.

LO6 • *Students develop oral and written communication skills in small seminar groups* — more formally, students will develop intermediate level competencies using “office” software (word processing, spreadsheets, presentation tools) while completing course work:

LO6A • Oral communication skills — through formal business presentations;

LO6B • Written communication skills — through the writing and re-writing of a business plan and problem-based learning write-ups; and

LO6C • Written communication skills — through the use of spreadsheets and quantitative skill development.

Knowledge and Understanding:

Students will develop an understanding of “systems thinking” and common systems archetypes (e.g., tragedy of the commons, success to the successful, et al) in the context of business.

Students will develop an understanding of “business modelling” concepts and related ideas like value proposition design while acquiring knowledge about common business models (e.g., multi-sided platforms, the long tail, et al).

Discipline/Professional and Transferable Skills:

Students will develop their skills in five key areas — time management, working as part of a team, ideation and brainstorming, communication skills (both oral and written), and problem solving skills. Developing and using these skills early in the B.Comm. program will ensure success in later courses and prepare students for the professional working world post graduation.

Students will (on their own) complete the Excel MyITLab modules in order to refine and develop their quantitative and spreadsheet skills to ensure mastery over this important and commonly used business tool.

Attitudes and Values:

The College’s **vision** is to “develop and be Leaders for a Sustainable World” and its **mission** is to “provide a transformational learning environment that encourages critical reflection, personal growth, community engagement and global awareness, and promotes comprehensive understanding of both traditional and emerging themes in management and economics. We 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.” Both the content and the delivery of the content in this course will reflect the vision and mission of the College and of the University of Guelph.

Indicative Content

Problem-based learning (PBL) forms a large part of the seminar component of this course and is modelled after the highly successful “First Year Seminar” experience at the University of Guelph. Students, working in small teams of 4-5 students, are given a messy, real-world problem and are asked to identify the learning issues through the asking (and answering) of three questions — *what do we know? What do we not know? What do we need to find out?* These learning issues are resolved through researching Library resources and students present their findings to their peers. The next stage of PBL is the development of a write-up whereby the research findings are distilled into key points in a business report. Finally, the outcomes of the problem are presented and/or debated in the seminar.

This one approach addresses a number of learning outcomes — time management (LO1A), working as part of team (LO1B), researching in the library (LO1C), understanding the context of a business problem in society (LO4), applying ethical or sustainability ideas to the problem at hand (LO5), and communicating those findings to others (LO6A&B).

The development of a novel business plan also incorporates a number of learning objectives and allows for more creativity in the development of a solution. The ‘transformational learning environment’ part of the mission of the College is realized through a “choose your own adventure” approach to the Problem Solving aspect of the course.

Students can develop (and resolve) their own PBL problem –OR– students can participate in the Micro-Tyco Challenge in November. Micro-Tyco is a global entrepreneurial challenge whereby teams of 5 are given a \$1 micro-loan and the month of November to turn that single dollar into as many dollars as possible. All of the profits are returned to Micro-Tyco and the money in turn goes to provide micro-financing to women entrepreneurs in the developing world.

→ In Fall 2013, the first time the University of Guelph participated in Micro-Tyco, we won the “International Category Award” for having ten teams turn ten dollars of seed money into \$8,335! The winning team turned their seed loan into over \$3,000 themselves! One team that made over \$354 never went into debt!

An important aspect of the transformative learning process is that of *critical reflection*. The #ThinkBiz Blog project provides time and space for students to contemplate on their learning experience in MGMT*1000. Students completing the Micro-Tyco Challenge will also write a reflective paper on their experience.

Course Assessment

| | | | Associated Learning Outcomes | Due Date/ location |
|----------------------|-------------|---|----------------------------------|--|
| Assessment 1: | 36% | Final Exam | LO2, LO3, LO4, LO5 | Tues. Dec. 9 th at 11:30 Location: TBA |
| Assessment 2: | 24% | Individual Work: Excel MyITLab™ (8%) #ThinkBiz Blog (8%) Seminar Participation (8%) | LO6C LO1A LO1B | Fri. Nov. 28 th for MyITLab and Blog. On-going through the term for Sem. Part'n. |
| Assessment 3: | 20% | Business Plan (Team): Write-Up (12%) Presentation (8%) | LO1, LO2, LO6B LO1, LO2, LO6A | Weeks 09 & 11 via DropBox at CourseLink |
| Assessment 4: | 20% | Problem Solving (Team): <i>Choose Your Own Adventure</i> | LO1, LO4, LO5, LO6A&B | Weeks 08, 10, & 12 See details below |
| Total | 100% | | | |

Bonus Marks 3 Three “bonus marks” are available this term; each item is worth 1 bonus mark and they fall right to the bottom line (i.e., they are not weighted by the course assessments).

Research — If you participate in a “Scholarship of Teaching and Learning” (SoTL) project running this term, you will receive a bonus mark.

Web Presence — Now is the time to start creating an “electronic portfolio” of your work. You can use ePortfolio tools like CourseLink or create your own domain name or use other resources like About.me and WordPress, etc. to do this work.

Viral Video — If you (and a few others; no more than five total) can create a viral video which includes “MGMT*1000” in the video you can earn bonus marks. Your idea for the video **must** be vetted with your professor **before** you create / release it.

Problem Solving All students must complete PBL Problems #1 and #2 (each weighted at 5%). You can choose to complete the Do It Yourself (DIY) PBL Problem #3 –OR– participate in the Micro-Tyco Challenge.

IF you choose the DIY PBL #3 approach, THEN your team-based problem and write-up will count for 10% of your final grade.

IF you choose to participate in Micro-Tyco, THEN your participation in the Challenge will count for 5% of the grade and an individual reflection paper will count for the other 5%. As well, all teams participating in Micro-Tyco will also be required to have their projects vetted by your UTA and professor by Oct. 15th and will be required to participate in the “Showcase Evening” on Wed. Nov. 26th.

Teaching and Learning Practices (*as appropriate*)

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| Lectures | The lecture component for this course consists of one 2-hour lecture per week in Rozanski Hall. The lectures will cover the content portion of the course (systems thinking, stakeholder theory & ethics, and business model design). Due to high enrolment, ONLY attend the lecture section you are registered in. We will use the “Poll Everywhere” audience response system in class for opinion polling, formative assessment, active learning, and peer instruction during the lecture. There is no cost to the student for this service nor are there any grades associated with it. |
| Labs | N/A |
| Seminars | The seminar component for this course consists of one 2-hour seminar per week in our transformational learning classroom (The Zone) in FVMI 133. The seminars will cover the skills portion of the course (time management, team work, communication and presentation skills, problem solving skills, etc). Your seminar is lead by an Undergraduate Teaching Assistant (4 th year B.Comm. student). Attendance in the seminars is mandatory and there is a seminar participation grade assessed by your UTA. |
| Workshops | N/A |
| Site/Field Trip | N/A |

Course Resources

Required Texts:

- 1) The Fifth Discipline • Peter Senge • ISBN: 978-0385517256 [systems thinking].
- 2) Thinking in Systems • Donella Meadows • ISBN: 978-1603580557 [systems thinking].
- 3) Business Model Generation • Alexander Osterwalder and Yves Pigneur • ISBN: 978-0470876411 [business modelling].
- 4) The AMA Handbook of Business Writing • Kevin Wilson and Jennifer Wauson • ISBN: 978-0814415894 [business skills].
- 5) Exploring Microsoft Office 2013 • Poatsy, et al • This is a Pearson “MyITLab” product — you can buy the access code at the bookstore (ISBN: 1269947354). Access to this online product is good for all four (or more) years of your B.Comm. career [business skills].

Recommended Texts:

Various trade publications (e.g., David Allen’s *Getting Things Done*, etc.) will be mentioned in the context of activities in the seminars (e.g., the time management module); there is no requirement to purchase these other books.

Lab Manual:

N/A.

Other Resources:

CourseLink (<http://courselink.uoguelph.ca/>) is the source for all things related to MGMT*1000 — assignment details, news, discussion boards, course notes, electronic drop boxes, grades, etc.

Field Trips:

N/A.

Additional Costs:

N/A.

Course Policies

Grading Policies

1) Late Policy

Team-based written assignments (i.e., Problem-Based Learning Problems and the Business Plan Write-Up) are due in the DropBox at CourseLink **BEFORE** the **start time of your seminar section**. That is, if your seminar starts at 8:30 AM on a Monday, your team's work is due by 8:30 AM on the Monday. 8:31 AM is considered late. The CourseLink DropBox timestamp will be the sole arbitrator to determine whether an assignment is late or not. Submit early and submit often to avoid late penalties. DropBox only keeps the last version of the work submitted. Work submitted after the deadline but within the first 24 hours after the deadline is assessed a 50% penalty. Work 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 team-based presentation assignment is due **24 hours before** your seminar section start time. This is to give your UTA time to prepare all of the presentations together onto one machine. For example, if your seminar starts at 8:30 AM on a Monday, your presentation is due in the DropBox at CourseLink by 8:30 AM on the Sunday before. **DO NOT** e-mail documents to your UTA or professor; DropBox at CourseLink is the only place they are to be submitted.

Individual-based work (i.e., Excel MyITLab and #ThinkBiz Blog) need to be completed by 11:59 PM on the last day of classes (Nov. 28th). Students who compete in the Micro-Tyco challenge need to complete their reflection papers by Sunday, Dec. 7th at 11:59 PM. The same late penalty scheme (50% for 0-24 hours late; 100% for >24 hours late) applies in these instances.

2) Document Format

Pay particular attention to the **format** of the document you are being asked to submit. Presentations **must** be in Microsoft PowerPoint format (.PPT or .PPTX). You can create your presentation using any package you wish (e.g., Microsoft Office, Apple's Keynote, Google Slides, etc.) but they need to be submitted as .PPT or .PPTX. Written documents must be in Adobe's Portable Document Format (PDF). Again, you can create your document using Microsoft Word, Apple's Pages, Google Docs, etc., but the final submission **must** be in PDF. Likewise, your #ThinkBiz blog must be written using the blog tool in CourseLink. Submitting the document in the wrong format will result in a 50% penalty. "Double Jeopardy" applies — for example, if you submitted a Word document late, you would be assessed a 50% penalty for the wrong format and a 50% penalty for being late, net net — a 100% penalty / grade of zero.

3) Use of plagiarism-detection software

The College of Business and Economics has a licence with Turnitin.com to use their plagiarism detection software. This software automatically scans documents uploaded to the CourseLink DropBox for plagiarism and produces an "originality report." Students are allowed to see the Originality Report for the work they have submitted. Use this tool to help improve your writing — ensuring that work from other authors is cited and referenced correctly and that you have not inadvertently plagiarized the work of others. Again, you can submit to the DropBox more than once — submit early / submit often and read your Originality Report to improve your writing.

4) Use of "Grammarly" proofreading / grammar coaching software

The Library has identified the students of MGMT*1000 to be part of a pilot project to test this software package. You will be allowed to use the Library's Grammarly.com licence at no charge to yourself. Between Grammarly.com, Turnitin.com, and the required AMA Handbook of Business Writing, your writing should be top-notch by the end of term!

5) Technology policy

Technology problems are a fact of life¹—therefore you should develop work habits that take possible problems into account. For example, always have a back-up of important work. Start your work early and save your work often. With

¹ Adapted from George Williams' "Basic Technology Advice" document (ProfHacker)

the exception of a documented, university-wide catastrophic problem (e.g., a Desire2Learn cloud migration issues making CourseLink unavailable say), 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.

With the resources you have available from the University (e.g., a Google Apps for Education account, CourseLink “lockers”, computing resources in the Library) or resources available from other sources (e.g., a personal DropBox account, Google Docs, e-mail, Facebook, smartphones, laptops, internet cafes, roommates with laptops, parents with computers, etc.) being able to create / submit work electronically should never be an issue. Per the university policy on academic consideration (below) extensions may be granted for illness or compassionate reasons only — 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.

Course Policy on Group Work:

Work submitted by a team of students will be treated as a singular “whole” piece of work and not “a collection of parts.” What does this mean? When creating the document, the team should endeavour to work together to ensure the document is complete and speaks with “one voice.” When teams take a “divide & conquer” approach is usually when trouble begins. For example, if a student copies and pastes a passage into the “introduction” (because that is the “part” they were assigned to write) and the professor or UTA later suspects that plagiarism has occurred, the entire team will be investigated for academic misconduct. As mentioned above, all of the members of the team have access to the DropBox and the Turnitin.com “Originality Report” — hence all members of the team have responsibility for the accuracy of the document submitted under the team’s name. Likewise, if one member of the team says “oh yeah, I can submit it” and they forget and it gets submitted late, the entire team takes the late penalty. Why? Everyone on the team can view the DropBox and ensure that the document has (or has not) been submitted prior to the deadline. Likewise, everyone on the team has ownership over ensuring the document is submitted in the correct format. The same logic applies to the content of the document—all members of the team get a grade for the final document; there are not different grades for different parts.

The team is responsible for completing the work at hand. Part of this process is having the capability to identify when there are issues with the team and being able to address these issues. We will, in the seminar, work at developing skills for working together in a team on a project. The team projects in this course will give you the opportunity to practice and improve upon these skills. However, in **extreme cases** of team dysfunction, members of the team should consult with their UTA and/or the professor *as soon as possible* to arrange an intervention. Team dysfunction usually involves a “free rider” who does not contribute to the work, but can involve other personality clashes between team members as well. Only in an extreme case it is possible for the members of the team to receive different grades for a team deliverable. The differential grades will be assigned by the professor.

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. In fact, we will be using Poll Everywhere software which encourages responding to in-class questions by texting in a response or accessing a website. 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 devices — laser pointers. Strictly forbidden.

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.

Course Policy regarding use of course notes and intellectual property

I will make “course notes” available to you as a PDF document available for download from CourseLink prior to the lectures. How you choose to use these notes documents is up to you — some students print them off, put them in a binder and add hand-written annotations to them, others annotate them on their tablet or laptop — what ever suits your note-taking preference. Although the notes are made available to you for no cost, there are some restrictions.

The course notes are made available to you under a Creative Commons “Attribution-NonCommercial-ShareAlike 2.5 Canada licence” (http://creativecommons.org/licenses/by-nc-sa/2.5/ca/deed.en_US). Under the terms of this licence, you are free to adapt them as you see fit (i.e., add your own annotations for example), but you are **not** free to use them for commercial purposes or make them available to others for commercial purposes. In the past my course notes have ended up on commercial sites like OneClass and CourseHero. Please respect my intellectual property by keeping it for

your own use for this course.

University Policies

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:

<http://www.uoguelph.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:

<https://www.uoguelph.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@uoguelph.ca or see the website:

<http://www.csd.uoguelph.ca/>

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website: <https://courseeval.uoguelph.ca/>

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, October 31st. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-drop.shtml>

Additional Course Information

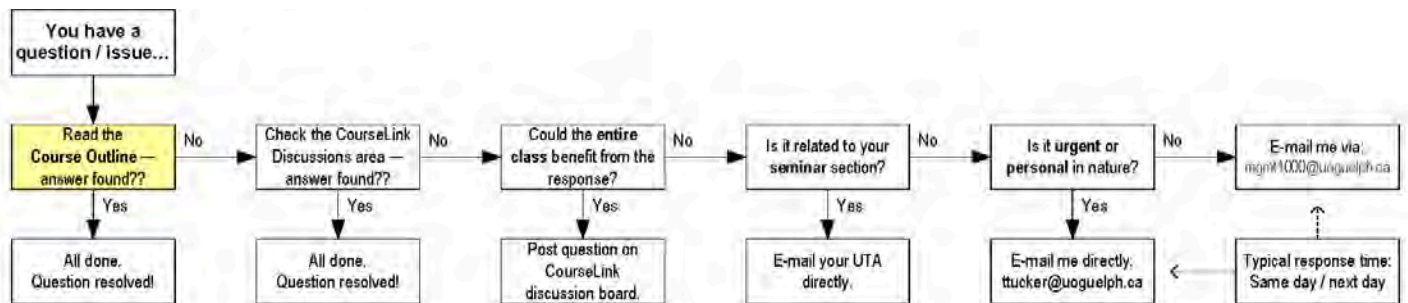
Classroom locations — as mentioned above, lectures will be held in Rozanski Hall while the seminars will be held in the uoG-BIZ Building at 50 College Ave W — FVMI 133. Please allow yourself extra travel time to get down to uoG-BIZ before your seminar starts. Likewise, your UTA will endeavour to dismiss the seminar a few minutes early so you can get to your next class. Here is a map of campus showing these two locations:



Communication protocol — Per university [guidelines](#): “The University-issued email address is considered an official address and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly.” Thus, the teaching team will **only** correspond to e-mails coming from your Gryph Mail (mail.uoguelph.ca) e-mail account.

Important things to keep in mind:

- 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.
- Again, the UTAs and myself will correspond **only** with [@mail.uoguelph.ca](mailto:mail.uoguelph.ca) email addresses; no Gmail, HotMail, etc.
- This is an opportunity for you to practice *professional business* communication! No “Hey Prof” salutations, no texting short forms like “r u gonna post teh solns?”, that sort of thing.



Thanks! I’m looking forward to MGMT*1000 this term! All the best in the course!

➔ The next page will provide more details on due dates and deliverables for the seminars ◀

Seminar Schedule — MONDAY Seminars

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| Week 01 Sept. 8 th | For this day ONLY we will meet in front of The Cannon (rain or shine!) at the start time of your seminar. This session will consist of a 1-hour “Captains of Industry / #ThinkBiz” walking tour around campus, bringing you over to The Zone classroom in FVMI 133 for an in-class ice-breaker activity with your UTA for the second hour. You will need pencils/pens for the later activity; no need for laptops, notebooks, etc. Dress for the weather and walking around campus. |
| Week 02 Sept. 15 th | For the rest of term, seminars will be held in The Zone classroom (FVMI 133). The first half of this session will be spent developing your time management skills —please bring the Time Tracker booklet from Week 01. The second half will be spent exploring the Problem-Based Learning (PBL) approach we will use in the classroom. Pencil and paper activities in seminar today; no need for any other gear. At the end of this seminar, you will have some PBL Learning Issues to research over the next week. |
| Week 03 Sept. 22 nd | The first half of today’s session will be spent developing your team work skills . The second half of the session will be spent doing a research review of the materials you found related to the PBL Learning Issues from last week. Please bring the materials you found in a way that is easy to share with others (paper copies, laptop, etc.). At the end of this seminar, you will have a short writing assignment to complete for next week. This is a formative assignment (no grades), but it is required for next seminar. |
| Week 04 Sept. 29 th | The first half of today’s session will be spent developing your brainstorming and ideation skills . In the second half of this session, you will reviewing the writing assignments from last week. Please bring three paper copies of your writing for sharing with your peers—you’ll keep one and share the other two. At the end of this seminar you will have a short team assignment (presentation + debate) to complete for next week. Again, this is a <i>formative</i> assignment — for feedback only. |
| Week 05 Oct. 6 th | The first half of today’s session will spent developing your communication skills . You will put these skills to work in the second half of this seminar with a mock debate and/or a short presentation related to the PBL Problem that you started working with in Week 02. |
| Week 06 Oct. 13 th | Thanksgiving Day holiday — no seminar today. However, the teams for PBL Problem #1 will be available at CourseLink as will the PBL #1 problem description. Your team will be required to submit this problem in Week 08. The seminar activities for today will happen on Friday, November 28th (the make-up day for Oct. 13 th). |
| Week 07 Oct. 20 th | The first half of today’s session will be spent developing your problem-solving skills . The second half of the seminar will introduce the business model canvas and the business plan assignment that is due in Week 11. |
| Week 08 Oct. 27 th | Deliverable: Your team’s PBL Problem #1 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #1. The second half of the class will be spent developing the Learning Issues for PBL Problem #2 which will be handed out in class today; it is due in Week 10. |
| Week 09 Nov. 3 rd | We will spent all of today’s session working on the business plans and canvases in preparation for the presentations in Week 11. |
| Week 10 Nov. 10 th | Deliverable: Your team’s PBL Problem #2 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #2. The second half of the class will be spent developing your PBL Problem #3 (if you chose this ‘adventure’); it is due in Week 12. |
| Week 11 Nov. 17 th | Deliverable: Your team’s Business Plan Presentation is DUE 24 hours before the start time of today’s seminar in the DropBox at CourseLink. It must be in .PPT or .PPTX format. Deliverable: Your team’s Business Plan write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! All of the Business Plan presentations will run today. Please come in formal business attire ready to go! |
| Week 12 Nov. 24 th | Deliverable: If you did the PBL Problem #3 then the write-up and presentation are DUE in the DropBox at CourseLink before the start time of today’s seminar; if you did Micro-Tyco, there is no deliverable due today. The first half of today’s session will be spent hearing about the PBL Problems (and solutions) that teams came up with; the second half of the seminar will be used as a “course wrap-up and review” session. |
| Friday Nov. 28 th | This is a make-up session for the Oct. 13 th seminar time slot that was lost due to Thanksgiving Day holiday. Your UTA will have something planned for this day along the lines of communication skills, teamwork, leadership, etc. |

Seminar Schedule — TUESDAY Seminars

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|-----------------------------------|---|
| Week 01 Sept. 9 th | For this day ONLY we will meet in front of The Cannon (rain or shine!) at the start time of your seminar. This session will consist of a 1-hour “Captains of Industry / #ThinkBiz” walking tour around campus, bringing you over to The Zone classroom in FVMI 133 for an in-class ice-breaker activity with your UTA for the second hour. You will need pencils/pens for the later activity; no need for laptops, notebooks, etc. Dress for the weather and walking around campus. |
| Week 02 Sept. 16 th | For the rest of term, seminars will be held in The Zone classroom (FVMI 133). The first half of this session will be spent developing your time management skills — please bring the Time Tracker booklet from Week 01. The second half will be spent exploring the Problem-Based Learning (PBL) approach we will use in the classroom. Pencil and paper activities in seminar today; no need for any other gear. At the end of this seminar, you will have some PBL Learning Issues to research over the next week. |
| Week 03 Sept. 23 rd | The first half of today’s session will be spent developing your team work skills . The second half of the session will be spent doing a research review of the materials you found related to the PBL Learning Issues from last week. Please bring the materials you found in a way that is easy to share with others (paper copies, laptop, etc.). At the end of this seminar, you will have a short writing assignment to complete for next week. This is a formative assignment (no grades), but it is required for next seminar. |
| Week 04 Sept. 30 th | The first half of today’s session will be spent developing your brainstorming and ideation skills . In the second half of this session, you will reviewing the writing assignments from last week. Please bring three paper copies of your writing for sharing with your peers—you’ll keep one and share the other two. At the end of this seminar you will have a short team assignment (presentation + debate) to complete for next week. Again, this is a <i>formative</i> assignment — for feedback only. |
| Week 05 Oct. 7 th | The first half of today’s session will spent developing your communication skills . You will put these skills to work in the second half of this seminar with a mock debate and/or a short presentation related to the PBL Problem that you started working with in Week 02. |
| Week 06 Oct. 14 th | “Fall Study Break” Day — no seminar today. However, the teams for PBL Problem #1 will be available at CourseLink as will the PBL #1 problem description. Your team will be required to submit this problem in Week 08. The seminar activities for today will happen on Thursday, November 27th (the make-up day for Oct. 14 th). |
| Week 07 Oct. 21 st | The first half of today’s session will be spent developing your problem-solving skills . The second half of the seminar will introduce the business model canvas and the business plan assignment that is due in Week 11. |
| Week 08 Oct. 28 th | Deliverable: Your team’s PBL Problem #1 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #1. The second half of the class will be spent developing the Learning Issues for PBL Problem #2 which will be handed out in class today ; it is due in Week 10. |
| Week 09 Nov. 4 th | We will spent all of today’s session working on the business plans and canvases in preparation for the presentations in Week 11. |
| Week 10 Nov. 11 th | Deliverable: Your team’s PBL Problem #2 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #2. The second half of the class will be spent developing your PBL Problem #3 (if you chose this ‘adventure’); it is due in Week 12. |
| Week 11 Nov. 18 th | Deliverable: Your team’s Business Plan Presentation is DUE 24 hours before the start time of today’s seminar in the DropBox at CourseLink. It must be in .PPT or .PPTX format. Deliverable: Your team’s Business Plan write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! All of the Business Plan presentations will run today. Please come in formal business attire ready to go! |
| Week 12 Nov. 25 th | Deliverable: If you did the PBL Problem #3 then the write-up and presentation are DUE in the DropBox at CourseLink before the start time of today’s seminar; if you did Micro-Tyco, there is no deliverable due today. The first half of today’s session will be spent hearing about the PBL Problems (and solutions) that teams came up with; the second half of the seminar will be used as a “course wrap-up and review” session. |
| Thursday Nov. 27 th | This is a make-up session for the Oct. 14 th seminar time slot that was lost due to “Fall Study Break” Day. Your UTA will have something planned for this day along the lines of communication skills, teamwork, leadership, etc. |

Seminar Schedule — WEDNESDAY Seminars

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| Week 01 Sept. 10 th | For this day ONLY we will meet in front of The Cannon (rain or shine!) at the start time of your seminar. This session will consist of a 1-hour “Captains of Industry / #ThinkBiz” walking tour around campus, bringing you over to The Zone classroom in FVMI 133 for an in-class ice-breaker activity with your UTA for the second hour. You will need pencils/pens for the later activity; no need for laptops, notebooks, etc. Dress for the weather and walking around campus. |
| Week 02 Sept. 17 th | For the rest of term, seminars will be held in The Zone classroom (FVMI 133). The first half of this session will be spent developing your time management skills — please bring the Time Tracker booklet from Week 01. The second half will be spent exploring the Problem-Based Learning (PBL) approach we will use in the classroom. Pencil and paper activities in seminar today; no need for any other gear. At the end of this seminar, you will have some PBL Learning Issues to research over the next week. |
| Week 03 Sept. 24 th | The first half of today’s session will be spent developing your team work skills . The second half of the session will be spent doing a research review of the materials you found related to the PBL Learning Issues from last week. Please bring the materials you found in a way that is easy to share with others (paper copies, laptop, etc.). At the end of this seminar, you will have a short writing assignment to complete for next week. This is a formative assignment (no grades), but it is required for next seminar. |
| Week 04 Oct. 1 st | The first half of today’s session will be spent developing your brainstorming and ideation skills . In the second half of this session, you will reviewing the writing assignments from last week. Please bring three paper copies of your writing for sharing with your peers—you’ll keep one and share the other two. At the end of this seminar you will have a short team assignment (presentation + debate) to complete for next week. Again, this is a <i>formative</i> assignment — for feedback only. |
| Week 05 Oct. 8 th | The first half of today’s session will spent developing your communication skills . You will put these skills to work in the second half of this seminar with a mock debate and/or a short presentation related to the PBL Problem that you started working with in Week 02. |
| Week 06 Oct. 15 th | The first half of today’s session will be spent “bonding” with your PBL Problem #1 team and developing the Learning Issues for this problem. Your team will be required to submit this problem in Week 08. Your UTA will have something planned for the second half of this seminar along the lines of communication skills, teamwork, leadership, etc. |
| Week 07 Oct. 22 nd | The first half of today’s session will be spent developing your problem-solving skills . The second half of the seminar will introduce the business model canvas and the business plan assignment that is due in Week 11. |
| Week 08 Oct. 29 th | Deliverable: Your team’s PBL Problem #1 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #1. The second half of the class will be spent developing the Learning Issues for PBL Problem #2 which will be handed out in class today; it is due in Week 10. |
| Week 09 Nov. 5 th | We will spent all of today’s session working on the business plans and canvases in preparation for the presentations in Week 11. |
| Week 10 Nov. 12 th | Deliverable: Your team’s PBL Problem #2 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #2. The second half of the class will be spent developing your PBL Problem #3 (if you chose this ‘adventure’); it is due in Week 12. |
| Week 11 Nov. 19 th | Deliverable: Your team’s Business Plan Presentation is DUE 24 hours before the start time of today’s seminar in the DropBox at CourseLink. It must be in .PPT or .PPTX format. Deliverable: Your team’s Business Plan write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! All of the Business Plan presentations will run today. Please come in formal business attire ready to go! |
| Week 12 Nov. 26 th | Deliverable: If you did the PBL Problem #3 then the write-up and presentation are DUE in the DropBox at CourseLink before the start time of today’s seminar; if you did Micro-Tyco, there is no deliverable due today. The first half of today’s session will be spent hearing about the PBL Problems (and solutions) that teams came up with; the second half of the seminar will be used as a “course wrap-up and review” session. |

Seminar Schedule — THURSDAY Seminars

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| Week 01 Sept. 4 th | For this day ONLY we will meet in front of The Cannon (rain or shine!) at the start time of your seminar. This session will consist of a 1-hour “Captains of Industry / #ThinkBiz” walking tour around campus, bringing you over to The Zone classroom in FVMI 133 for an in-class ice-breaker activity with your UTA for the second hour. You will need pencils/pens for the later activity; no need for laptops, notebooks, etc. Dress for the weather and walking around campus. |
| Week 02 Sept. 11 th | For the rest of term, seminars will be held in The Zone classroom (FVMI 133). The first half of this session will be spent developing your time management skills — please bring the Time Tracker booklet from Week 01. The second half will be spent exploring the Problem-Based Learning (PBL) approach we will use in the classroom. Pencil and paper activities in seminar today; no need for any other gear. At the end of this seminar, you will have some PBL Learning Issues to research over the next week. |
| Week 03 Sept. 18 th | The first half of today’s session will be spent developing your team work skills . The second half of the session will be spent doing a research review of the materials you found related to the PBL Learning Issues from last week. Please bring the materials you found in a way that is easy to share with others (paper copies, laptop, etc.). At the end of this seminar, you will have a short writing assignment to complete for next week. This is a formative assignment (no grades), but it is required for next seminar. |
| Week 04 Sept. 25 th | The first half of today’s session will be spent developing your brainstorming and ideation skills . In the second half of this session, you will reviewing the writing assignments from last week. Please bring three paper copies of your writing for sharing with your peers—you’ll keep one and share the other two. At the end of this seminar you will have a short team assignment (presentation + debate) to complete for next week. Again, this is a <i>formative</i> assignment — for feedback only. |
| Week 05 Oct. 2 nd | The first half of today’s session will spent developing your communication skills . You will put these skills to work in the second half of this seminar with a mock debate and/or a short presentation related to the PBL Problem that you started working with in Week 02. |
| Week 06 Oct. 9 th | The first half of today’s session will be spent “bonding” with your PBL Problem #1 team and developing the Learning Issues for this problem. Your team will be required to submit this problem in Week 08. Your UTA will have something planned for the second half of this seminar along the lines of communication skills, teamwork, leadership, etc. |
| Week 07 Oct. 16 th | The first half of today’s session will be spent developing your problem-solving skills . The second half of the seminar will introduce the business model canvas and the business plan assignment that is due in Week 11. |
| Week 08 Oct. 23 rd | Deliverable: Your team’s PBL Problem #1 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #1. The second half of the class will be spent developing the Learning Issues for PBL Problem #2 which will be handed out in class today ; it is due in Week 10. |
| Week 09 Oct. 30 th | We will spent all of today’s session working on the business plans and canvases in preparation for the presentations in Week 11. |
| Week 10 Nov. 6 th | Deliverable: Your team’s PBL Problem #2 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #2. The second half of the class will be spent developing your PBL Problem #3 (if you chose this ‘adventure’); it is due in Week 12. |
| Week 11 Nov. 13 th | Deliverable: Your team’s Business Plan Presentation is DUE 24 hours before the start time of today’s seminar in the DropBox at CourseLink. It must be in .PPT or .PPTX format. Deliverable: Your team’s Business Plan write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! All of the Business Plan presentations will run today. Please come in formal business attire ready to go! |
| Week 12 Nov. 20 th | Deliverable: If you did the PBL Problem #3 then the write-up and presentation are DUE in the DropBox at CourseLink before the start time of today’s seminar; if you did Micro-Tyco, there is no deliverable due today. The first half of today’s session will be spent hearing about the PBL Problems (and solutions) that teams came up with; the second half of the seminar will be used as a “course wrap-up and review” session. |

Seminar Schedule — FRIDAY Seminars

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| Week 01 Sept. 5 th | For this day ONLY we will meet in front of McLaughlin Library (rain or shine!) at the start time of your seminar. This session will consist of a 1-hour “Captains of Industry / #ThinkBiz” walking tour around campus, bringing you over to The Zone classroom in FVMI 133 for an in-class ice-breaker activity with your UTA for the second hour. You will need pencils/pens for the later activity; no need for laptops, notebooks, etc. Dress for the weather and walking around campus. |
| Week 02 Sept. 12 th | For the rest of term, seminars will be held in The Zone classroom (FVMI 133). The first half of this session will be spent developing your time management skills — please bring the Time Tracker booklet from Week 01. The second half will be spent exploring the Problem-Based Learning (PBL) approach we will use in the classroom. Pencil and paper activities in seminar today; no need for any other gear. At the end of this seminar, you will have some PBL Learning Issues to research over the next week. |
| Week 03 Sept. 19 th | The first half of today’s session will be spent developing your team work skills . The second half of the session will be spent doing a research review of the materials you found related to the PBL Learning Issues from last week. Please bring the materials you found in a way that is easy to share with others (paper copies, laptop, etc.). At the end of this seminar, you will have a short writing assignment to complete for next week. This is a formative assignment (no grades), but it is required for next seminar. |
| Week 04 Sept. 26 th | The first half of today’s session will be spent developing your brainstorming and ideation skills . In the second half of this session, you will reviewing the writing assignments from last week. Please bring three paper copies of your writing for sharing with your peers—you’ll keep one and share the other two. At the end of this seminar you will have a short team assignment (presentation + debate) to complete for next week. Again, this is a <i>formative</i> assignment — for feedback only. |
| Week 05 Oct. 3 rd | The first half of today’s session will spent developing your communication skills . You will put these skills to work in the second half of this seminar with a mock debate and/or a short presentation related to the PBL Problem that you started working with in Week 02. |
| Week 06 Oct. 10 th | The first half of today’s session will be spent “bonding” with your PBL Problem #1 team and developing the Learning Issues for this problem. Your team will be required to submit this problem in Week 08. Your UTA will have something planned for the second half of this seminar along the lines of communication skills, teamwork, leadership, etc. |
| Week 07 Oct. 17 th | The first half of today’s session will be spent developing your problem-solving skills . The second half of the seminar will introduce the business model canvas and the business plan assignment that is due in Week 11. |
| Week 08 Oct. 24 th | Deliverable: Your team’s PBL Problem #1 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #1. The second half of the class will be spent developing the Learning Issues for PBL Problem #2 which will be handed out in class today ; it is due in Week 10. |
| Week 09 Oct. 31 st | Happy Hallowe’en! All treats, no tricks. We will spent all of today’s session working on the business plans and canvases in preparation for the presentations in Week 11. |
| Week 10 Nov. 7 th | Deliverable: Your team’s PBL Problem #2 write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! The first half of today’s session will be spent presenting and/or debating the problems from PBL Problem #2. The second half of the class will be spent developing your PBL Problem #3 (if you chose this ‘adventure’); it is due in Week 12. |
| Week 11 Nov. 14 th | Deliverable: Your team’s Business Plan Presentation is DUE 24 hours before the start time of today’s seminar in the DropBox at CourseLink. It must be in .PPT or .PPTX format. Deliverable: Your team’s Business Plan write-up is DUE in the DropBox at CourseLink in PDF format before the start time of today’s seminar! All of the Business Plan presentations will run today. Please come in formal business attire ready to go! |
| Week 12 Nov. 21 st | Deliverable: If you did the PBL Problem #3 then the write-up and presentation are DUE in the DropBox at CourseLink before the start time of today’s seminar; if you did Micro-Tyco, there is no deliverable due today. The first half of today’s session will be spent hearing about the PBL Problems (and solutions) that teams came up with; the second half of the seminar will be used as a “course wrap-up and review” session. |

Lecture Schedule

| Wednesdays ROZH 101 02xx | Thursdays ROZH 104 01xx | Lecture Topic + Readings |
|--------------------------------|-------------------------------|---|
| — | <i>Sept. 4th</i> | <i>No lecture today</i> |
| Sept. 10 th | Sept. 11 th | LEC 01 — Introduction + Course Overview Please read the Course Outline beforehand... |
| Sept. 17 th | Sept. 18 th | LEC 02 — Systems Thinking I Senge: Part II (Chapters 4-7) + Appendix 2 Meadows: Part One — Systems Structure (Ch.'s 1 & 2) |
| Sept. 24 th | Sept. 25 th | LEC 03 — Systems Thinking II Senge: Part II (Chapters 4-7) + Appendix 2 Meadows: Part Two — Systems and Us (Ch.'s 3, 4, & 5) |
| Oct. 1 st | Oct. 2 nd | LEC 04 — Stakeholder Theory Ethics Notes and links to papers available at CourseLink |
| Oct. 8 th | Oct. 9 th | LEC 05 — Systems Thinking III Senge: Part II (Chapters 4-7) + Appendix 2 Meadows: Part Three — Creating Change (Ch.'s 6 & 7) |
| Oct. 15 th | Oct. 16 th | LEC 06 — Business Modeling Intro Osterwalder & Pigneur: Ch.'s 1 & 2 + Value Proposition Designer (CourseLink) |
| Oct. 22 nd | Oct. 23 rd | LEC 07 — Business Models I Osterwalder & Pigneur: Ch.'s 1 & 2 + Value Proposition Designer (CourseLink) |
| Oct. 29 th | Oct. 30 th | LEC 08 — Business Models II Osterwalder & Pigneur: Ch.'s 1, 2 & 5 + Value Proposition Designer (CourseLink) |
| Nov. 5 th | Nov. 6 th | LEC 09 — Business Models III Osterwalder & Pigneur: Ch. 4 + readings at CourseLink |
| Nov. 12 th | Nov. 13 th | LEC 10 — Business Models IV Course Notes at CourseLink |
| Nov. 19 th | Nov. 20 th | LEC 11 — Course Wrap-Up + Final Exam Review Course Notes at CourseLink |
| Nov. 26 th | — | Micro-Tyco “Showcase” Evening Students from both the 01 and 02 sections are encouraged to attend. This is required for students who do the Micro-Tyco Business Challenge as part of the Problem Solving “choose your own adventure” path... |