



# MGMT\*1000

## Introduction to Business Fall Term 2013



Hi. Welcome to **MGMT\*1000**—Introduction to Business. My name is Trent Tucker and I'll be your professor this term. You will also have a Undergraduate Teaching Assistant (UTA) whom you'll meet in your seminar section. Together the UTAs and myself will be creating the **learning environment** for this course. The purpose of this Course Outline is two-fold: first, to provide you with everything you ever wanted to know about MGMT\*1000, and second to act as a “contract” between the teaching team and you—setting the expectations for this course. Please keep in mind that MGMT\*1000 is a 1.0 credit course—double the weight of other courses you will be taking this term, hence it is important to keep up with this course! Like I said, this is *everything* you ever wanted to know about MGMT\*1000 so this document has its own...

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## Your Teaching Team

### Professor Tucker



Dr. Trent Tucker

**Course Email:** [mgmt1000@uoguelph.ca](mailto:mgmt1000@uoguelph.ca) See Communication Protocol below

Personal Email: [trent.tucker@uoguelph.ca](mailto:trent.tucker@uoguelph.ca)

Telephone: (519) 824-4120 x56120

Office: FVMI Room 130

Office Hours: Variable depending on my schedule; see CourseLink for days & times.

Send me an e-mail to make an appointment outside of posted times.

Twitter: [@MGMT1000](#) | [@ProfTucker](#) | [#MGMT1000](#)

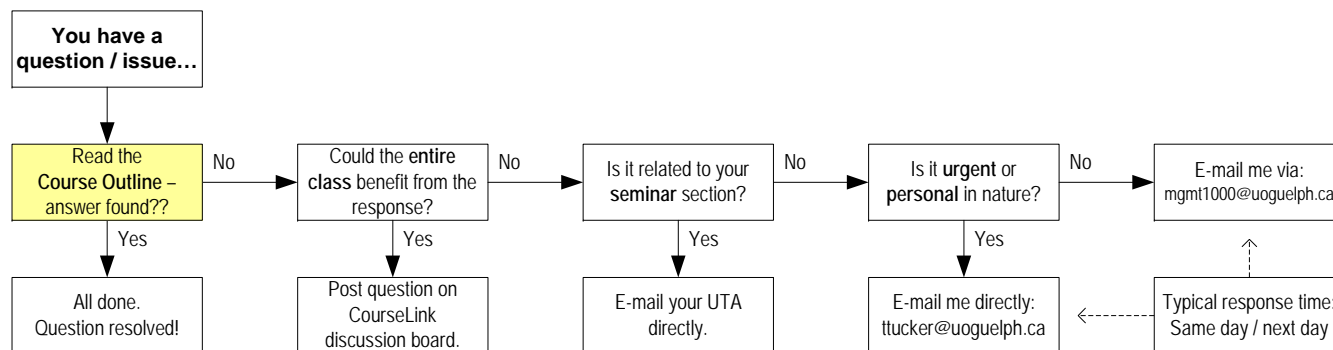
### Undergraduate Teaching Assistants (UTAs)

Undergrad TA	Email Address	Sections	Undergrad TA	Email Address	Sections
Alec Mackrell	<a href="mailto:amackrel@uoguelph.ca">amackrel@uoguelph.ca</a>	0212, 0218	Ashton Romany	<a href="mailto:aromany@uoguelph.ca">aromany@uoguelph.ca</a>	0103, 0106
Carl Trivieri	<a href="mailto:ctrivier@uoguelph.ca">ctrivier@uoguelph.ca</a>	0217, 0219	Dani Gabriele	<a href="mailto:dgabriel@uoguelph.ca">dgabriel@uoguelph.ca</a>	0101, 0213
Kennedy Crawford	<a href="mailto:mcrawf02@uoguelph.ca">mcrawf02@uoguelph.ca</a>	0208, 0211	Luke Nangle	<a href="mailto:lnangle@uoguelph.ca">lnangle@uoguelph.ca</a>	0121, 0222
Marlee Baxter	<a href="mailto:marlee@uoguelph.ca">marlee@uoguelph.ca</a>	0102, 0209	Naman Arora	<a href="mailto:narora@uoguelph.ca">narora@uoguelph.ca</a>	0210, 0214
Robyn Honsberger	<a href="mailto:rhonsber@uoguelph.ca">rhonsber@uoguelph.ca</a>	0215, 0216	Sean Delottinville	<a href="mailto:sdelotti@uoguelph.ca">sdelotti@uoguelph.ca</a>	0104, 0105
Swapnil Pradhan	<a href="mailto:spadhan@uoguelph.ca">spadhan@uoguelph.ca</a>	0207, 0220			

Your UTA will inform you of their office hours times and locations in the first seminar. The UTA Office is located in FVMI Room 128 — next to my office and across the hall from our seminar classroom (FVMI 133|134).

## 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 ([uoguelph.ca](mailto:uoguelph.ca)) e-mail account. Please follow the following “Communications Protocol” for questions and issues arising in this course:



Important things to keep in mind:

- Please **READ** the Course Outline *before* sending out an e-mail. Often the answer is already found herein!
- Start the subject line of your email with **MGMT\*1000**; makes it easy to sort out your requests from other emails.
- The UTAs and myself will correspond **only** with [@uoguelph.ca](mailto:@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.

## Class Times and Locations

Lecture and seminar times and locations for Fall Term 2013. ALL seminars will be held in FVMI 133|134.

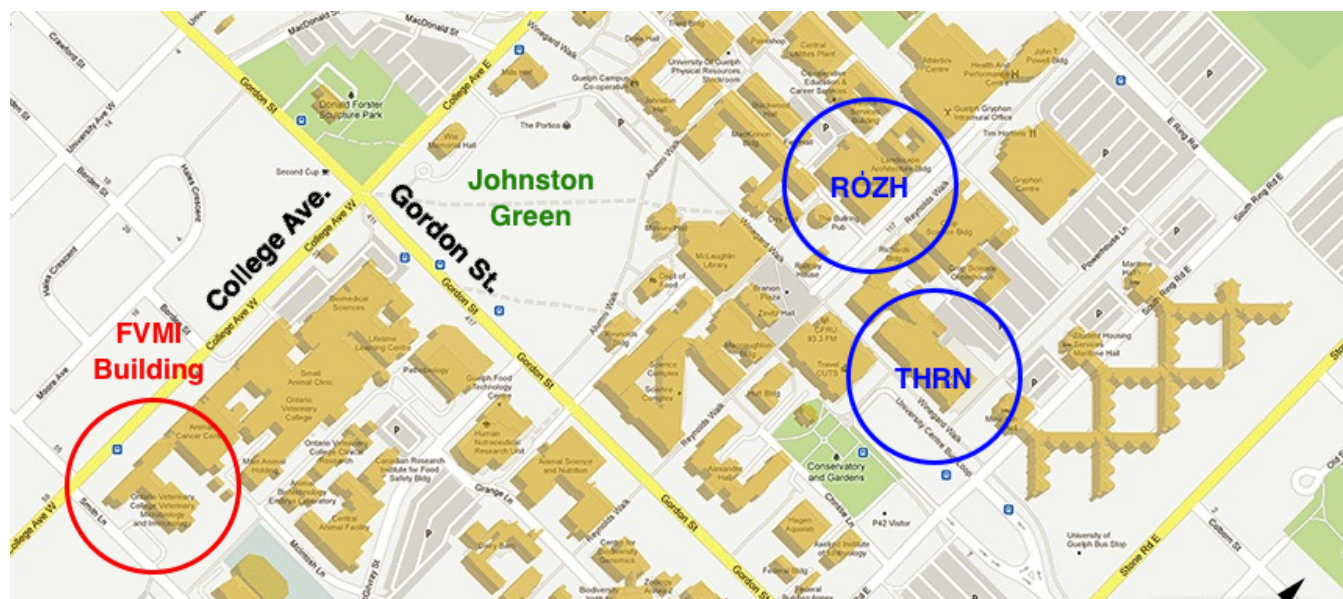
Time Blocks	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM to 10:20 AM	SEM 0207 Swapnil	SEM 0212 Alec	SEM 0101 Dani	SEM 0217 Carl	SEM 0220 Swapnil
10:30 AM to 12:20 PM	SEM 0208 Kennedy	SEM 0213 Dani	SEM 0102 Marlee	SEM 0218 Alec	LEC 01xx (305) THRN 1200 Prof. Tucker
12:30 PM to 2:20 PM	SEM 0209 Marlee	SEM 0214 Naman	SEM 0103 Ashton	SEM 0219 Carl	SEM 0121 Luke
2:30 PM to 4:20 PM	SEM 0210 Naman	SEM 0215 Robyn	SEM 0106 Ashton	SEM 0104 Sean	SEM 0222 Luke
:	:	:	:	:	:
7:00 PM to 8:50 PM	SEM 0211 Kennedy	SEM 0216 Robyn	LEC 02xx (600) ROZH 104 Prof. Tucker	SEM 0105 Sean	

➔ "Seminar Weeks" run Thursday to Wednesday...

Our new classroom (FVMI 133|134—a.k.a. *The Zone @ GBIZ*) is off the beaten track (see map below). Please allow yourself **extra travel time** to get down College Avenue 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.

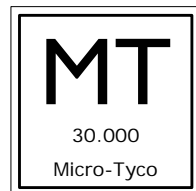
## THE ZONE @ GBIZ

GUELPH BUSINESS INNOVATION ZONE

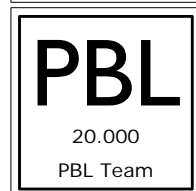


## Course Work

Reminder: this is a double-weight (1.0 credit course). Half of the grade in this course comes from working effectively in teams; the other half of the grades are for your own, individual effort. There are **four elements** used in the evaluation of students in this course:

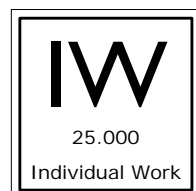


**Micro-Tyco.** To be completed in self-selected teams of no more than five students all from the same seminar section. The Micro-Tyco work is worth 30% of the course total. There are two deliverables that make up this element: A Business Model Canvas & Value Proposition Design + Documentation (60% of MT), and a Presentation / Pitch (40% of MT).

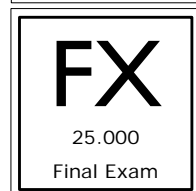


**Problem-Based Learning (PBL).** To be completed in randomly generated teams of no more than five students. The PBL team work portion is worth 20% of the course total. This is split across four PBL problems each worth the same amount (25% of PBL).

📌 Note: To reduce ‘free-rider’ problems, both the MT and PBL Team deliverables are subject to *peer review* (see details on page 18).



The **Individual Work** portion of the course. This portion of the course is worth 25% of the course total and is composed of your Electronic Portfolio (ePortfolio—60% of IW), Seminar Participation (20% of IW) and the use of an i>clicker in the lecture (20% of IW).



**Final Exam.** The final exam for this course is [scheduled](#) for **Thursday, December 12<sup>th</sup>, 2013 at 11:30 AM**. More details available at CourseLink as the final exam date approaches. The default exam weight is 25% of the course total.

📌 These four course elements are described in greater detail starting on page 16.

## Bonus Marks

There are 10 “Bonus Marks” available this term. Here is the breakdown of those marks:

- Research: 2 bonus marks. If you participate in various “Scholarship of Teaching and Learning (SoTL)” research projects running this term you will receive two marks. How easy is that?! Details to follow.
- MT: 4 bonus marks will awarded to each member of the “go forward” Micro-Tyco team from their section chosen by their UTA to participate in the Micro-Tyco challenge in November. This is to reward a top-notch effort and to help compensate for the extra time and effort required for Micro-Tyco. More detail below.
- MT: 1 bonus mark will be award to each member of a Micro-Tyco team IF the team chooses to do their Presentation / Pitch with *no cue cards* and in *random order*—chosen by drawing names from a hat mere minutes before the presentation begins. This rewards teams that know and understand the **complete presentation**—not just individual student ‘parts’ in a ‘divide and conquer’ approach.
- PBL: 1 bonus mark; 1/2 bonus mark per debate × 2 debates. A 1/2 bonus mark will be awarded for the winning team in the debate; each team will participate in 2 debates, hence a possible 1 full bonus mark here. See the detailed description of the PBL Problems and debates below.

- Other: 2 bonus marks. I always get questions at the end of term “Is there any extra work I can do to raise my mark?” In the past, the answer has always been “No.” This year, the answer is “Yes.” You are part of the so-called “Net Generation.” You are adept at social media. 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. If the video exceed 100,000 views: one bonus mark. If the video exceeds 1,000,000 views: two bonus marks. If you want these bonus marks, don’t leave this until December—links to your videos and the ‘view count’ need to be sent to [mgmt1000@uoguelph.ca](mailto:mgmt1000@uoguelph.ca) before the Micro-Tyco “Showcase” evening (Nov. 27<sup>th</sup>).

## Course Policy: Reweighting of Course Elements

You can elect to change the **weighting of the course elements** from their current configuration in an effort to maximize your grade. There are two simple rules to follow:

1. The reweighting factor is 5%. That is, you can take 5% of the weight from any one element and apply it to any other element. You cannot take 5% of one element and increase the weight of two other elements by 2.5% (say). You cannot take 4% of an element and apply it to another element. From one element, to one element, five-percent weight.
2. You must make your reweighting decision (via CourseLink) by the 40<sup>th</sup> class day, i.e., Thursday, October 31<sup>st</sup> (trick or treat ☺). Before this date you are free to change your mind as many times as you like; only your last choice will be recorded. After this time no reweighting requests will be entertained.

Figure 1 illustrates this course policy:

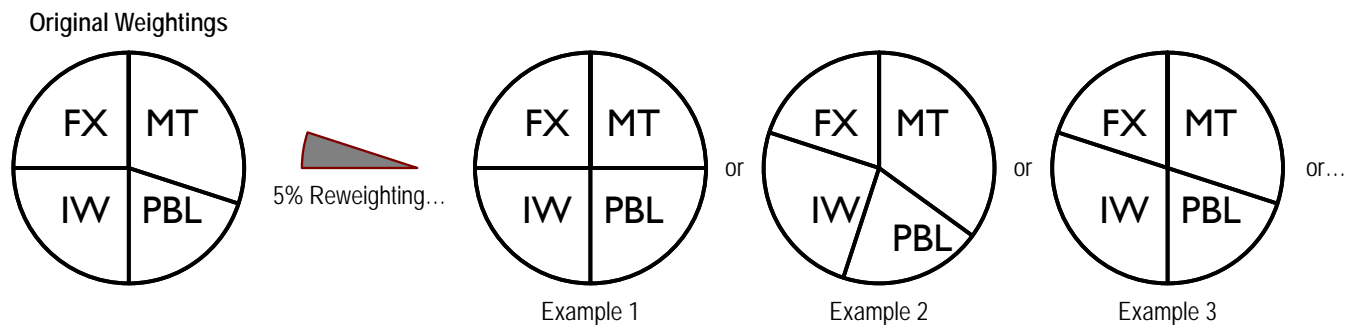


Figure 1: Examples of Course Element Reweighting

There are 13 possible combinations for reweighting the course elements (including “Option 0”—no change); three of the options are illustrated above in Figure 1. Here are some possible explanations for these changes:

**Example 1** This student felt that their Micro-Tyco Team was struggling compared to their PBL Team so they took 5% from MT and moved it to PBL so now all four elements are weighted the same.  
 MT:  $30\% - 5\% = 25\%$ , PBL:  $20\% + 5\% = 25\%$ ; IW: 25%, FX: 25%

**Example 2** This student’s Micro-Tyco team had a great business plan and ideas—in fact, they were named the “go forward” team for their seminar section. Why not capitalize on that success?! They opted to increase the weight of MT by taking weight from their Final Exam.  
 FX:  $25\% - 5\% = 20\%$ , MT:  $30\% + 5\% = 35\%$ ; IW: 25%, PBL: 20%

**Example 3** This student wanted to reduce the stress of their first set of university final exams, so they opted to take the 5% from the Final Exam and move it to their Individual Work element. They also felt this would motivate them to work harder on their ePortfolio  
 FX:  $25\% - 5\% = 20\%$ , IW:  $25\% + 5\% = 30\%$ ; MT: 30%, PBL: 20%. And so it goes...

The reweighting scheme you select will remain private—your teams won’t know what weights you have assigned to the work. Remember: 5% from any element to any other element by the 40<sup>th</sup> class day.



## Course Materials and Resources

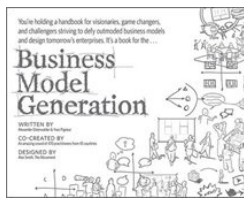
### CourseLink

CourseLink ([courselink.uoguelph.ca](http://courselink.uoguelph.ca)) will be your **primary resource** for all things related to this course! At CourseLink you will find (among other things):

- Announcements—important things you need to know for the course including Prof. Tucker’s Office Hours,
- Course Notes—and related documents in the “Content” area,
- Discussion Board—use it to post questions and provide answers to your peers about the course,
- DropBoxes—for ‘handing in’ electronic assignments,
- ePortfolio—your electronic portfolio; we will be using this feature extensively this year,
- GradeBook—where all of your grades will be posted,
- Group Management Tools—sign up for teams, store work in progress, etc. and
- Twitter feed—tweets from the course account (@MGMT1000) and those using the #MGMT1000 hashtag will show up on the main CourseLink page.

### Required Books

There are two required books for this course:



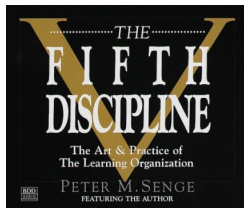
#### **Business Model Generation:**

#### **A Handbook for Visionaries, Game Changers, and Challengers**

By Alexander Osterwalder and Yves Pigneur

ISBN-10: 0470876417 • ISBN-13: 978-0470876411 • Published by Wiley

📖 This book was used last year so there should be used copies around. It is also used in upper year courses so it is a good investment.



#### **The Fifth Discipline:**

#### **The Art & Practice of The Learning Organization**

By Peter Senge

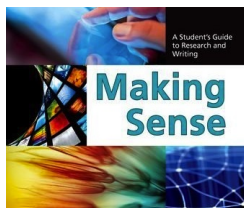
ISBN-10: 0385517254 • ISBN-13: 978-0385517256 • Published by Crown Business

📖 This is a classic—one of the best selling business books of all time. If you buy it ‘used’ make sure you have the 2006 edition (not 1990).

Copies of the required books are on reserve in the library. Please note: we are **not** using Epstein’s *Making Sustainability Work* nor Meadows’ *Thinking in Systems* books from last year. The Senge book is replacing those two.

### Recommended Book

There is one *recommended* book for this course:



#### **Making Sense:**

#### **A Student’s Guide to Research and Writing**

By Margot Northey and Joan McKibbin

ISBN-10: 0195445813 • ISBN-13: 978-0195445817 • Oxford University Press

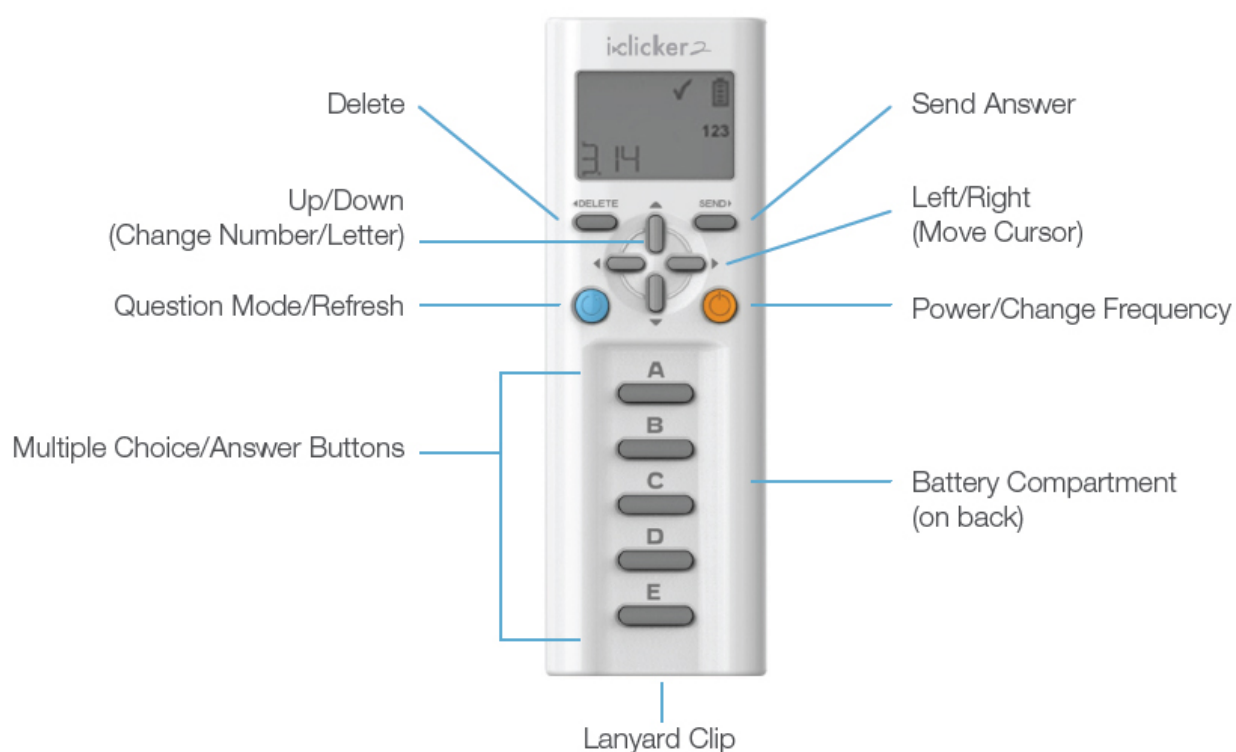
📖 This book is a great resource for research, writing, presenting, how to do citations, and all sorts of stuff you will see in your academic career.

## i>clicker

As the [U of G i>clickers](#) webpage notes: “Several courses on campus use the i>clicker system. This system allows students to actively participate in classroom discussions/quizzes/surveys through the use of a wireless i>clicker. Instructors pose questions which you can then respond to using your own i>clicker. The class responses can then be collected and tabulated by the instructor in real time.” We will be using the i>clicker Classroom Response System for this course for these very reasons and more!

You can purchase an i>clicker (new or used) at the bookstore. You will need to register your i>clicker on the [CourseLink i>clicker](#) webpage. At the end of term, you can sell your i>clicker back to the bookstore just like you would with a used textbook. You may wish to keep it for use in 2<sup>nd</sup> and 3<sup>rd</sup> year courses. Your choice.

📢 NOTE: Please purchase an **i>clicker2** model (see illustration below<sup>1</sup>); do NOT use the older i>clicker or i>clicker+ models which only has the five multiple-choice buttons (A-E) and no LCD screen.



During the lectures I will pose i>clicker questions. These questions will give you some practice with the material and provide me with immediate feedback as to how well (or not) you are grasping the material. You are responsible for bringing your i>clicker to class with working batteries. Two important things to note:

- No mark adjustments will be made for forgotten or unusable i>clickers (i.e., dead batteries). You are responsible to ensure you've got *your* i>clicker with you and it is in working order.
- Use of an i>clicker registered to another student is considered an [academic misconduct offence](#) and will be reported to the CME Associate Dean (Academic) for investigation and possible punishment.

Details about how the 5% weight associated with i>clickers is calculated can be found on page 16.

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<sup>1</sup>i>clicker image sourced from [ryerson.ca](#) website

## Course Description & Learning Outcomes

From the [undergraduate calendar](#): *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.*

The University of Guelph has five [Learning Outcomes](#) and a number of associated skills—all of which you will see incorporated into this course:

1. Critical and Creative Thinking
  - Inquiry and Analysis, Problem Solving, Creativity, Depth and Breadth of Understanding.
2. Literacy
  - Information Literacy, Quantitative Literacy, Technological Literacy, Visual Literacy.
3. Global Understanding
  - Sense of Historical Development, Civic Knowledge and Engagement, Intercultural Competence.
4. Communicating
  - Oral Communication, Written Communication, Reading Comprehension, Integrative Communication.
5. Professional and Ethical Behaviour
  - Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management.

## Principles for Responsible Management Education (PRME)

The [University of Guelph](#) is a signatory to the Principles for Responsible Management Education ([PRME](#)) which is part of the [United Nations Global Compact](#). The six principles of the PRME follow this preamble:

*As institutions of higher education involved in **the development of current and future managers** [emphasis added] we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:*

- Principle 1 **Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- Principle 2 **Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- Principle 3 **Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- Principle 4 **Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
- Principle 5 **Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
- Principle 6 **Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



## Course Overview: Lectures & Seminars

### Lectures

We will meet once per week for 2 hours (well, 1 hour and 50 minutes) in large lecture theatres on campus for the lecture portion of the course. Students in the 01xx sections will have lecture on Friday mornings at 10:30 AM in the Thornbrough Building (THRN 1200). Students in the 02xx sections will have lectures on Wednesday evenings at 7:00 PM in Rozanski Hall (ROZH 104). **ONLY** attend the lecture section you are registered in! Classroom space is at a premium, so if you're registered in the Wednesday night section, don't sneak into the Friday morning section (or vice-versa)! If you need to do a one-time switch and have a valid reason, please e-mail me at [mgmt1000@uoguelph.ca](mailto:mgmt1000@uoguelph.ca) to let me know you wish to change lecture sections that week.

The lectures will introduce you to the **BIG IDEAS** of the course (i.e., Business Models, Ethics and Sustainability, Systems Thinking, etc.) and give you some opportunity to work with those concepts. I will purposefully break-up the lectures to reduce the 'cognitive load' by including *active learning* opportunities, i>clicker questions, videos, demonstrations, etc. If you wish to bring a laptop or tablet to class, please restrict its use to taking notes. Using it for non-class purposes (e.g., Pinterest, Facebook, YouTube, etc) is distracting to your peers and doesn't benefit your own learning.

🔊 NOTE: I have a strict **NO Laser Pointer** policy in class. Don't bring lasers to class. 'Nuff said.

I will provide you with notes (in PDF format) before the lectures. This Course Outline details all of the reading requirements to be completed *before* coming to the lecture. I will assume that everyone has done the readings and I will launch right into the material. Please observe the following simple rules with respect to etiquette:

- I will endeavour to start the lectures on time; please ensure you have arrived at the lecture theatre *before* the class start time and you are *prepared*—readings are done, notes at the ready...
- If you come to the lecture, I ask that you stay for the entire time. It is extremely disruptive and disrespectful to me and your fellow students to put up with late arrivals or people coming and going in the middle of class.

Some items of note regarding the lectures:

- Before the Thanksgiving Day holiday, the Friday / Wednesday lectures will be out of sync; i.e., students in the 01xx section on Friday will be ahead of the 02xx section on Wednesday. After Thanksgiving, everyone will be in sync with the students on Wednesday seeing the material first before the students on Friday.
- There are NO LECTURES on Wednesday, September 25<sup>th</sup> and Friday, September 27<sup>th</sup> as I'm representing the University of Guelph at the [WildHearts Global Entrepreneurial Leaders Conference](#) in Edinburgh Scotland. Seminars run as usual during this week.
- We lose the Wednesday night lecture on November 27<sup>th</sup> for the "Micro-Tyco Showcase" event so in order to keep things in sync, there is NO LECTURE on Friday, October 11<sup>th</sup>. However, SEMINARS on Friday the 11<sup>th</sup> will still run as scheduled.



**Wiser.org** @WiserEarth

**The future of responsible business is now.**

Expand



**Alan Quarry** @aquarry

**There are no such thing as Business Ethics. There are only Ethics.  
Right or wrong.**

# Lectures: Schedule & Topics Lecture Prep Readings

Students in 02xx  
Numbered Sections  
ROZH 104 @ 7:00 PM

Only attend the section  
you are registered in!

Students in 01xx  
Numbered Sections  
THRN 1200 @ 10:30 AM

Monday	Tuesday	Wednesday	Thursday	Friday	
			September 5	01 Intro to MGMT*1000 6 Read the Course Outline	
9	10	01 Intro to MGMT*1000 11 Read the Course Outline	Business Modeling	12	02 Business Models I 13 BMGen Chapters 1 & 2 + Value Proposition Designer
16	17	02 Business Models I 18 BMGen Chapters 1 & 2 + Value Proposition Designer		19	03 Business Models II 20 BMGen Chapters 1, 2, & 5 + Value Proposition Designer
23	24	25 NO LECTURE TODAY		26	27 NO LECTURE TODAY
30	October 1	03 Business Models II 2 BMGen Chapters 1, 2, & 5 + Value Proposition Designer		3	04 Business Models III 4 BMGen Chapter 4 + readings @ CourseLink
7	8	04 Business Models III 9 BMGen Chapter 4 + readings @ CourseLink		10	11 NO LECTURE TODAY
Thanksgiving Day 14	15	05 Business Models IV 16 Course Notes @ CourseLink		17	05 Business Models IV 18 Course Notes @ CourseLink
21	22	06 Business Ethics I 23 Course Notes @ CourseLink	Business Ethics	24	06 Business Ethics I 25 Course Notes @ CourseLink
28	29	07 Business Ethics II 30 Course Notes @ CourseLink		31	07 Business Ethics II 1 Course Notes @ CourseLink
November 4	5	08 Systems Thinking I 6 Senge Part II (Chapters 4-7) & Appendix 2	Systems Thinking	7	08 Systems Thinking I 8 Senge Part II (Chapters 4-7) & Appendix 2
11	12	09 Systems Thinking II 13 Senge Part II (Chapters 4-7) & Appendix 2		14	09 Systems Thinking II 15 Senge Part II (Chapters 4-7) & Appendix 2
18	19	10 Systems Thinking III 20 Senge Part II (Chapters 4-7) & Appendix 2		21	10 Systems Thinking III 22 Senge Part II (Chapters 4-7) & Appendix 2
25	26	Micro-Tyco Showcase 27 Evening in ROZH 104 Everyone invited !!			

NOTE: This same information appears in the “mini” Course Outline you will receive in your first seminar.

## Seminars

You will also meet once per week for 2 hours with your UTA in the smaller seminar section. In the first week of classes I will do a “World Tour” and drop by ALL twenty-two seminar sections. Since my office is across the hall from the seminar room, I might drop in occasionally to see how things are going with Micro-Tyco business plans, hear some presentations / pitches, or check out your progress on the PBL problems of the week.

📢 NOTE: There are NO SEMINARS on Monday, October 14<sup>th</sup> (Thanksgiving Day). These seminar sessions (0207, 0208, 0209, 0210, and 0211) will NOT be made up at the end of term (i.e., you have Thursday, November 28<sup>th</sup> free). The deliverables that would normally be due on this day are due at the same time on Tuesday the 15<sup>th</sup>.

📢 The work you do in teams is worth 50% of your grade! Since this is a double-weighted course, it is **absolutely critical** that you attend EVERY seminar section. Think of other team situations... what if Crosby didn't show up for the gold medal game at the Olympics in Vancouver? What if Ringo didn't show up to a Beatles concert? Same with MGMT\*1000. You are part of the team—contribute to the team! I also recognize that ‘life happens’—please refer to the ‘get out of jail free’ policy page 13.

📢 The deadline for ALL deliverables is the **start time** of your seminar! So, if your seminar is at 2:30 on a Wednesday afternoon (say), that is the deadline time for submitting your or your team's work. The system clock on CourseLink is the determinant as to whether work is late or not. My advice: submit your work early—there is no penalty for early submission. You can submit more than once—if you submit a document and you find errors later, resubmit it. Only the last version is kept so make sure the last version you submit is in before the deadline!

Course Home Content Discussions Classlist Grades Links Rubrics Surveys Dropbox

### Submit Files - PBL Problem #3

▼ [Hide Folder Information](#)

**Folder**  
PBL Problem #3

**Group Category**  
PBL Teams

**Group Name**  
Group 1

**Due Date**  
Nov 21, 2013 11:59 PM

**Submit Files**

Files to submit \*  
(0) file(s) to submit



After uploading, you must click Submit to complete the submission.


Add a File Record Audio

📢 One common source of confusion is the “Due Date” information in CourseLink. Since we have one electronic “Dropbox” for ALL 22 seminar sections, there is only one deadline shown. But each seminar section has their own deadline—the start time of the seminar. That is easy to remember. This approach makes it fair for everyone—no matter if your seminar started at 8:30 in the morning on first day of classes (Sept. 5<sup>th</sup>) or at 2:30 in the afternoon of the next week on Wednesday the 11<sup>th</sup>.

## Seminars: Schedule & Topics Seminar Prep Readings

## ePortfolio & Grades: Electronic Portfolio (eP) / Cumulative Grades

	Seminar Week #	Seminar Theme	Reading Prep	eP Work	Grades
<b>Baseline Biz Skills</b>	Sept. 5 <sup>th</sup> to Sept. 11 <sup>th</sup> <b>01</b> Random Teams	Introductions: Course, UTA, etc.	Read the Full Course Outline	Look at sample eP's on CourseLink	Nothing this week...
	Sept. 12 <sup>th</sup> to Sept. 18 <sup>th</sup> <b>02</b> Random Pairs	Design Thinking	BMGen Ch. 3 + Readings @ CourseLink	eP set-up and "About Me" page	Seminar Participation and i>clicker start this week ~1%/wk X 11 weeks
	Sept. 19 <sup>th</sup> to Sept. 25 <sup>th</sup> <b>03</b> Random Teams	Team and Time Management	Readings @ CourseLink	Complete CVF online; "Leaders for a Sustainable World" Reflection	Nothing this week... $\Sigma=2\%$
<b>Micro-Tyco Team Work</b>	Sept. 26 <sup>th</sup> to Oct. 2 <sup>nd</sup> <b>04</b> Micro-Tyco Teams	Business Model Canvas	BMGen Ch's 1 & 2 Value Prop'n Designer	CVF Reflection; Biz Blog prompt reflection	Nothing this week... $\Sigma=3\%$
	Oct. 3 <sup>rd</sup> to Oct. 9 <sup>th</sup> <b>05</b> Micro-Tyco Teams	Presentations and Presentation Skills	Video + notes @ CL <i>Making Sense Ch. 8</i>	Senge Ch. 9 Reflect on CVF results	ePortfolio assessment #1 (5%) • $\Sigma=9\%$
	Oct. 10 <sup>th</sup> to Oct. 16 <sup>th</sup> <b>06</b> Micro-Tyco Teams	Research / Writing Skills Library "Treasure Hunt"	Materials @ CL <i>Making Sense Ch's 5, 6, 7</i>	Biz Blog prompt reflection	Micro-Tyco Business Model Canvas + Value Prop'n DUE (20%) • $\Sigma=30\%$
	Oct. 17 <sup>th</sup> to Oct. 23 <sup>rd</sup> <b>07</b> Micro-Tyco Teams	Micro-Tyco Business Model Canvas Formal Presentations	How to Grade Presentations Video <i>Making Sense Ch. 8</i>	Senge Ch. 11 Team Learning Reflection on M-T Team	Micro-Tyco Business Model Presentation (10%) $\Sigma=41\%$
<b>PBL Team Work</b>	Oct. 24 <sup>th</sup> to Oct. 30 <sup>th</sup> <b>08</b> PBL Teams	Introduction to PBL: Problem-Based Learning Approach	<i>Making Sense Ch's 5 &amp; 7</i> Sample Problem(s) @ CL	Biz Blog prompt reflection	Nothing this week... $\Sigma=42\%$ PBL #1 out...
	Oct. 31 <sup>st</sup> to Nov. 6 <sup>th</sup> <b>09</b> PBL Teams	...PBL #1 in   PBL #2 out... First round of debates	Complete PBL #1	Add your Resume to your ePortfolio	PBL #1 (5%) eP assessment #2 (5%) $\Sigma=53\%$
	Nov. 7 <sup>th</sup> to Nov. 13 <sup>th</sup> <b>10</b> PBL Teams	...PBL #2 in   PBL #3 out... Second round of debates	Complete PBL #2	Biz Blog prompt reflection	PBL #2 (5%) $\Sigma=59\%$
	Nov. 14 <sup>th</sup> to Nov. 20 <sup>th</sup> <b>11</b> PBL Teams	...PBL #3 in   PBL #4 out... Third round of debates	Complete PBL #3	Senge Ch. 10 Revisit "Leaders for a..." reflection	PBL #3 (5%) $\Sigma=65\%$
	Nov. 21 <sup>st</sup> to Nov. 27 <sup>th</sup> <b>12</b> PBL Teams	...PBL #4 in Fourth and final round of debates	Complete PBL #4	Final reflection: compare / contrast PBL vs. M-T Teams	PBL #4 (5%) eP assessment #3 (5%) $\Sigma=75\%$
<b>Final Exam</b> Dec. 12 <sup>th</sup> @ 11:30 AM		 <b>ALL assignments (individual or team) are DUE online at CourseLink or in your seminar before your seminar time on your regular seminar day.</b> 			Final Exam (25%) $\Sigma=100\%$ + bonus marks!

 NOTE: This same information appears in the "mini" Course Outline you will receive in your first seminar.

## Course Policy: Get Out of Jail Free

Each student gets one **Get Out of Jail Free**<sup>2</sup> ‘card’—not a real card, just a column in the CourseLink GradeBook.



What this means is that you can miss *one* seminar or be a day late on *one* deliverable deadline—*without penalty*—by using up your GOoJF card.

Teams can ‘pool’ the GOoJF cards from *all* the team members to be a day late on a team deliverable deadline. If a team has a member who has already used up their card, the team will take the penalty.

☞ Use this **time management resource** wisely—you only get one card. Here are a couple of scenarios to illustrate *unwise* use of this limited resource:

- Your team can’t get its act together to submit an assignment on time so everyone pools their cards together to buy an extra day. Later in the term your car’s engine explodes and you have to miss a seminar when you take it in for repairs—alas, you don’t have a GOoJF card because you helped out your team, but *you* take a hit on marks. Or vice-versa...
- Early in the term you use up your GOoJF card after you overslept following a late night party. Later in the term your team is in a real bind and needs an extra day. With no card, *everyone* on your team takes the penalty for the late deliverable.

Just a few clarifying points about this policy:

- GOoJF does not apply to lectures since attendance is not mandatory for lectures; it does not apply to missing or non-functional i>clickers.
- GOoJF only applies to *deadlines*. If your team loses marks because a document was not submitted in PDF format (say) you can’t bail out on that.
- You (or your team) must invoke your GOoJF card *before* the deliverable deadline. How? Send an e-mail to your UTA and copy the course e-mail ([mgmt1000@uoguelph.ca](mailto:mgmt1000@uoguelph.ca)) in the .CC list. No need for documentation (e.g., doctor’s notes, death certificates, etc), just invoke your card. The Gryph Mail timestamp on the e-mail is key! So, if you needed to submit something by 8:30 AM on a Tuesday morning (say), you must invoke your GOoJF privilege *before* that deadline. 8:29 AM that morning is fine; sending an e-mail at 11:00 PM that night won’t help. If you’re past the deadline, you still keep the card for later use, but take a penalty for that deliverable.
- GOoJF cards have no value. They cannot be traded for marks at the end of term. They cannot be traded or sold to other students.
- GOoJF cards are good for one excused absence from a seminar (so the Seminar Participation part of your Individual Work won’t be impacted) -or- for one 24-hour extension on a deadline (team or individual work).
- You can’t use the GOoJF policy for missing the Final Exam—this circumstance needs to be dealt with through the usual formal University Policies and Procedures around [Academic Consideration](#) outlined on page 15.



Student Life Guelph @studentlife\_uog

12m

"Everyone you meet has something to teach you" #Quoteoftheweek

Expand

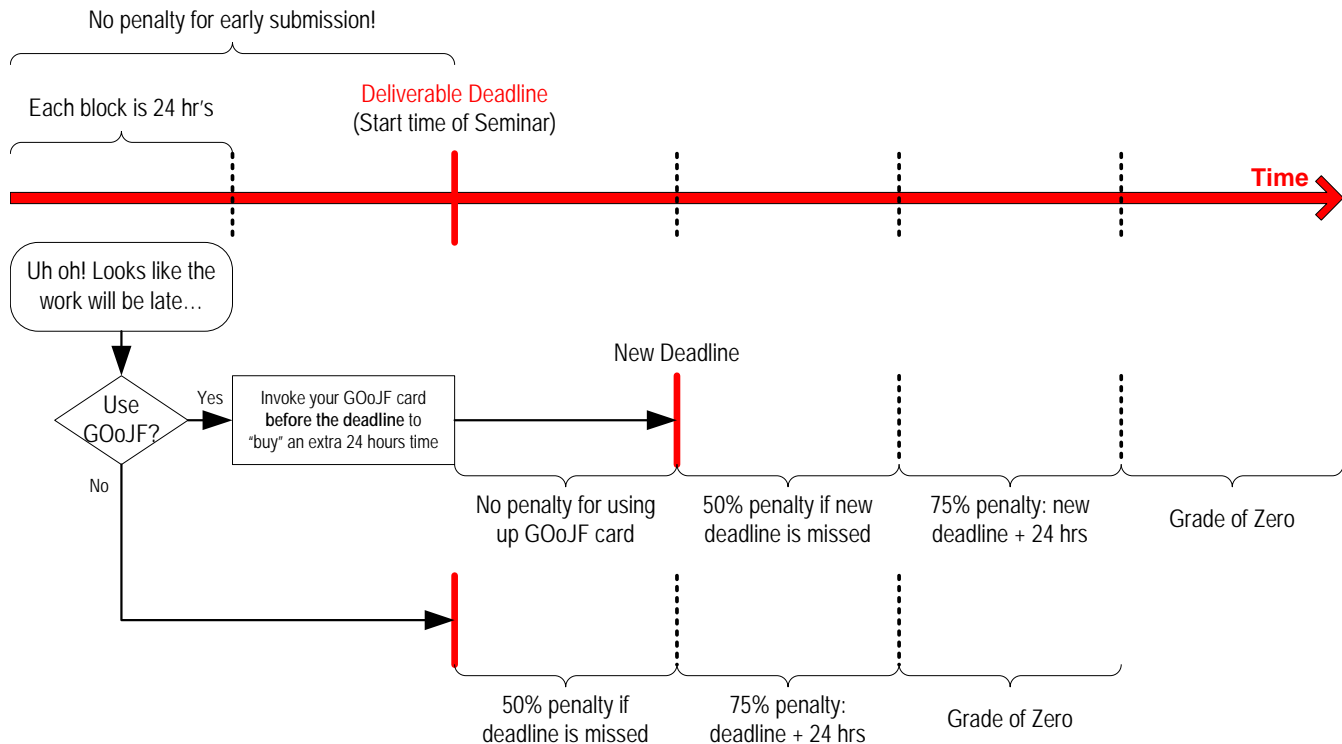
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<sup>2</sup>‘Get Out of Jail Free’ card image licensed from iStockPhoto.com



## Late Policy

As mentioned on the previous page, the Get Out of Jail Free policy applies to deadlines. But, what if you don't invoke your GOoJF card? What if you've already used up your GOoJF card? What if you miss a deadline? What happens then? There will be a 50% penalty for deliverables that come in within 24 hours after a deadline. Deliverables that come in between 24 and 48 hours after a deadline will be penalized at 75%, and anything after 48 hours will result in an automatic grade of zero. This applies to both individual and team deliverables. This flowchart illustrates the process:



The purpose of this policy is two-fold:

- Deadlines are a part of life. Since your B.Comm. experience is in many ways a 'dress rehearsal' for the working world, this helps illustrate this point. For example, if you are bidding on a contract and the tenders close at 1:00 PM, they close at 1:00 PM. Your bid, no matter how good, won't even be considered.
- Time management is an important skill to learn, especially early in your university career. Having deadlines (and having to keep deadlines) helps with building your time management capabilities.



**Josh Shipp** @JoshShipp

49m

Time management is life management.  
If you waste your time, you waste your life.



**Donella Meadows Inst** @DanaMeadowsInst

"We must use time wisely and forever realize that the time is always ripe to do right." Happy birthday, Nelson Mandela! #MandelaDay

## University Policies

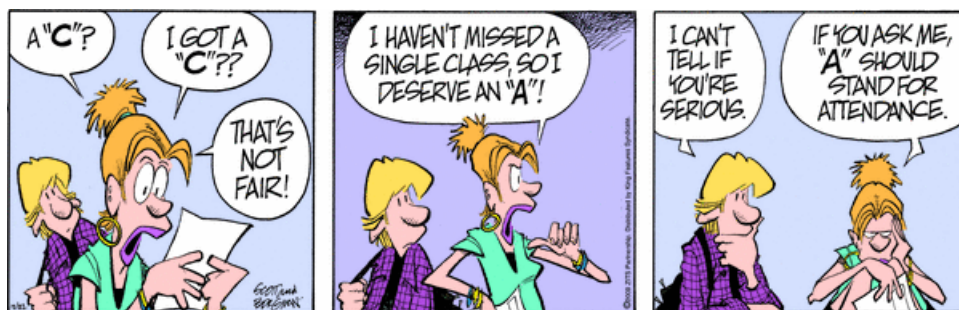
The following ‘[Standard Statements](#)’ are included here for completeness:

- **When You Cannot Meet a Course Requirement:** 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 undergraduate calendar for information on regulations and procedures for [Academic Consideration](#). [Note: this university policy trumps the GOoJF course policy].
- **Drop Date:** The last date to drop one-semester courses, without academic penalty, is **2013-OCT-31**. For regulations and procedures for Dropping Courses, see the [Undergraduate Calendar](#).
- **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 x56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca).
- **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.

- **Recording of Materials:** Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.
- **Religious Holidays:** Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see the [Undergraduate Calendar](#).

☞ The [Academic Calendars](#) are the definitive source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs. Get familiar with them!



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## Course Element Details



Micro-Tyco is...

... a business challenge designed to help you and your team experience the true spirit of enterprise and discover or refine your talents. Micro-Tyco combines compassion with enterprise and endeavours to inspire the leaders our world deserves ([Micro-Tyco](#)).

How does it work?

Micro-Tyco will run every November. Teams 'apply' to WildHearts for 'seed capital'; a micro-loan of £1. Once the clock starts they have one month to turn it into as much money as possible. On November 30<sup>th</sup> **the team with the most money wins**. There is only one rule: **transactions must be legal**.

That said, there are three variations on the "how does it work" theme for the MGMT\*1000 Micro-Tyco Challenge:

1. In addition to the one Micro-Tyco rule that all "transactions must be legal," MGMT\*1000 Micro-Tyco teams must also conform to all U of Guelph policies and procedures—for example, the [Advertising, Promotion Sales & Solicitations](#) Policy of the University. So while it is not illegal to sell cupcakes in the UC to raise money, it does require permission. Perhaps this notion is better stated simply as "follow ALL applicable rules."
2. Since receiving a micro-loan of £1 (one British Pound Sterling) is a bit awkward to exchange into Canadian funds, Micro-Tyco "go forward" teams will receive one Canadian "loonie" (\$1) for their seed money. Depending on exchange rates on November 1<sup>st</sup>, that may or may not monetarily advantage / disadvantage Guelph teams over other teams (but not by much ☺). Finally,
3. The "[Challenge By Choice](#)" concept from adventure education / experiential education will apply. Challenge by Choice is a variation of the ethical notion of 'informed consent' and takes a graduated opt-in approach to an undertaking. What it means in this particular context is:
  - A team chosen to be the "go-forward" team from their seminar section will still have a **choice** about whether or not to participate in Micro-Tyco.
    - If they choose to participate, they will get the four 'bonus marks' mentioned earlier. Their names will be forwarded to Micro-Tyco, they will receive the loonie in seed money, and away we go!
    - If they choose to not participate, that is okay—the team will still receive 1 bonus mark for being named the "go-forward" team but forego the other 3 bonus marks since they aren't participating in the challenge for the month of November. No other teams will represent that seminar section.
  - Likewise, a team that has not been chosen as a "go forward" team is still free to [apply](#) to Micro-Tyco just like any other school group, company, or university. However, this would **not** be done under the auspices of the MGMT\*1000 "banner"—there would be no bonus marks for these teams, no inclusion in the Micro-Tyco Showcase Evening, no chance at the \$500 Micro-Tyco challenge prize.

## Micro-Tyco Showcase Evening

On the evening of Wednesday, November 27<sup>th</sup> at 7:00 PM in ROZH 104, we will have the Micro-Tyco "Showcase." The Showcase event will bring together the "go-forward" teams from MGMT\*1000 this term to tell us about their Micro-Tyco Business Challenge project. The team that turned their loonie of seed money into the most money will win the challenge and will split a \$500 prize! Last year we did a Dragons' Den-style event—parents, grandparents, and of course hundreds of fellow students were in the audience. Let's celebrate the spirit of enterprise this year too!

## Grades for Micro-Tyco

Detailed instructions and grading rubrics for the the Business Model Canvas (60% of MT) and Presentation / Pitch (40% of MT) portions of the Micro-Tyco course element will be posted at CourseLink.

## PBL Team Work

This section of the Course Outline describes what will happen with the Problem-Based Learning (PBL) teams. Unlike the Micro-Tyco teams which are self-selected, the PBL teams will be generated randomly. In the Week #08 you will be introduced to problem-based learning in an “mock session” where you will be given a PBL Problem to work up (but not actually complete) and the opportunity to get a feel for how the debate structure will work. The first PBL Problem will be handed out in this week. We will use a common approach to the problems we will look at in the seminars. Generally speaking, the ‘flow’ of a PBL session runs as follows:

1. A problem scenario is read aloud. For the scenario, the team addresses the following three questions:
  - (a) What do we **know** (based *only* on the information in the case)?
  - (b) What do we **NOT** know? And,
  - (c) What do we **need to find out**? That is, what information do we need to gather in order to answer the questions of what we do not know from part (b).
2. More information is made available to the team. The team **revisits** the questions above—i.e., is there still *additional* information that is now required, if so what? Where could the team find it? Again, determine (a) What do we **know**? (b) What do we **NOT** know? And (c) What do we **need to find out**?
3. The missing bits of information form the basis of the **learning issues**. The team develops a research plan to find answers to those learning issues. All of the steps up to here are done in the Seminar.
4. The team leaves the Seminar and then has one week to resolve the learning issues. This involves library research, self-directed learning, reading, etc. You will need to organize and synthesize all of the research and notes into some coherent form. During this time your team will create the PBL Team deliverable, typically a “Business Report” on the order of 10 pages or so.
5. The team reconvenes the following week. The deliverable submitted into the DropBox at CourseLink **BEFORE** your seminar begins! Let me repeat—the due date deadline for PBL Problems is the start time of your seminar. If your seminar starts at 8:30 AM on Monday, your PBL Problem is due at 8:29 AM on Monday!
6. ALL PBL Teams will submit their write-ups, but only half of the teams will participate in debates. Two teams will debate one problem and two more will debate the second problem. In each debate, one team will be debating for the resolution, the other debating against it. More details on the debate format, rubrics, etc. will be available at CourseLink. Members of the team which wins the debate will receive 1/2 bonus mark.
7. The team debriefs the process and provides feedback to each member of the team. This is done through ‘group processing.’ The next problem is handed out and the whole process starts over again...

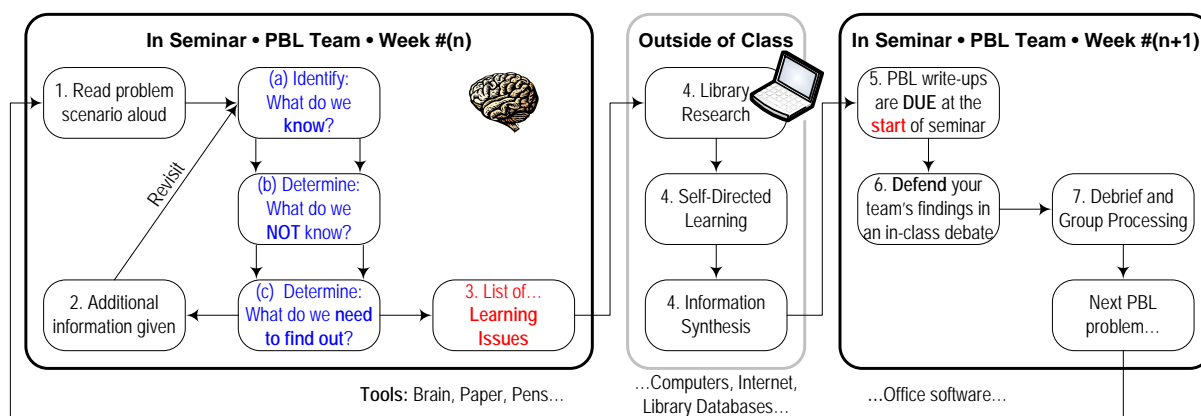


Figure 2: Week to Week Problem-Based Learning (PBL) Flowchart

## Grades for PBL

The Business Report deliverables will be graded on a rubric (available at CourseLink) by your UTA. Each deliverable is worth 25% of the PBL grade. The winning team in the debates will receive  $\frac{1}{2}$  bonus mark. Each team will participate in two debates. More details available at CourseLink.

## ★ Peer Review Policy for Team Elements 📌 Very Important Stuff!!

As mentioned multiple times, half of your grade for this course is based on team work. There is nothing worse than being on a team with a slacker who doesn't pull his/her weight, or procrastinators who wait until the last minute to complete their work—holding up the entire team, or a 'control freak' who takes your perfectly good work and rewrites / reworks it to meet their standards of perfection. In an effort to discourage / punish 'free-riders' who don't contribute to the team effort and level the playing field for all, we will use a **Peer Review** system to evaluate the contribution of team members to the overall work being submitted. Here is how it works:

- Team members independently evaluate the contribution of each of their peers by assigning points (total = 100). In addition to the points, team members must *objectively* state why they allocated the number of points that they did. This process is **anonymous** and done using **PEAR**—U of Guelph's online Peer Evaluation, Assessment and Review tool.
- No one evaluates themselves or their own contributions to the team.
- The number of points are used by the UTA in consultation with the professor to **diagnose** the team processes:
  - If all team members have roughly the same number of points, then no intervention is required.
  - If a team member is not contributing (low number of points) or taking over the process (high number of points), the UTA will consult with the professor and meet with the team to discuss the situation and try to resolve the issues.
- Team deliverables will be graded on a rubric. At the *discretion* of the UTA and in consultation with the professor, team members may receive different grades for the deliverable. A student who contributes less, for example, may receive a lower mark than someone else on the team.

Consider the following example:

	Alice	Bob	Chloe	Doug	Evan	Points
Alice	—	50	30	35	25	<b>140</b>
Bob	30	—	30	20	25	105
Chloe	30	25	—	20	25	100
Doug	30	25	30	—	25	110
Evan	10	0	10	25	—	<b>45</b>
Points	100	100	100	100	100	

- Alice does not rate her own contribution. She thinks that the other members (except Evan) all contributed equally so she gives them 30's and only gives 10 points to Evan.
- Bob noticed that Alice was going above and beyond on the team assignment—she stayed up two nights in a row writing and rewriting most of it—and gives her 50 points. He thinks Chloe and Doug both contributed the same (but not as much as Alice) and has no time (or grades) for Evan who never showed up to meetings or returned e-mails.
- You can see the same sort of patterns for Chloe and Doug. Evan (the slacker in our example) couldn't care less, so just gave everyone the same number of points.



The team hands in their assignment and earns a grade of 75 on the work. If everyone on the team got the same grade of 75, Alice would be extremely upset because she did the bulk of the work. Bob, Chloe, and Doug are also upset—not at the 75 on the project, but because they handed in good work to Alice and she changed most of it. They feel like their contributions were worth less than Alice’s. The only one on the team who is happy is Evan. He is happy because he got a 75 for contributing very little to the team and figures he can slack off for the next team assignment and still get a good grade. Ah! The sweet life of being a slacker / free-rider! How to make things more fair and equitable for all?

After checking the PEAR system, this team’s UTA noticed the high number of points for Alice and the low number of points for Evan. The comments from the team members also indicated there were some problems. The UTA talked with the professor and everyone (all five people on the team plus the UTA and professor) got together to discuss a plan of action. For this assignment, Evan got off with a warning. Evan was given the responsibility of being the team leader for the next assignment. Alice was told to respect everyone’s contribution and to take on the role of being just a contributor (not the editor) for the next assignment. Everyone agreed to this approach.

Uh oh! On the next deliverable Evan was back to his old ways. Everyone on the team evaluated everyone else’s contribution and Evan came up short again. A second meeting was held with the team, the UTA, and the professor. This time Evan got a zero for the assignment. Since the number of points for the rest of the team was roughly the same, everyone else got the team mark—the one from the rubric as graded by the UTA.

🗉 If there are problems with the team—don’t wait until the assignment is handed in and you are doing to Peer Review on PEAR to let your UTA know! It is far better for all concerned to identify issues early and have your UTA and/or professor intervene and get the team back on track sooner than later! Additionally, the team work in this course is not a ‘sink-or-swim’ type of proposition. . .

## Team Management Tools

In the first **three weeks** of the seminars we will be doing team building exercises and structured activities to help you understand how a team functions, what your role(s) are on a team and so forth to help ensure *successful and productive team experiences* with both your Micro-Tyco and PBL Teams. There will be templates available at CourseLink for a Team Charter document, meeting planners, tracking meeting minutes, and so forth to help with team management activities. Your UTA and your professor are resources as well—if you feel your team is starting to ‘go off the rails’, please get one or both of us involved *early* to get the team back on track and functioning well. We will discuss the classic [Tuckman’s stages of group development](#) of Figure 3 in the first seminar:

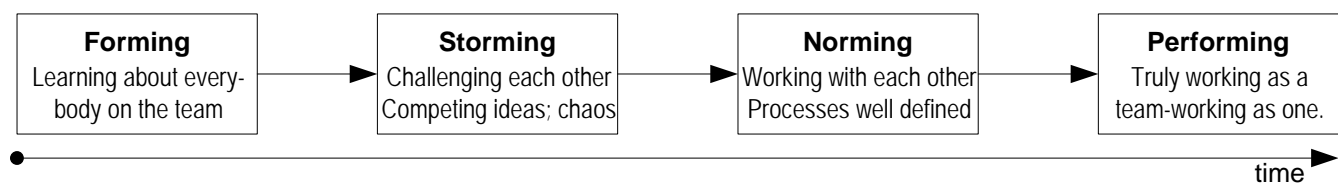


Figure 3: Tuckman’s Stages of Group Development



## Individual Work

As mentioned before, the Individual Work (IW) element is composed of three pieces—your electronic portfolio (ePortfolio), seminar participation, and i>clickers in the lectures. Seminar participation is evaluated by your UTA and counts toward 20% of this element, 20% of the IW grade is allocated to i>clicker questions in lecture, while the ePortfolio (part of CourseLink) is worth the bulk of the marks—60% of IW.

**Seminar participation** is determined by your UTA and begins in the second seminar time and runs throughout the term. Resolution 2 of the [Grading Procedures](#) in the Undergraduate Calendar reads in part: “*instructors must use evaluation criteria which measure quality of performance and not merely activity.*” Although attendance in the seminars is **mandatory**—please understand that *participation* is NOT the same as *attendance*. Yes, you will need to attend the seminars in order to participate, but there are no grades for just showing up! Why do we want you to participate in the discussions in the seminar sections? The answer is simple: so you can *LEARN* from each other.

In a nutshell:

- Not showing up to a seminar will net you a ZERO. You can use your “Get-Out-of-Jail-Free” card to negate this by making the denominator for the Seminar Participation 10 instead of 11 (there are no participation marks in the first week of seminars).
- Just showing up to the seminar but *not* participating the the MT Team / PBL Team discussions will also net you a zero. If you are slightly engaged, your UTA may assign a mark of 0.5/1.0 for that seminar day.
- Coming to seminar *prepared* and *participating fully* with your MT and PBL Teams in the seminar will yield a mark of 1.0. Easy marks, hey?!

A few things to keep in mind: First, *everyone* should be given the opportunity to participate. Monopolizing the discussion violates this principle. Even though everyone should be heard, only put up your hand and be prepared to speak if you have something of *value to add* to the discussion. Be respectful of other’s opinions and ideas—remember the goal is the *learn* from your peers. If the discussion gets heated, keep your arguments focused on the message (*what* has been said) and not the messenger (*who* is saying it). Above all, have fun with the PBL Problems and Micro-Tyco Business Plans!

Your **electronic portfolio** (ePortfolio) is an online collection of “artifacts and reflections” (to use the terminology from CourseLink). While it is expected that you update your ePortfolio *weekly* to stay on top of things, your ePortfolio will be formally assessed three times during the term (Week #05, Week #09, and Week #12). Refer to CourseLink for the details and rubric for the ePortfolio. The ePortfolio will make extensive use of the **MGMT\*1000 Business Blog** which you will find online at [spaces.uoguelph.ca/MGMT1000](http://spaces.uoguelph.ca/MGMT1000).

## Final Exam

Per the [Undergraduate Calendar](#): “normally all courses at the 1000 and 2000 levels shall have final examinations.” Since this is MGMT\*1000 we’re obligated to have a final exam. The final format of the exam will provided as the exam date nears. Final exams from last year will be available at CourseLink to provide you with samples of how the exams are normally structured and what you can expect.



**Josh Shipp** @JoshShipp

We want the reward, why do we shy away from the work?

Expand



**Seth Said** @sethsaid

14 Sep

**How dare you settle for less when the world has made it so easy for you to be remarkable? #SethSaid #Quote**

## Strategies for Success

There are all sorts of “Top-10” lists and “Strategies for Success” compilations out there on the web. The list I’m going to share with you comes from the [Globe and Mail](#) website from October 22<sup>nd</sup>, 2010. The list’s author, Dr. Robert Campbell, is President of Mount Allison University in Sackville, New Brunswick. I have included my comments (prefaced with a 🗨️ symbol) after his. Here goes. . .

### 1. RE-INVENT YOURSELF

You can remake yourself into who you really want to be, rather than being what others expect or think you should be. Your new university community will not know you, and vice versa. So you can change, and prove yourself to new people, who have no preconceived ideas about you. This is a unique and potentially liberating moment.

🗨️ Like the man says, I no preconceived ideas about you. I don’t know how well you did (or didn’t do) in high school. I don’t know what activities you enjoy (or not). What I *care about* and what I am here for is to *help you succeed* in this course and this program. If you’ve always been a follower, take the opportunity to be a leader! Or vice-versa. Re-invent yourself.

### 2. DO ONE NEW, CRAZY THING EACH YEAR

A university offers many opportunities and options. Take some calculated risks by doing something out-of-character that you have secretly wanted to do. Experiment and explore new ideas and uncharted territories—whether in course selection and/or in the rich array of social and extracurricular activities.

🗨️ In this course you will have the opportunity to be a part of a global phenomenon—Micro-Tyco—that’s one new, crazy thing! There are 100’s more. . . think about joining a club—start by contacting the College of Management and Economics Student Association ([CMESA](#)). Try the rock-climbing wall in the Athletics Centre. Check out [volunteer opportunities](#) outside the university community. Give blood.

### 3. PUSH YOURSELF INTO DEEPER WATERS

You will be joining a challenging, lively community of talented and accomplished students. Your professors will have lofty expectations of you. Work hard to raise your game, to increase your pace and intensity to meet these standards and expectations. Set new objectives to challenge and extend yourself, to become smarter and more capable. This will generate both academic success and self-esteem.

🗨️ It’s true. I have ‘lofty expectations’ of you. This course is designed to challenge you, to bring out your best to meet that challenge, and to kickstart your future business career!

### 4. RUN YOUR LIFE. DO NOT LET LIFE RUN YOU

University life unfolds at warp speed, with tremendous intensity and a bewildering variety of activities, people and situations. Only you can give order to your day-to-day life, by organizing your time and regulating pressures. You will be toast if you are not on top of things by Thanksgiving.

🗨️ There isn’t a lot of slack time with this course; it will keep you hoppin’ for sure!

### 5. YOU ARE AN ADULT NOW

You will be held responsible for what happens, what you do, and the consequences. Random good and bad things will happen: regulations and deadlines; unreliable friends and cranky profs; disappointing weather and insufficient money. Be happy for the good things and develop tactics to roll with the bad stuff. Stand on your own feet, do not whine and take charge of your life.

☞ Yep. My personal philosophy is that “life is about choice.” You are free to make choices, but if you make a choice, you have also chosen all of the possible consequences associated with that. If you don’t want to come to class, it doesn’t matter to me. I mean, I would like to you come to class; I’m putting a lot of time and energy into the classes, but if you don’t come that’s fine—just don’t ask me to help you catch up on what you’ve missed. When Dr. Campbell refers to ‘cranky profs’ I’m pretty sure he doesn’t mean me ☺.

## 6. USE US

The university wants you to succeed and its personnel will help you to do so. Find out who they are and what they can do for you—and then use them. Ask questions, and ask again, until you understand and know what you are doing. Do not go around dazed and confused; get it figured out. But remember: It is your own responsibility to make the best use of the university community.

☞ Yep (again). Every resource you can think of to help you succeed is here: [Learning Commons](#) in the Library, Writing Services (in the Learning Commons), [Centre for Students with Disabilities](#), your seminar UTA, upper year students, ME—I am a resource to you! I wouldn’t be here if I didn’t enjoy helping students.

## 7. BUILD RELATIONSHIPS

Buildings, facilities and programs are important, but the most critical university resource is people. Introduce yourself to and build relationships with the people who cross your path. Get known by them and show reciprocal interest in them—from professors, lab assistants, and department secretaries, to staff, residence co-ordinators, and peer and senior students. They will help you enormously and you will benefit from knowing, helping and interacting with them.

☞ Along these lines, I was a “best man” in four weddings; three of those were friends that I made from living in residence at university and they got married years after we all graduated. The fourth was my brother.

## 8. READ, READ, READ

All university work revolves around good reading. You must improve your reading skills to be academically successful and to become a more interesting person. Like an athlete in training, you should increase your daily reading, to build stamina, speed, concentration and effectiveness. Expand your reading access and comprehension beyond your courses to other areas and worlds. Instead of “care packages” ask your parents for books and for subscriptions to quality magazines.

☞ We will do a LOT of reading in this course. **Read, read, read** will be a course ‘mantra’ along with...

## 9. WRITE, WRITE, WRITE

You must develop this skill. Your grades will depend on it, as smart but poorly written essays do not get high grades. Employers report that an ability to write well, quickly, succinctly and effectively will separate you from others. Like reading, the more that you write, the better you will become. So, write, re-write, and re-write again.

☞ Yep. Writing hones your thinking. If you want to be a better thinker, do more writing. Truer words have never been spoken. Speaking of spoken...

## 10. TALK, TALK, TALK

We talk a lot in university. We debate, discuss, share and learn by talking, connecting with each other and with the world. It is how we push and test ourselves, confirm our ideas, express our feelings and values, and stand accountable for what we believe in. Your grades will depend on this skill in many courses. Verbal skills will also be very important in your social, extracurricular, community and employment lives.

☞ There will be lots of opportunity for interaction with your peers, your UTA, and me in the classes we have together. We will have formal talks like presentations and debates and informal talks like in-class discussions. Remember the first point about “re-invent yourself?” If you are shy and not much of a talker / presenter, think about joining the U of G-based “Town & Gown” [Toastmasters](#) to improve your public speaking skills. Consider volunteering for [TEDxGuelphU](#).

As Dr. Campbell concludes: “Overall, find out what makes you happy and excited enough to get you out of bed in the morning. This formula typically leads to success. Good luck and have fun. A successful university experience involves more than just getting good grades and completing a degree—it presents an opportunity for personal development.”

☞ I would echo his thoughts. Presumably you are in a Bachelor of Commerce program because you want a career in business after graduation. A career in business means you will be working with people, you will be working with numbers, you will be working with tools like Microsoft Excel and PowerPoint. You may be working with demanding customers and tight deadlines. This course and this program is a chance for you to try out this career choice in a controlled environment; a ‘dress rehearsal’ if you will! *Carpe Diem!* Seize the Day!!



## Course Expectations

I mentioned above “**READ, READ, READ**” and “**WRITE, WRITE, WRITE**” as two key strategies for success. Let me remind you about the expectations for the course in terms of workload, reading, preparation, and so forth. From the [Undergraduate Calendar](#):

A credit weight of [0.50] indicates 10-12 student effort hours, including class time, on academic tasks associated with the course.

Since MGMT\*1000 is a 1.0 credit course, you should be looking at 20-24 hours of effort per week on this course. Four of those hours are spent in lecture / seminar, leaving about **16-20** hours per week for course preparation, working on your ePortfolio, meeting as a team to work on PBL Problems or your Micro-Tyco business plans, etc.

## Code of Conduct—The Top Ten

As a student in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed—all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.



4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

With all of that said and done... **Welcome to MGMT\*1000—your Introduction to Business !**

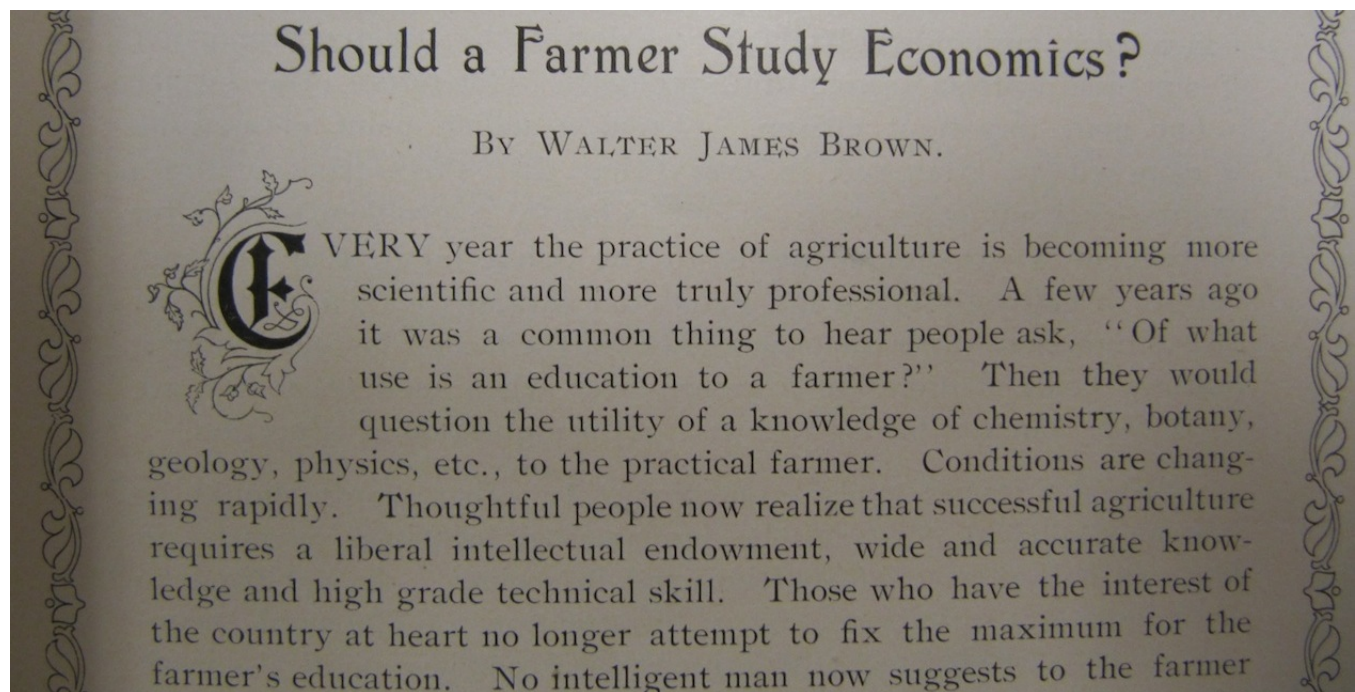


Figure 4: Article from the Christmas 1904 issue of *The O.A.C. Review*