



College of
Business+
Economics

MGMT*1000 Introduction to Business F 15 1.0

General Course Information

Instructor: Dr. Trent Tucker
 Email: trent.tucker@uoguelph.ca
 Office Location: FVMI 130 (x56120)
 Office Hours: Varies by week; see CourseLink “News” for details
 Department/School: School of Hospitality, Food and Tourism Management

Teaching Assistant:

Email:
 Office Location: FVMI 128
 Office Hours: *check with your UTA*

Class Schedule: For section number 📄 **0000** 📄
 LEC
 SEM

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.



Dr. Trent Tucker @ProfTucker · 1m

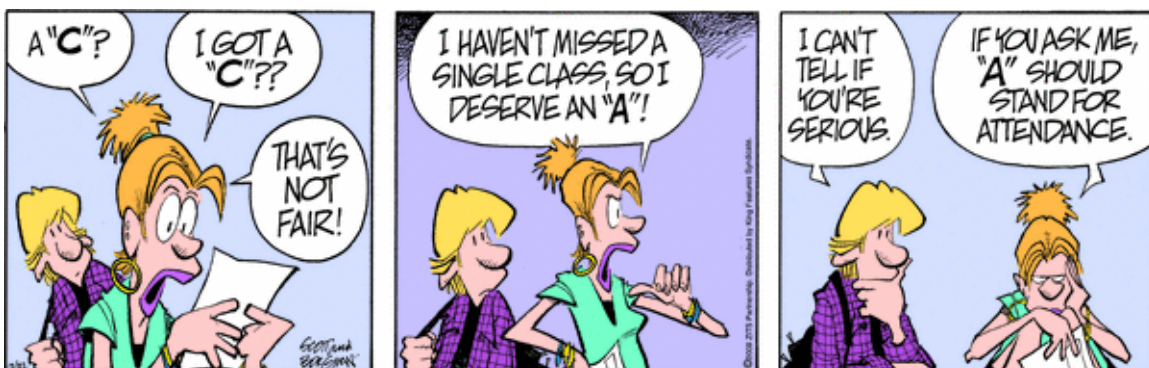
Welcome to the @MGMT1000 class of Fall Term 2015 !

Use the #MGMT1000 and #ThinkBiz hashtags !!

Course Learning Outcomes

The following Learning Outcomes are based on the Course Description from the previous page:

- LO1: B.Comm students in semester one... (acculturation)
 - LO1A: Time management: articulate and set personal & team goals for the course deliverables; plan and direct your own activities to meet these goals for the course.
 - LO1B: Team work: work effectively with other members of your team to complete course deliverables on time and at a sufficient level of quality for all team members.
 - LO1C: Research and writing: discover, compile, and synthesize information from disparate sources to create a coherent document to provide context and meaning for the problems you and your teams address.
- LO2: Forms of business organization: develop a deep understanding of the concept of 'value proposition', its place within a larger 'business model', and the extension of the business model to reflect the concept of the 'triple bottom line'.
- LO3: Economic, social, and environmental issues and their impact on business (and vice-versa): research and complete critical analyses of business-related issues in the media.
- LO4: Ethics and sustainability: develop frameworks for addressing ethical problems and illustrate their use. Summarize and explain basic sustainability concepts.
- LO5: Students develop oral and written communication skills in small seminar groups—additionally, students will develop intermediate level competencies using “office” software (word processing, spreadsheets, presentation tools) while completing course work:
 - LO5A: Oral communication skills—through formal business presentations;
 - LO5B: Written communication skills—through the writing, editing, and re-writing processes for a business plan and problem-based learning write-ups; and
 - LO5C: Written communication skills—through the use of spreadsheets and quantitative skill development.



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Knowledge and Understanding:

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).

Students will develop an initial understanding of both ethics (in the context of ethical dilemmas in a business and academic setting) and sustainability (triple bottom line).

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 complete the Microsoft IT Academy Excel modules in order to refine and develop their quantitative and spreadsheet skills to ensure mastery over this important and commonly used business tool. Students can take this experience further to become a “Microsoft Office Specialist.”*

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.

Three things I personally value are: respect, professionalism, and integrity. I will treat you with respect; I will endeavour to earn your respect. Please be respectful of your peers, your instructors (myself and your UTA), and of your learning environment. I will deliver this course in a professional way; I expect you to be professional in this class as well. This is reflected in behaviours like coming to class (lecture / seminar) on time, not being disruptive, doing your very best work, and generally conducting yourself in a professional manner in all you do. The dictionary definition of integrity is: *the quality of being honest and having strong moral principles; moral uprightness*. I will exemplify honesty and integrity in all I do in this class (e.g., citing my sources, giving credit to others for their ideas, etc) and I expect you to be honest and respect academic integrity as well.




OpenEd - U of Guelph @OpenEdUofG · 7m

"The beautiful thing about learning is that no one can take it away from you."


~B.B. King

Indicative Content • Lectures

The course calendar is broken down into twelve weeks. Weeks run Thursday to Wednesday—for example, Week 01 runs Thursday, September 10th to Wednesday, September 16th. In any given week, you will have a 2-hour seminar with your UTA and a 2-hour lecture with your professor.
 ALL seminars and lectures begin in Week 01.

Lectures: 01xx sections on Tuesdays, 02xx sections on Wednesdays

Week # Dates:	Readings + Lecture Topic(s)
Week 01 Sept. 15 th /16 th	Please read the <i>Course Outline</i> <u>before</u> coming to class LEC 01—Introduction to Business: Course Overview
Week 02 Sept. 22 nd /23 rd	Please read Osterwalder's <i>Value Proposition Design</i> <u>before</u> coming to class LEC 02—What is “value”? What is the VP Design tool?
Week 03 Sept. 29 th /30 th	Please read Chapters 1-3 (Canvas, Patterns, Design) of Osterwalder's <i>Business Model Generation</i> <u>before</u> coming to class LEC 03—Introduction to Business Models
Week 04 Oct. 6 th /7 th	Please read Chapters 4 & 5 (Strategy, Process) of Osterwalder's <i>Business Model Generation</i> <u>before</u> coming to class LEC 04—Introduction to Strategy
Week 05 Oct. 13 th /14 th	Re-read both <i>Value Proposition Design</i> and <i>Business Model Generation</i> Tuesday sections: no class today (Fall Study Break) Wednesday sections: this class will be recorded and posted at CourseLink LEC 05—Value Proposition / Business Models Wrap-Up
Week 06 Oct. 20 th /21 st	Please read Mintzberg's <i>Rebalancing Society</i> <u>before</u> coming to class LEC 06—Setting the Stage: Leaders for a Sustainable World
Week 07 Oct. 27 th /28 th	Please read Chapters 1–5 of Kidder's <i>How Good People Make Tough Choices</i> <u>before</u> coming to class LEC 07—Ethics I: Introduction to Ethical Ideas
Week 08 Nov. 3 rd /4 th	Please read Chapters 6–10 of Kidder's <i>How Good People Make Tough Choices</i> <u>before</u> coming to class LEC 08—Ethics II: Applications of Ethical Ideas
Week 09 Nov. 10 th /11 th	Please read the following papers and watch the video <u>before</u> coming to class  You can find these on the web, in the Library databases, etc. ① Milton Friedman, <i>The Social Responsibility of Business Is to Increase Its Profits</i> , New York Times Magazine, September 13, 1970. ② R. Edward Freeman, <i>Stakeholder Theory</i> , YouTube video: https://youtu.be/Ih5IBe1cnQw . ③ H. Jeff Smith, <i>The Shareholders vs. Stakeholders Debate</i> , MIT Sloan Management Review, July 15, 2003 ④ Course notes provided at CourseLink LEC 09—Sustainability I: What is ‘Sustainability’?

Week # Dates:	Readings + Lecture Topic(s) — continued
Week 10 Nov. 17 th /18 th	<p>Please read the following papers from the Harvard Business Review (HBR) before coming to class</p> <p> You can find these in the Library databases.</p> <p>① Nidumolu, Prahalad, & Rangaswami; <i>Why Sustainability Is Now The Key Driver Of Innovation</i>, HBR Sept. 2009.</p> <p>② Lubin and Esty; <i>The Sustainability Imperative</i>, HBR May 2010.</p> <p>③ Haanaes, Michael, Jurgens, & Rangan; <i>Making Sustainability Profitable</i>, HBR March 2013.</p> <p>④ Lynn Paine, <i>Sustainability in the Boardroom</i>, HBR Jul/Aug 2014.</p> <p>⑤ Course notes provided at CourseLink</p> <p>LEC 10—The Business Case for Sustainability</p>
Week 11 Nov. 24 th /25 th	<p>Links to the news stories and articles discussed in class tonight will be posted at CourseLink</p> <p>LEC 11—Business for Good</p>
Week 12 Dec. 1 st /2 nd	<p>Tuesday sections: we will do a final exam review session for the second half of the course. This class will be recorded and posted at CourseLink.</p> <p>LEC 12—Ethics & Sustainability Wrap-Up</p> <p>Wednesday sections: we will have a special guest speaker, Guelph's own Gavin Armstrong, President and CEO of <i>The Lucky Iron Fish</i>.</p>

The “flow” of a typical lecture is as follows...

- Lectures begin right at 7:00 PM; please be on time. ONLY attend the lecture section you are registered in—we are at classroom capacity in this course this term.
- The first few minutes of the lecture will be ‘housekeeping’ items—what assignments are coming up in the next week(s), public service announcements from CBE student clubs, etc.
- I will use ‘active learning’ techniques in this class. In a “Think-Pair-Share” for example, you will be asked to *think* about / write about a question, *pair* up with one of your neighbours to discuss your ideas back and forth, and finally to *share* with the larger class once you’ve discussed those ideas. Enhance your learning by being an active participant in class.
- I am planning on using lecture capture software to record the classes (screen + audio) and create Khan Academy-style videos to be posted on CourseLink. The review sessions in Weeks 05 and 12 will be recorded and posted for sure.
- At around the one hour mark (8:00 PM-ish), we will take a very short break. This is your chance to stretch your arms and legs, refill your water bottle or use the washroom, catch up on text messages, etc. Feel free to leave at this time if need be—to catch a late night GO bus say. My expectation is that if you come to class you will stay in class and participate in class. Students coming and going between the start time and the break or the break time and the end of class is very disruptive to myself and your peers.
- Between 8:30 and 8:50 the lecture wraps-up and we’re done for another week ☺

Indicative Content • Seminars

As mentioned above, you will have a 2-hour seminar once a week. The seminars are lead by a fourth-year B.Comm. student, hence the term UTA—Undergraduate Teaching Assistant. The first couple of weeks will be spent on skills development (per Learning Outcome LO1). The rest of the term will be spent developing ideas from the lecture portion of the class; i.e., we'll introduce value proposition design ideas in LEC 02, you'll be working with these hands-on in SEM 03, etc.

Week # Dates:	Seminar Topics & Activities
Week 01 Sept. 10 th –16 th	“Captains of Industry” walking tour of campus. Meet at The Cannon at the scheduled start time of your seminar! Ice-breaker with your UTA in The Zone classroom (FVMI 133)
Week 02 Sept. 17 th –23 rd	Time Management Skills Team Work Skills
Week 03 Sept. 24 th –30 th	Ideation / Brainstorming Problem-Solving Skills Value Proposition Design (hands-on)
Week 04 Oct. 1 st –7 th	Business Model Canvas (hands-on) Value Proposition / Business Model for <i>Lemonade Day</i> .
Week 05 Oct. 8 th –14 th	Monday & Tuesday sections—no seminars due to Thanksgiving Day / Fall Study Break days. Sessions with your UTA Dec. 3rd/4th Thursday, Friday, Wednesday sections—your UTA will conduct a ‘business skills’ session of their own design for the first half; the second half can be used to prepare for <i>Lemonade Day</i>.
Week 06 Oct. 15 th –21 st	Some seminars on Monday the 19th will be impacted by the <i>Lemonade Day</i> activities today. Your UTA will set-up a ‘make-up’ time that covers: First half of this seminar will be spent developing presentation skills; second half will be spent brainstorming / developing food truck / clothing value propositions / business models.
Week 07 Oct. 22 nd –28 th	Your Business Model assignment (food truck or clothing) is DUE before the start of your seminar today! The entire seminar time will be taken up with the formal Business Model presentations.
Week 08 Oct. 29 th –Nov. 4 th	The first half of the seminar will introduce the Problem-Based Learning (PBL) method with a sample PBL Problem. The second half will let you loose on PBL Problem #1 (due next week).
Week 09 Nov. 5 th –11 th	PBL Problem #1 is DUE at the start of your seminar today. The rest of the seminar time will be spent in mini-debates and/or mini-presentations of your PBL Problem + Solution.
Week 10 Nov. 12 th –18 th	The first half of this seminar will introduce the Case Method for addressing business cases. The second half will let you loose on a sample business case in preparation for the first case write-up due next week.

Week # | Dates: Seminar Topics & Activities — continued

Week 11 Nov. 19 th –25 th	Your Business Case write-up is DUE at the start of your seminar today. The rest of the seminar time will be spent taking up the case, and doing mini-debates and/or mini-presentations on the case material and your solution.
Week 12 Nov. 26 th –Dec. 2 th	This seminar time will be dedicated to final exam review. You will be responsible for creating / presenting the review materials content for this seminar. More on this below in...

Course Assessment

Assessment weights that appear in **BLUE** are ‘solo’ (individual) assessments;
 Assessment weights that appear in **RED** are ‘team’ (group) assessments.

	Weight	Assessment Type	Learning Outcomes	Due Date / Location
Assessment 1	40%	Final Exam	LO2, LO3 LO4	Friday Dec. 11 th @ 11:30 AM (2 hours) Location: TBD
Assessment 2A	0%	Lemonade Day Plan (formative)	LO1, LO2	Friday, Oct. 16 th 11:59 PM • DropBox
Assessment 2B	5%	Lemonade Day Reflection	LO5	Friday, Oct. 23 rd 11:59 PM • DropBox
Assessment 3A	8%	Business Model Canvas + Write-Up	LO2, LO5	Week 07 • SEM start time In Seminar + DropBox
Assessment 3B	7%	Business Model Formal Presentation	LO5	Week 07 • SEM start time In Seminar + DropBox
Assessment 4A	10%	PBL Problem #1 Team Portion	LO3, LO4 LO5	Week 09 • SEM start time DropBox
Assessment 4B	5%	PBL Problem #1 Solo Portion	LO3, LO4 LO5	Week 09 • SEM start time DropBox
Assessment 5A	10%	Business Case Team Portion	LO1, LO2 LO5	Week 11 • SEM start time DropBox
Assessment 5B	5%	Business Case Solo Portion	LO2, LO5	Week 11 • SEM start time DropBox
Assessment 6	10%	Open Educational Resource (OER) Review Materials	LO2, LO3 LO4, LO5	Week 12 • SEM start time In Seminar + DropBox

About $\frac{2}{3}$ of your grade (**65%**) is based on work you complete on your own; the rest (**35%**) is for term work completed in teams. Only **20%** of the course will be completed by the course drop date (November 6th). There are bonus marks available and ways to reduce the impact of the Final Exam.

Course Assessment — Details

The following information is meant to provide more detail on the various assessment elements of this course—much more detailed documents regarding each assessment will be posted at CourseLink as the term rolls along.

1. **Final Exam (40%)** Resolution 9 of the University’s [Grading Procedures](#) requires that “normally all courses at the 1000 and 2000 levels shall have final examinations.” The final exam will consist of multiple choice questions and short answer questions; the exact format, number of questions, content coverage, etc. will be finalized into a “Common Exam Statement” posted at CourseLink later in the term. Old versions of final exams are provided to students on an “as is” basis for study ⇒ Note: the content changes year-over-year.

Micro-Tyco The past two years we’ve participated in the “[Micro-Tyco Challenge](#).” In this entrepreneurial challenge, teams of five students are given \$1 and the month of November to turn that dollar into as many dollars as possible with all of the profits going to micro-finance loans to help women entrepreneurs in the developing world. Last year we had 90 teams of five students participate!

So why is Micro-Tyco listed under “Final Exam”? Well, if you participate in Micro-Tyco, your final exam will be weighted down to 20%. But, rather than a free-for-all with 90 teams of students, participation this year will be ‘merit-based.’ You will have to find a team of five students, find a second or third year BComm student mentor, develop your business idea into an “MVP” (Minimum Viable Prototype), and pitch that idea *Dragons’ Den*-style to a board (myself, Entrepreneurs-In-Residence from Innovation Guelph, Gryphons Athletics, Hospitality Services) who will decide which projects get a green light and which ones don’t.

2. **Lemonade Day (5%)** Inspired by, but not affiliated with [lemonadeday.org](#), Lemonade Day at Guelph will happen on Monday, October 19th from 11:00 AM until 2:00 PM. If it is sunny and warm, we’ll be in Branion Plaza; rainy day plan: in the Atrium in University Centre. Each and every section of MGMT*1000 will run a lemonade stand. You will be competing with all of the other sections. How is your lemonade *different* from the lemonade for sale beside you or across the UC? What is your “value proposition”? How well will you execute your plan? Will you have leftover lemonade you’ll have to pour down the drain or run out of product early? This is real money changing hands for real lemonade product so you will have to track all of your costs in order to determine if you’ve made a profit or not.

A Lemonade Day Plan (0%) This is a *formative* assessment—it is not worth any marks, but is required to be completed. Your seminar section of 40 or so students will need to organize itself into teams—a research and development team to develop the secret lemonade recipe, a marketing team to create a buzz for your product, an operations team to make the lemonade, a sales team to run the lemonade stand, an accounting team to track the dollars and cents, etc. The Lemonade Day plan is exactly that—what do you plan to do on the day of the event? How many glasses of lemonade do you plan to make? How will you obtain the ingredients? This plan will be produced by your seminar section so it is really an exercise in management and organization. You will use your plan on Lemonade Day and execute against this plan. You will also use it for...

B Lemonade Day Reflection (5%) This is a reflective paper completed after the Lemonade Day event. What did your team(s) do well? What didn't go so well? Why do you think this was the case? Etc.

Note: There will be bonus points for Lemonade Day—e.g., largest volume of lemonade sold, highest profit, best marketing approach. The exact categories and weight of the bonus marks will be included in the final Lemonade Day description.

3. **Business Model (15%)** Business Models / Value Propositions will take up the first part of this course. In self-selected teams of 4-5 students, you will create a Business Model Canvas for either a food-truck business -or- a clothing (e.g. T-Shirt) business.

A Write-Up (8%) Your team will create a large (36" × 56") "Canvas" showing the 9 parts of the Business Model with an additional couple pieces to flesh out the 'triple bottom line.' In addition to the canvas poster, your team will do a formal write-up of your business model for the product and/or service you develop.

B Formal Presentation (7%) Your team will have to formally present your business model idea to the rest of your seminar section.

4. **PBL Problem (15%)** One approach we take in this class is 'Problem-Based Learning' (PBL). This is similar to the Enquiry-Based Learning approach used in Guelph's *First-Year Seminar* program. Basically your team (randomly selected) will tackle a business problem ripped right from the headlines. You will have to do some library research and write-up a formal analysis of the problem, examining various pro's and con's, before coming to a final decision on a course of action.

A Team Portion (10%) This is the team portion of the assessment. Everyone is expected to work together to create this document.

B Solo Portion (5%) This is the individual portion of the assessment. This was added this year so that all your PBL eggs are not in the same basket. This should have some improvement toward rewarding hard working students and penalizing 'social loafers' rather than everyone on the team receiving the same grade for the PBL Problem write-up.

5. **Business Case (15%)** One of the staples of any business school education is the *business case*—a narrative about a real business situation that asks for your analysis and consideration in helping the protagonist in the story make an informed decision. Different in scope and approach than a PBL Problem, it is important to learn how to approach a business case now because you will be seeing many more of these later.

A Team Portion (10%) Again, this is the team portion of the assessment. Everyone is expected to work together to create this document.

B Solo Portion (5%) Much like the PBL Problem, each individual team member will have their own voice in the final write-up.

6. **Open Educational Resource (10%)** Students will be randomly assigned topics from the course content. You will create an OER (open educational resource) object from this content. What is an 'OER object'? Well, it could be a summary of the content, it could be a set of

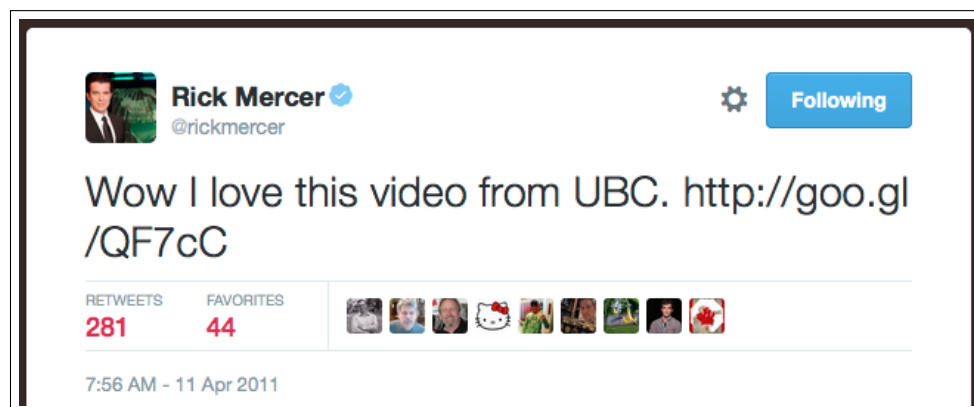
multiple-choice questions set up in a self-directed review quiz, it could be a Khan Academy-style video explaining the concept—this is a really open (no pun) assignment. The purpose is two-fold. One, it works at the top level of Bloom’s Taxonomy (which we’ll talk about in class)—you are *creating* an OER object which requires your knowledge of the content, requires evaluation and critical thinking skills, etc. Other students can benefit from your OER object by using it to review material for the Final Exam. More details later.

Bonus Marks Bonus marks are available for creating a “Viral Video” on YouTube. Before you shoot any footage, your video idea must be vetted first by me. Once vetted, create your video, post it online, create some buzz using your social media networks, and badda-boom, badda-bing \Rightarrow instant bonus marks!

For example, this [Lip Dub](#) video from UBC had 2,431,828 views on the day I wrote up the course outline. We can express 2,431,828 in scientific notation as 2.43×10^6 . Take the exponent—in this case 6—subtract 2, and that is how many bonus marks this video is worth. This means you will need at least 1,000 (10^3) views to get 1 mark, 10,000 (10^4) views for 2 marks, etc.

This clever [Dave in the life at Monash](#) video had 34,158 (3.42×10^4) views so it would get $4 - 2 = 2$ bonus marks. But wait! There’s more! Everyone who is enrolled in MGMT*1000 and is listed in the credits at the end of the video gets the bonus marks!

Thus, the more people you get involved, the more bonus marks there will be for everyone. The more people involved, the larger the multiplier effect of everyone’s social networks. The number of views is based on the YouTube view count at the start of class on the last day of classes (Wed. Dec. 2nd) so start early in the term to get momentum and buzz! If you can leverage an internet meme phenomenon like the “Ice Bucket Challenge” from last year or the “Harlem Shake” from a couple years before at, you could have a University of Guelph video that gets over [7,965,520](#) views!



The Lip Dub video I mentioned above? I heard about it through Twitter when Rick Mercer tweeted out the link. He has 1.16M followers on [Twitter](#) and he loves the university crowd (hint, hint)...

Sustainability Literacy Test We will be trying out a new global *Sustainability Literacy Test* in this class. There will be a bonus mark available for taking the test. Twice actually—once at the start of the term and again at the end of the term. How you score on the Sustainability Literacy Test will not impact the bonus mark.

Teaching and Learning Practices (as appropriate)

Lectures	I described the ‘flow’ of the lectures and the content we’ll cover in the ‘Indicative Content’ section above. Due to high enrollment, ONLY attend the lecture section you are registered in.
Labs	N/A
Seminars	Attendance in the seminars is mandatory . Your UTA will track your attendance in the seminars. Students with perfect attendance record will receive two correct answers on the final exam. Students who attend 10 or 11 out of 12 seminars will receive one correct answer on the final exam.
Workshops	N/A
Field Trips	N/A

Course Resources

Required Texts:

- Alexander Osterwalder, Yves Pigneur, Gregory Bernarda, et al. *Value Proposition Design: How to Create Products and Services Customers Want*. ISBN: **1118968050**. Wiley.
- Alexander Osterwalder & Yves Pigneur. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. ISBN: **0470876417**. Wiley.
- Henry Mintzberg. *Rebalancing Society: Radical Renewal Beyond Left, Right, and Center*. ISBN: **1626563179**. Berrett-Koehler Publishers.
- Rushworth M Kidder. *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. Revised edition (2009). ISBN: **0061743992**. Harper.

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

Recommended Texts:

- **DO NOT BUY YET** ⇒ Mark Dodge. *MOS 2013 Study Guide EXAMS 77-427 & 77-428 Microsoft Excel Expert*. ISBN: **978-0-7356-6921-5**. Microsoft Press.*

As well, 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.

Other Resources:

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

Lab Manual:

N/A

Field Trips:

N/A

Additional Costs:

N/A

Course Policies

Grading Policies

1) Late Policy — Some assessments (like the Lemonade Day Reflection) have an ‘absolute’ deadline in the Course Assessment section above (e.g.: Friday, Oct. 23rd 11:59 PM). This applies to ALL students in ALL sections. Other assessments (like the Business Model Write-Up for example) have a ‘relative’ deadline in the Course Assessment section, something like “Week 07 • SEM start time.” This means that the work is due **BEFORE the start time of your seminar** in that particular week. A student in §0103 (say) would submit their work before 9:30 AM on Thursday, Oct. 22nd, while a student in §0106 would have until 3:30 PM on Wednesday, Oct. 28th. The rationale for these staggered deadlines is to create a level playing field in terms of when a concept is introduced in a seminar to when it is due in a future seminar and since the seminars run from Thursday to Wednesday, having a common deadline of “Sunday at Midnight” (say) would advantage those students who have an early-in-the-week seminar while disadvantaging others. The seminar start time is easy to remember.

For example, if your seminar starts at 8:30 AM on a Monday, your work / your team’s work is due before 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. DropBox is set up so that you can submit early drafts of work—only the last one submitted will be graded—but all submissions will be saved. **Submit early and submit often to avoid late penalties.** 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 rationale for the penalty is that there is a cost to being late. If you file your taxes late, the cost is interest on the taxes owed. If you pick your kids up from daycare late, there is a cost to you paid to the daycare staff who worked overtime. If your work is submitted late, the cost is grades. The rationale for the size of the penalty to avoid the game playing of schemes like “10% penalty per day.” DropBox is the **ONLY** place for documents; do not e-mail them to your professor or UTA.

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


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

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

3) Document Format — all written documents must be in Adobe’s Portable Document Format (PDF). You can create your document using Microsoft Word, Apple’s Pages, Google Docs, etc., but the final submission **must** be in PDF. **Submitting the document in the wrong format will result in a 10% penalty.** The rationale for this policy is as follows: The online document reader at CourseLink works with PDF documents. Word documents may or may not work. Pages, ODF, and other formats do not render. There is a cost to the instructor and UTA in terms of time lost downloading an incorrectly formatted document and attempting to make sense of it. PDF documents always work all the time—no issues with fonts, formatting, etc. The business world works in PDF, get used to using it now.

4) Technology Policy — Technology problems¹ are a fact of life—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 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.

¹Adapted from George Williams’ *Basic Technology Advice for Students* at [ProfHacker](#)

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. If there is plagiarism present in the document, all members of the team will be investigated for academic misconduct.

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 the “social loafing” problem where a “free rider” 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. 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. There will be a ‘technology free’ zone in the lecture classroom that must be respected.

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. As mentioned above, I will be using Camtasia for Mac on my machine and recording the lectures for posting at CourseLink.

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:

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:

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: www.csd.uoguelph.ca

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website: courseeval.uoguelph.ca.

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, November 6th. For regulations and procedures for Dropping Courses, see the Academic Calendar:

www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-drop.shtml

Additional Course Information

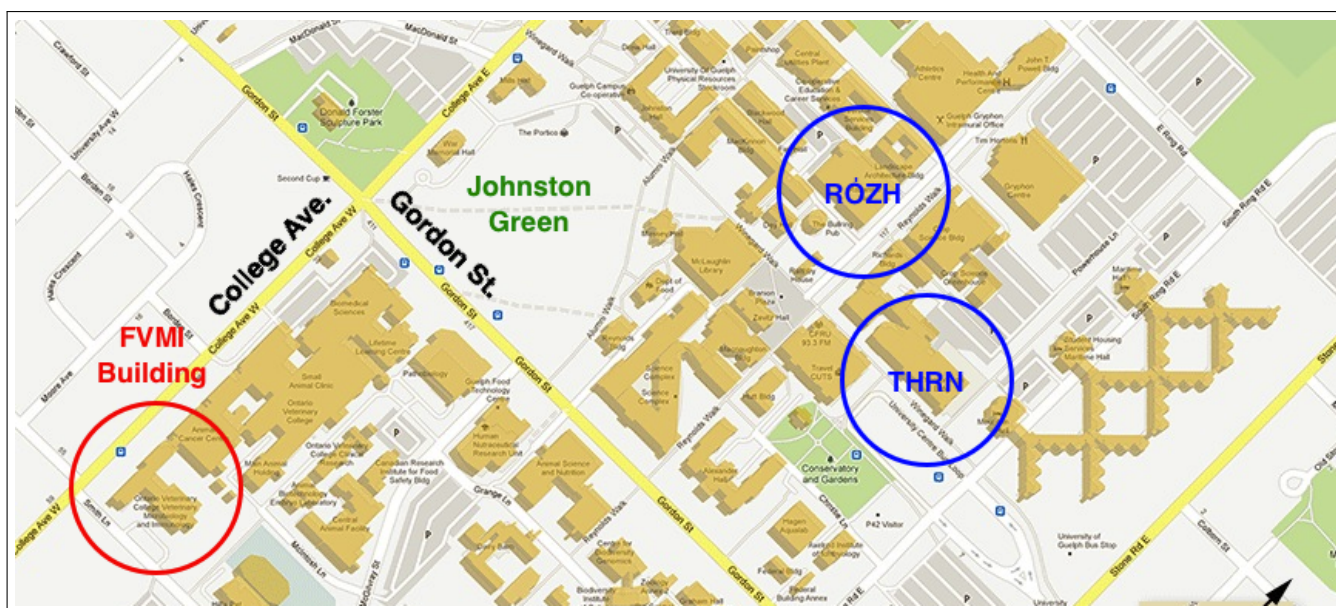
Communication protocol

—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 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.

Classroom Locations

As mentioned above, Tuesday lectures will be held in Thornbrough Building room 1200 / Wednesday lectures are in Rozanski Hall room 104 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 locations:



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



Don't forget to use the #MGMT1000 and #ThinkBiz hashtags!

Important note re: Microsoft IT Academy...

As mentioned above:

Students will complete the Microsoft IT Academy Excel modules in order to refine and develop their quantitative and spreadsheet skills to ensure mastery over this important and commonly used business tool. Students can take this experience further to become a “Microsoft Office Specialist.”

The *recommended* book that accompanies this is: Mark Dodge’s *MOS 2013 Study Guide EXAMS 77-427 & 77-428 Microsoft Excel Expert*. ISBN: **978-0-7356-6921-5**. Microsoft Press.

The University of Guelph signed an agreement with Microsoft earlier in the summer to bring their Microsoft IT Academy product to campus as part of our campus-wide Microsoft licence. This means that you will be able to access this product at no extra cost to you. However, as of right now (the start of Fall Term), we’re having issues getting the access codes for Microsoft IT Academy. IF we can get this issue resolved in the first couple of weeks, we will include Microsoft IT Academy in the course. IF we can’t, then we won’t.

Bottom line: hold off on purchasing the Mark Dodge book until we sort out the access codes for Microsoft IT Academy. Thanks.