



MGMT*1000 Introduction to Business F'20
Lectures: M,W, 2:30 -3:20 pm Zoom Webinar
Seminars: See seminar schedule, Zoom Classrooms
1.00 Credit

General Course Information

Instructor:	Dr. Kathleen Rodenburg
<i>Email</i>	krodenbu@uoquelph.ca
<i>Office Location</i>	Remote - Microsoft Teams
<i>Office Hours</i>	I will respond to emails within 24-48 hours from Monday - Thursday, 9-4 pm. Friday is my research day. I am available to meet in person by appointment through Microsoft teams.
<i>Department/School</i>	Department of Economics and Finance; Department of Food, Agriculture and Resource Economics; Department of Management; Department of Marketing and Consumer Studies; School of Hospitality, Food and Tourism, Sports and Events Management @ Gordon S. Lang School of Business and Economics.
<i>Teaching Assistants</i>	Please see list of TAs by seminar number. TA's are available to meet over Microsoft during their office hours, or by appointment.
Pre-requisites:	None
Co-requisites:	None
Restrictions:	Restricted to students registered in Bachelor of Commerce program.

Course Description

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

To develop the concepts in a real-world context, the classroom is structured as a virtual 'Company'. Specifically, Management 1000 students become an organization of employees. The outline serves as the employment contract between the instructor (employer) and the student (employee). Students in teams are asked to relate business concepts, theories and best practices to their assigned organization. The rules of engagement within the classroom for these students will be consistent with workplace expectations. That is, they must show up for work, they must show up on time, they are expected to be an active and fully participating team member and they must demonstrate in their individual and group work assignments unique ideas and strong critical thinking skills and processes. The culminating project for this class will require students to conduct an External & Internal Situation Analysis including an exhaustive SWOT analysis for the assigned organization. Students are then presented with an ethical dilemma/ social responsibility challenge and must provide workable recommendations using the information acquired with conducting the Situation Analysis and the ethical training and facilitation tools taught in both lecture and seminar. Students compete for 'Best in Class' status at the Great Ethical Dilemma Case submission due December 4th.

Students will also participate in a live simulation and will make decisions pertaining to starting a new business, competing with

other student teams in their assigned industry.

This is a remote synchronous (face to face) learning environment! To complete this course successfully, students will need to ensure that they have a working and reliable internet connection, a computer capable of running a virtual classroom environment with 40 other people, a microphone and camera. All lectures will be live streamed via Zoom Webinar and do not require webcam activation. Polling technology and a live chat for questions during the lecture time will be enabled. The lectures will be recorded and will be posted in CourseLink 24 hours following the live streamed lecture. Seminars will be conducted using zoom classrooms and are mandatory. Seminar times vary by student and students must attend their seminar time only. The seminar will require students to have their camera enabled. By joining this class, you are agreeing to these terms.

Course Learning Outcomes (LO)

LO1. Students will gain a broad-based understanding of Business and Business management. By applying theories, concepts and business models to an existing organization, students develop critical skills necessary to perform an:

- i. External environmental scan
- ii. Industry analysis including industry structure & Porter's 5- forces
- iii. Assessment of markets and competitors
- iv. Internal analysis: Strategic & Financial Assessment
- v. A detailed and comprehensive S.W.O.T. Analysis

LO2. Students in teams will participate in an on-line business simulation. Through this process students will gain valuable knowledge and understanding on what is required to open and operate a business, including:

- i. Write, monitor, and implement a business plan.
- ii. Project and calculate staffing requirements, employee pay rates, and employee turnover
- iii. Project purchasing needs, manage inventory & capacity, maximize customer satisfaction
- iv. Identify the 4 P's of marketing, set pricing for multiple products, project impact of promotion, create advertising copy
- v. Create and analyze income statements and balance sheets, Calculate return on an investment, break-even points, gross margin

LO3. Students will recognize the importance of ethics and social responsibility to the overall success of an organization. Students will develop critical thinking skills that will allow them to approach an ethical dilemma from different points of view. Students will be able to thoughtfully put forth meaningful recommendations as a solution using a step by step decision making process.

LO4. Students will develop essential skills to work effectively as a team. Students will gain knowledge and acquire tools necessary to enhance

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

LO5. Students will develop essential skills for:

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

Knowledge and Understanding:

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

Discipline/Professional and Transferable Skills:

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

Attitudes and Values:

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

Remote Course Etiquette – Zero Tolerance for Inappropriate Behaviour!

Despite being a virtual learning environment, students are expected to behave the same as if you were arriving to class in person. It is crucial that each of you give (and receive!) respect to/from your colleagues within the online environment, and that at no point in time any student engages in behaviours that would be deemed as inappropriate or disrespectful in a non-virtual setting. This includes, but is not limited to, inappropriate virtual backgrounds, name-calling, verbal insults to the instructor/TA/other students, vulgar imagery or video content, intentional misuse of the Zoom system (e.g., repeatedly muting/unmuting oneself), sexually implicit comments or images, and so on. Essentially, nothing hurtful or offensive.

Please remember that the seminars will be recorded, and any such behaviours deemed inappropriate within the online context will result in the student being asked to leave the seminar, and possibly removed entirely from the course depending on the severity of their actions, and being reported to the Dean’s office. My top priority is to ensure that students have a safe space where they are free to learn and work without fear of judgment or harassment. Especially in these difficult times, it is important that we come prepared to build each other up, rather than tear each other down.

Indicative Content

There are two (2) 50-minute lectures live streamed per week (100 minutes) - recordings of these lectures will be available post lecture on courselink. There is one (1) 2-hour seminar per week that will be conducted via zoom classrooms; representing 3.7 hours of ‘face (although remotely)’ time per week. The course calendar is broken down into twelve weeks. The first lecture and seminars commence(s) on Monday, September 14, 2020.

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

- An individual reading assignment.
- An on-line graded self-assessment based on the reading assignment (MyBizLab).
- Individual prep work to be submitted in advance of the seminar to be ready to contribute to teamwork.
- Team(group) submission at the end of each seminar to demonstrate productivity during seminar.
- Participation in a pre-assigned team in a weekly simulation activity (BizCafe).

Additionally, throughout the semester in teams (different than your simulation teams), you will be required to complete one culminating project which requires a complete situational analysis (internal and external) of an assigned publicly traded organization. The project is broken down into 5 components, allowing for feedback on each stage of your report prior to submitting the final report. Each component must be completed prior to advancing to the next component requirement. The entire team is responsible for gathering all information and the analysis required to complete each component. However, each team member will be assigned a lead role for one of the components. As the lead of a component submission, the student will be required to gather all information from their respective team-mates and then organize and prepare the component for submission. A higher grade weighting will be given to the component leader (see culminating project for details).

The Schedule

Week	Lecture	Assigned Reading	MyBizLab	Individual Prep for Seminar	Seminar Activity
Week 1 Week of Sept. 14	Understanding the CDN Business system	Read Chapter 1	MyBizLab Chapter 1 Mini Case Simulation: S & D Quiz	Reflection Assignment See courselink Announcement page	1. Culminating project Overview (A2) & Team and company assignments 2. Challenge Card Activity 3. Introduce simulation (A1) & assign teams
<i>Due Week 1</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>Sunday, Sept. 20</i> <i>11:59 pm</i>	<i>Upload assignment to drop-box</i> <i>Sunday Sept. 13</i>	<i>A2. Team Contract complete in advance of wk 2 seminar</i>
Week 2 Week of Sept. 21	Stu Lang on panel The Environment of Business	Chapter 2	MyBizLab Chapter 2 Quiz	A1: Read simulation case, complete case discussion document and quiz A2: See Individ. Seminar Prep Wk 2	A1: Review the case discussion document Name/Logo and Insurance Assignment A2: Component 1: External Environment Working session
<i>Due Week 2</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>Sunday, Sept. 27</i> <i>11:59 pm</i>	<i>Upload Individ. Prep. to drop box in advance of wk 2 seminar.</i>	<i>Seminar output to drop box Component 1 due week Sept. 27 drop box-Specific date varies by seminar –see UGTA</i>
Week 3 Week of Sept. 28	Forms of Business ownership CCL on Panel Co-operators on Panel	Ch 4-Pg. 88-91 Ch 5-Pg 99-104	MyBizLab Chapter 4&5 Quiz	A2: See Individ. Seminar Prep Wk 3	A1: 1 st period of decisions. Business Plan Activity A2: Component 2: Industry Analysis Working Session
<i>Due Week 3</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>Sunday, Oct 4 11:59 pm</i>	<i>Upload to drop box in advance of wk 3 seminar</i> <i>Group evaluations on PEAR for component 1 due 24 hours after component 1 submission due</i>	Session Output to drop box
Week 4 Week of Oct. 5	The Business Of Managing: Managing the Business Enterprise	Read Chapter 6	MyBizLab Chapter 6 1. Mini-Case 2. Quiz	A2. See Individ. Seminar Prep for Wk 4	A1: Precious round Lessons Learned, 2 nd period of decisions, Forecasting assignment A2: Component 2: Competitive Analysis Working Session
<i>Due Week 4</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>Friday, Oct 9 by 5:30pm</i>	<i>Upload Prep. to drop box in advance of Wk 4 seminar</i>	Session Output to drop box
Week 5 Week of Oct. 12	No live stream Lecture October 12 or 14 All Seminars cancelled this week				
Week 6 Week of Oct. 19	Managing Human Resources & Labour relations.	Read Chapters 7 & 8	MyBizLab Ch. 7- Mini-Case 1 Ch. 8 Simulation	A2. See Individual Prep for week 5	A1: Lessons Learned previous round, 3 rd /4 th periods of decisions, Staffing & Management Audit assignment, Peer Evaluations
<i>Due Week 6</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>Oct. 18 by 11:59 pm</i>	<i>Upload Prep. to drop box in advance of Week 6 seminar</i>	Session Output to drop-box
Week 7 Week of Oct. 26	Managing Operations and information	Read Chapter 10	Chapter 10-Operations Simulation	A2. See Individual Prep for week 7	A1: Lessons Learned from previous rounds, 5 th period of decisions, Income Statement assignment A2: Component 3: Internal analysis –Strategic Overview
<i>Due Week 7</i>	<i>Participation grades for polling</i> <i>Q&A live chat</i>		<i>October 25 by 11:59 pm</i>	<i>Upload prep. to drop box in advance of Wk 7 seminar</i> <i>Group evaluations on PEAR for component 2 due 24 hours after component 2 submission due date</i>	Session Output to drop box Component 2 due week Specific date varies by seminar –see UGTA

Week 8 Week of Nov 2	Understanding Accounting	Read Chapter 11	MyBizLab Chapter 11- Quiz	A2. See Individ. Seminar Prep Wk 8	A1: Lessons Learned from previous round, 6 th /7 th periods of decisions, Balance Sheet & Marketing assignments
Due Week 8	<i>i>clicker Participation grades for polling Q&A live chat</i>		Nov. 1 by 11:59 pm	Upload to drop box in advance of Wk 8 seminar Group evaluations on PEAR for component 3 due 24 hours after component 3 submission due date	Session Output to drop box Component 3 due week. Specific date varies by seminar –see UGTA
Week 9 Week of Nov. 9	Understanding Marketing Principles	Read Chapter 12	MyBizLab Chapter 12 Quiz Mini-Case	A2. See Individ. Seminar Prep. Wk 9	A2: Component 4, Financial ratios working session
Due Week 9	<i>Participation grades for polling Q&A live chat</i>		Nov. 8 by 11:59 pm	Upload prep. to drop box in advance of wk 9 seminar	Session Output to drop box
Week 10 Week of Nov. 16	Conducting Business Ethically and Responsibly	Read Chapter 9	MyBizLab Chapter 9 Quiz	A2. See Individ. Seminar Prep. Wk 10 SWOT analysis	A1: Lessons Learned from previous rounds, 8 th period of decisions, Pricing assignment A2: Component 5, Working session completing your SWOT analysis
Due Week 10	<i>Participation grades for polling Q&A live chat</i>		Nov 15 by 11:59 pm	Upload prep. to drop box in advance of wk 10 seminar	Session Output to drop box Component 4 due week Nov 10. Specific date varies by seminar –see UGTA

Week	Lecture	Reading	MyBizLab	Individual Prep for Seminar	Seminar Task
Week 11 Week of Nov. 23	Business Ethics Continued Culminating Mid-term November 25	Chapter 3	MyBizLab Chapter 3 Simulation-Ethics	A2. See week 11 individual seminar prep work Prepare Mid-term Nov. 25	A1: Lessons Learned round, 9 th period of decisions, Break-even analysis assignment, Concept quiz Wrap-up of the simulation
Due Week 11	<i>Participation grades for polling Q&A live chat</i>		Due November 22 by 11:59 pm	Upload to drop box in advance of wk 11 seminar Group evaluations on PEAR for component 4 due 24 hours after component 4 submission due	Session Output to drop box Component 5 due week Nov 17. Specific date varies by seminar – see UGTA
Week 12 Week of Nov. 30	Nov. 30-“Great Ethical Dilemma-Rules of engagement”			No Seminar Complete on-line surveys to earn the 2% grade Or complete the alternative assignment found in CourseLink to receive the 2%.	A2: “The Great Ethical Dilemma Case Competition” working teams independent of seminar
Due Week 12	<i>Participation grades for polling Q&A live chat</i>	Preparation for “The Great Case Competition” Due Friday December 4 Complete on-line survey or alternative assignment for 2%			

Course Assessment¹

			Associated Learning Outcomes	Due Date
Assessment 1:	10 pts	Contribution to classroom community (Q&A/Polling)	1,3,5	<i>Week 2-12 Lectures</i>
Assessment 2:	20 pts	On-line assessments MyBizLab	1,2,5	<i>Week 1-11</i>
Assessment 3:	30 pts	BIZ Café Simulation	2, 4	<i>Week 2-12</i>
Assessment 4:	20 pts	Contribution to seminar Community 1. individual submissions 2. Group work submissions	1,2, 4, 5	<i>Week 2-12</i>
Assessment 5:	40 pts	Mid-term	1,2,3,5	<i>Nov 25</i>
Assessment 6:	60 pts	Culminating Project 1. Component 1 2. Component 2 3. Component 3 4. Component 4 5. Component 5 6. Final Written Report 7. Peer Evaluations	1, 4, 5	<i>Week of Sept. 28 Week of Oct. 19 Week of Nov. 2 Week of Nov.16 Week of Nov.30 Dec. 10 After each component submission (same day)</i>
Assessment 7:	20 pts	Great Ethical Dilemma Case Submission	1, 3, 4, 5	<i>Dec 4</i>
Total	200 pts			

Teaching and Learning Practices

Contribution to classroom community(10 pts.)

We will be using Zoom webinar classroom polling system to make our lecture time more engaging. Live chat will also be activated and available through the lecture. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn when we are in class together. This will also provide you with feedback on how well you are comprehending course concepts, help you master challenging concepts, and allow you to review material after class.

Class participation will **begin on September 16, 2020** and will not include the days of Exams. Each lecture is considered as one participation session that is worth 5 points: 1 point is given for attending and answering at least 75% of the questions and 1 point for answering any question correctly. The 5 lowest polling session scores will not count to allow for absences due to illness or internet issues, which means you do not need to notify me for missing 5 lectures. Lecture slides/recordings will be posted to courselink after the lecture is completed. I encourage you to attend the lecture in its live format and make full use of the Q & A feature in zoom.

¹ 50% of your assessment is based on individual work and 50% is based on group work.

On-line Assessments (20 Pts.)

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

Enter Your MGMT 1000 Course on CourseLink:

1. Sign in to CourseLink and enter your MGMT 1000 course.
2. On the Course Home page, click on the Pearson MyLab and Mastering link.

*if nothing happens when you click the link please ensure that you have your pop up blocker turned off!

Get Access to Your MGMT 1000 Course Content:

1. Enter your Pearson account **username** and **password** to **Link Accounts**.
You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, MasteringBiology or MasteringPhysics.
 - If you don't have a Pearson account, select **Create** and follow the instructions.
2. Select an access option:
 - a. Redeem the access code purchased from the bookstore
 - b. Purchase the access code with a credit card or PayPal account
 - c. Get 14-day temporary access if you're waiting on financial aid or want to try the product first

From now on, you can access MyLab directly from CourseLink using the Pearson link

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

Get Your Computer Ready

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

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

Need help?

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

<https://support.pearson.com/getsupport/s/>

Please email Jessica.mcinnis@pearsoned.com with your incident number if your issue is not resolved within 24 hours.

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

1. Quiz
2. Simulation
3. Mini-case

Once you have completed the self-assessment at MyBizLab your scores will populate the COURSELINK grade book (the professor will need to sync the scores from MYBizLab to your grade book. Usually this is completed on a weekly basis).

Biz Café Simulation (30 pts)

BizCafe is a general business simulation focusing on the essentials of running a coffee shop. In making weekly decisions for a startup cafe, students in teams learn to manage staff and operations for a service business, practice reading basic financial statements, learn about the impact of marketing and promotion, and discover the importance of customer satisfaction. This will include incidents, assignments, and more complex decisions. Teams directly compete with other teams. Therefore, each team's decisions impact other teams' results in the industry. The simulation decisions and assignments take place during seminar time. You can access the simulation through courseLink through the navigation bar at the top titled **Business Simulation**.

The simulation will be assessed as follows:

Activity	Weighting
The balance scorecard ranking within the designated competitive market	15%
Pre and post quiz individual results	30%
Team assignment submissions & discussions	55%
Total	100%

Contribution to Seminar Community (20 pts.)

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

Seminars are broken into two activities. You will be pre-assigned to a different team for each activity:

Activity 1: Consists of a set of active learning seminars where students participate in a business simulation. For these seminars you will be working with your pre-assigned simulation team. Each team will be given \$25,000 to start their own business. Over the 11-week period, the team will be required to make a set of decisions for their business during 9 decision periods. Each week will present new information that will change the business environment and the subsequent decision choices. Teams will be competing with other teams based on a balanced scorecard. Participation during the seminars will be measured through the tracking system embedded within the simulation model.

Activity 2: Consists of a set of active learning seminars designed to assist with the completion of the team culminating project. For these seminars you will be working with your pre-assigned culminating project teams.

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

1. Create and sign a team contract
2. For each seminar, team members will take turns facilitating the session
3. Submit individual prep work prior to the seminar to the drop box
4. Sign a check list of work completed by each individual member's after each group submission
5. Complete 6 group assessments on your fellow team members and hold two feedback sessions where an action plan is created to improve team performance.

Mid-term (40 pts.)

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

This course requires the use of Respondus LockDown Browser and Monitor (webcam) to proctor your online Mid-term within CourseLink. Use of Lockdown Browser with a webcam has been implemented to maintain the academic integrity of the exam. You must download and install LockDown Browser and Monitor to complete the practice test and final exam. While writing the practice test and final exam, you must show your university issued identification card during the Respondus Startup Sequence. The mid-term will cover all the course material, including textbook and unit readings.

Similar to a sit-down exam where you must arrive prior to the start of the exam, it is highly recommended that you enter the online exam environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full two hours for the exam.

Important Note: There is a mandatory practice test that you are required to take before the online exam. The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software. If you have any questions regarding the use of Respondus Lockdown Browser and Monitor or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at courselink@uoguelph.ca or 519-824-4120 ext. 56939.

Respondus LockDown Browser and Monitor Requirements

Respondus LockDown Browser is a locked browser for taking mid-terms in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, you must meet the following technical requirements so that you can take the practice test and mid-term exam:

1. Operating Systems: Windows 10, 8, 7; Mac OS X 10.10 or higher.
2. Memory: Windows 75 MB Hard Drive space; Mac 120 MB Hard Drive space.
3. For Mac users: Safari must function properly on the computer.
4. Mac users must have Adobe Flash Player installed to Safari, even if a different browser is normally used.
5. Functioning webcam and microphone. The webcam and microphone can be built into your computer or can be the type that plugs in with a USB cable. (You will be required to do an environment scan of your room, so please ensure you can move your computer, laptop or webcam for this scan.)
6. A broadband Internet connection. It is recommended that you access the Internet via a wired connection.

Culminating Project (60 pts.)

Students will work in teams consisting of 5 members (or 4 in rare circumstances) and will become an extension of a pre-assigned existing company's employee pool. In this capacity students will be responsible for completing a situational analysis for their company as well as make critical business decisions involving ethical issues. Students will use seminar time as well as outside classroom time to work on this project. One mark will be assigned to the entire team.

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

Report Components	Firm DUE Dates vary based on seminar days and time
1. Macro-environment assessment	Week of Sept. 28 to dropbox
2. The industry & Competitor/Market analysis	Week of Oct. 19
3. Internal assessment: Strategic overview	Week of Nov. 2
4. Internal assessment: Financial overview	Week of Nov. 16
5. SWOT Analysis	Week of Nov. 30
6. Final written report	Dec. 10
7. The Great Ethical Debate presentation	Dec. 4

After each component, 1 - 6, students will complete a group assessment evaluation found in CourseLink in PEAR, rating the performance of each member of their team. Group assessments 2 and

4 will be followed up by a face-to-face communication and action plans to improve overall group performance. The instructor when awarding grades for this project considers the final group assessment evaluation. Any student whose contribution has been identified as poor by the other team members will have their work placed under-review. Specifically, the individual prep work grade for each seminar will be reviewed. If the individual prep work also reveals poor performance, then the under performer will lose marks on the project. In the past, students who did not participate fully in seminar and in the corresponding group work have failed this course. The group work component for this course is a very important 'criteria' that must be achieved to move forward in the Bachelor of Commerce program.

Your team's component submission will not be considered complete until the Group assessments for the Component have been completed in PEAR.

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

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

Each team assigned to a specific company will be sent an urgent email from their public relations officer 38.5 hours prior to the case competition informing them of a critical ethical dilemma faced by their assigned organization that requires immediate resolution by their team.

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

Each group will make an **8-minute** presentation by creating a YouTube video using a stitching tool of their recommendation to their Executive Board of Directors consisting of industry experts and distinguished faculty. More details on how to create a stitched YouTube video presentation will be provided in seminar.

Each member of the group is expected to present.

The Great Ethical Dilemma Case Competition (60pts.)

Course Resources

Required Texts

The following texts are required for this course. The first text noted below (E-Text, MyBizLab & BizCafe Simulation) can be purchased through both University bookstores. The second text can also be purchased at the University bookstores, online or at local bookstores.

1. **Business Essentials** E-Text with MyBizLab Intro to Business New Design for University of Guelph -- Standalone Access Card, 1/e and access to BizCafe simulation

ISBN: 9780137298815

2. ***How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living.*** Rushworth M Kidder. Revised edition (2009), Harper

ISBN: 0061743992.

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.

Seminar Leaders by Section and corresponding Office Hours:

Section #	Seminar Day and Time	Seminar Leader	Office Hours
01	Thursday, 3:30 - 5:20 pm	Name Email	
02	Wednesday, 3:30 - 5:20 pm	Name Email	
03	Friday, 10:30 am - 12:20 pm	Name Email	
04	Thursday, 7:00 - 8:50 pm	Name Email	
05	Thursday, 9:30 - 11:20 am	Name Email	
06	Monday, 3:30 - 5:20 pm	Name Email	
07	Tuesday, 11:30 am - 1:20 pm	Name Email	
08	Wednesday, 7:00-8:50 pm	Name Email	
09	Monday, 9:30 - 11:20 am	Name Email	
10	Thursday, 11:30 am -1:20 pm	Name Email	
11	Wednesday, 8:30 -10:20 am	Name Email	
12	Friday, 8:30 -10:20 am	Name Email	
13	Monday, 7:00 - 8:50 pm	Name Email	
14	Tuesday, 8:30 - 10:20 am	Name Email	
15	Friday, 2:30 - 4:20 pm	Name Email	
16	Friday, 12:30 - 2:20 pm	Name Email	
17	Wednesday, 11:30 am - 1:20 pm	Name Email	
18	Tuesday, 3:30 - 5:20 pm	Name Email	
19	Monday, 11:30 - 1:20 pm	Name Email	
20	Thursday, 1:30 - 3:20 pm	Name Email	
TA Coordinator		Name Email	
TA Coordinator		Name Email	
TA Coordinator		Name Email	

Course Policies
Grading Policies

1. *Late Policy:*

Some assessments (i.e., culminating project Milestones) have an 'absolute' deadline on Course Link in the Course Assessment section above (e.g.: Sunday, Sept. 25 11:30 PM). This absolute date will vary based on your seminar timing and will be communicated to you by your seminar leaders. The date communicated by your seminar leader is firm and will be used to determine whether marks are deducted for late submissions.

Other assessments (i.e., seminar individual prep & seminar group work submission) have a 'relative' deadline in the Course Assessment section, i.e., "Week 02 • before SEM start time." This means that the work is due BEFORE the start time of your seminar in that particular week. For example, a student in seminar 01 would submit their work before 9:30 AM on Monday, Sept. 18th, while a student in seminar 02 would have until 11:30 AM on Monday, Sept. 18 and so on. Therefore, if your seminar starts at 9:30 AM on a Monday, your work is due before 9:30 AM on the Monday. 9:31 AM is considered late. Similarly, group seminar work is due at the end of each seminar and varies depending on your seminar time (uploaded prior to leaving the seminar classroom).

The CourseLink DropBox timestamp will be the sole arbitrator to determine whether an assignment is late or not. DropBox is set up so that you can submit early drafts of work—only the last one submitted will be graded—but all submissions will be saved. Submit early and submit often to avoid late penalties. Individual seminar prep work submitted after the deadline will receive a grade of zero (0), no exceptions. Group work not submitted at the end of seminar will also receive a grade of zero (0), no exceptions. Component Culminating Project submissions which are late will be assessed at a 5% penalty each day, and will receive 100% penalty after 3 days. The CourseLink DropBox will send out an automated acknowledgement e-mail that the work has been successfully uploaded. The large penalties for late submissions are necessary to ensure all team members are contributing to group work. If one team member misses a 'individual seminar prep' deadline, then the work of the entire team is compromised. Furthermore, group submissions at the end of each seminar are essential to ensure that the seminar time is used productively. DropBox is the ONLY place for documents; do not e-mail them to your professor or UTA.

2. Turnitin.com:

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

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

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

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

4. Technology Policy:

Technology-related issues are NOT grounds for an extension to assignment deadlines or a reason to forgive a penalty for late or wrong format submissions. You need to ensure you plan for potential technology challenges or issues. I strongly recommend that you back up your work, use the University's one-drive, shared dropboxes, email, etc...to ensure that you do not lose your work. I strongly recommend you pre-test the technology (including sound etc...).

5. Course Policy on Group Work:

Work submitted by a team of students will be allocated one grade. Therefore, teams must work together to ensure that their submission is representative of the entire team. If plagiarism is

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

6. **Communication**

I will be available for a meeting on Microsoft Teams via appointment. Your UGTA will also post office hours.

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

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

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

7. **Examination Policy:**

The exam for this course will be conducted on-line using Respondus Lockdown Browser and monitor. See Mid-term assessment above in this outline for details. Your camera must be activated and microphone during the exam and you will be required to video your exam environment. It is the responsibility of students to ensure that they write exams on the right, date, and time.

Examinations are closed book. NO resources (cheat sheets) are permitted during the exam.

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

8. **Missing a Midterm Exam**

Missing the midterm will automatically result in a grade of zero for that midterm. A consideration for missed exams will only be given in the case of illness or emergency reasons. Such excuses as prior personal travel plans and extra-curricular commitments are not legitimate reasons. There will be a deferred exam at the end of the term which is CUMULATIVE that applies to students who missed the exam due to legitimate reasons such as illness or emergency. No additional assignments or work will be assigned to improve the marks. Students will receive a mark of zero on a missed test without the Verification of Illness Form. The exam schedule has been set and will not be changed.

9. **Course Modification Warning**

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

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

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

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

University Policies

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

Illness

The University will not require verification of illness (doctor's notes) for the fall 2020 semester.

Equity, Diversity, and Inclusion

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

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 Tuesday, December 8th, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/c03-fallsem.shtml>