



University
of Victoria

Peter B. Gustavson
School of Business

Course outlines

Peter B. Gustavson School of Business
University of Victoria
2013--2014

Contact: Allen Sun
International Programs
Peter B. Gustavson School of Business
University of Victoria
GSBwelcome@uvic.ca

Fall term	P2-P64
Spring term	P65-P109

Fall term

- > The 400 level courses are specialization courses, which students take in the last year of their Business degree program. These top-quality courses are taught by professors who are leaders in their respective fields and build on their expertise.
- > The 300 level courses are basic business courses which are taught to students in their initial year of business (3rd year courses in the B.Com program) and are similar to the core Business courses taught in most Business Schools around the world. ***There is limited space in these courses***
- > The MBA Specializations are available to students who are taking courses at the graduate level in their home institutions. The required English language level is TOEFL 575 or higher.

Course	Title
Com 206B	Business English & Communication
Com 220	Organizational Behaviour
Com 250	Fundamentals of Marketing
Com 270	Financial & Managerial Accounting
Com 302	Business Law
Com 315	Financial Accounting (Credit will be granted for only one of 315, 270)
Com 321	Organizational Behavior (Credit will be granted for only one of 321, 220)
Com 351	Marketing Principles & Management (Credit will be granted for only one of 351, 250)
Com 361	International Business (Credit will be granted for only one of 361, 301)
Com 362	Business & Sustainability
Com 390	Canadian Business Environment (Credit will be granted for only one of 290,390)
Com 400	Strategic Management
Com 402	Legal Issues in Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 425	Taxation for Managers (Pre-requisites: 270 or 315)
Com 435	Corporate Relations
Com 446	Investment
Com 450	Selected Topics in Management: Topics To Be Announced
A01	Quality Management
A02	Social Entrepreneurship
A03	Management of Information System
Ent 402	Entrepreneurship & Small Business
IB 301	International Environment of Business (Credit will be granted for only one of 301, 361)
IB 405	Sustainable Communities
IB 408	International Legal Relations
IB 415	Cross-National Management
IB 416	International Marketing
IB 417	International Finance
MBA 511, 512, 513	MBA Specialization: Service Management
MBA 561, 562, 563	MBA Specialization: Entrepreneurship
MBA 571, 572, 573	MBA Specialization: International Business

Com 206B

Business Communications

Texts:

The Practice of Business Communication by Mary Ellen Guffey is required for this course. Students will also be responsible for downloading required business articles and reading assignments from the internet and Blackboard. A good English dictionary, grammar guide and citation reference are recommended for this course. Samples will be provided on the first day of class.

Course Objectives and Description:

Course Calendar Description:

Business Communications will focus on the development and enhancement of skills in written business communication, oral business communication, and non-verbal communication. Students will learn how to develop efficient use of verbal and non-verbal skills in business situations; be able to use language to convey specific messages to intended audiences; develop and use techniques for information management. Concentration is on clarity of communication objectives, building vocabulary and comprehension of business documents.

This course aims to develop students' oral and written skills to communicate effectively in business contexts and academic pursuits in the area of business. Upon successful completion of this course, students will be able to:

- demonstrate an understanding of the basic principles of effective business communications
- Assess your own speaking and writing messages for clarity and content
- Choose specific language as well as writing and speaking techniques that make communication more successful, as you speak and write.
- plan and write clear, concise, and correct business documents and papers that exhibit professional writing skills
- write professional correspondence for specific purposes
- understand and effectively use non-verbal communication skills
- give effective oral presentations with and without the aid of multimedia
- understand team skills necessary for success in completing and communicating complex work

Course Format:

Words are, of course, the most powerful drug used by mankind. *Rudyard Kipling*

“Business” is the foundation from which we will be practicing and developing different aspects of the English language. We will be using current articles from a variety of business news websites as a launching point to increase business vocabulary, improve information extracting skills, and enhance reading speed. Writing skills will be strengthened through research skill development, free writing, and production of business documents.

From this foundation point we will hone oral communication skills through listening and presentation exercises. Classroom activities will include peer editing, open group discussions, team skill development and personal oral presentations. Video recordings of group presentations will be used for personal reflection of effective presentations.

Evaluation Elements:

Class participation	10% of grade
Writing assignments (4 assignments worth 10% each)	40% of grade
Business research paper and mini presentation	20% of grade
Final group presentation	25% of grade
Portfolio of written assignments	5% of grade
Total	100%

Generally speaking, 50% of the grade will be based on oral communication skills and 50% on written communications. Vocabulary development, critical thinking, and team development skills will be measured as subcomponent of these two overarching categories.

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” **Attending class is an important part of the learning process in this course.** Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than one class session will be penalized with a reduction of 25% of the class participation component. More than three absences will result in a zero for the class participation component.

Participation: The participation grade will be based on in-class discussions. I recognize that you may not be familiar or comfortable with the discussion format at first; however, it is essential to develop this confidence in order to do well in subsequent business courses. At the end of each class I will evaluate your participation. I will use these notes to assign a grade at the end of the course. You may check in with me at any time to see if your participation is up to my expectations. **Please note that just speaking in class is not enough to warrant a full participation grade.** You must come prepared to discuss readings, share opinions and ask relevant questions in order to gain full marks.

Com 220

Organizational Behaviour

Text:

Robbins, Stephen P., Langton, Nancy, Fundamentals of Organizational Behaviour, 2nd Canadian Edition, Pearson Prentice Hall, 2004 ISBN: 0-13-122816-1

Course Objectives and Description:

Organizations are everywhere. Our lives are influenced by them on a daily basis, whether we are aware of these influences or not. Organizations are created by people for the sake of pursuing one or more stated goals, although these goals change over time and vary in importance at any given time from one organizational member to another. Organizations usually feature some form of division of labour and sets of rules that direct daily operations. Organizations always feature one or more power centres which control the concerted efforts of members= activities. Organizations have boundaries that are fluid, subject to change and, therefore, not always discernible.

For understanding and managing them, it is useful to think of both organizations (as structures) and organizing (as processes). Hence we can speak of the structure of ABC Inc., or we can speak of how this structure came to be formed, how it changes, how power passes from one group to another, and so on. As structures, formal organizations are legal entities and are responsible for taking action and for being responsible for those actions. Organizations are open social systems that operate in external environments; indeed they frequently play a role in creating and shaping their own environments. As systems, they feature cycles of interrelated activities, both within themselves and between themselves and other entities in their environments.

Therefore, organizations are more or less dependent upon the opportunities provided by their environments, while, at the same time, they are more or less vulnerable to the risks and threats posed by their environments. Finally, although formal organizations, by definition, are comprised of people, they are not human, per se. Organizations are NOT people, they are social systems. With all this complexity, understanding organizations is challenging and managing them can be very difficult.

Purpose of the Course:

The purpose of this course is to introduce business students to the nature and functioning of formal organizations, with a view to understanding how people affect them and how people are affected by them. In addition, the course is designed to provide preliminary insights into how organizations can be designed and managed for the sake of pursuing organizational, group and individual goals. A dominant theme throughout the course is that although people create organizations to serve human purposes, people frequently find themselves in service of organizational goals. Students will gain some personal insight into how their own personalities, behaviours, and attitudes impact any organization of which they are a member.

Student Evaluation: (Students will be evaluated according to the following schedule)

Group Class Presentation	20%
Participation	15%
Mid-Term	30%
Final Exam	35%
TOTAL	100%

Com 250

Fundamentals of Marketing

Text:

Crane, Kerin, Harley, Berkowitz, Rudelius, Marketing, Canadian 6th Edition (McGraw-Hill Ryerson, 2006, ISBN: 0-07-093986-1)

Course Objectives and Description:

The objective of this course is to provide each student with an understanding of the role and operation of the "marketing system" within the Canadian economy and individual firm. Each student will be required to:

- build a marketing vocabulary
- understand the process by which products/services are planned, priced, promoted and distributed
- understand the relationship of marketing as a key element of organization strategy and behaviour

At the end of this course you will have developed the necessary skills to analyze marketing problems and develop solutions consistent with that analysis.

Course Format:

A blend of lectures, case studies, exercises, and group discussion will be employed. Students will be expected to participate actively in day-to-day classroom discussions

Evaluation Elements:

Students will be evaluated according to the following schedule:

Group Assignment	30%
Mid-Term	25%
Participation	10%
Final Exam	35%
Total	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. All members of the group will receive the same grade for Assignment unless a written request is received by Instructor at least 48 hours prior to the due date; in which case Instructor will poll all team members for consensus.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. **While attendance will not be taken, there will be UNANNOUNCED SPOT QUIZZES at various times during the course. These quizzes will count toward your participation mark.**

Class Participation: Class participation is an effective means of understanding the concepts, principles and processes covered in the course. This includes answering questions, raising points, sharing insights that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; asking thought-provoking questions; sharing personal experience to illustrate concepts and principles; sharing current news items from your reading of business periodicals relevant to the topic being discussed; handing in exercise or case materials during class. Needless to say, to actively participate requires coming to class prepared (having read all required reading assignments for the class, as well as exercise or case materials that need preparation).

Com 270

Financial & Managerial Accounting

Text:

Custom Text (available only at UVIC Bookstore):

Custom text contains: **Selected** Chapters from **Fundamental Accounting Principles**, Twelfth Canadian Edition, Volumes I and II by Larsen & Jensen; plus **Managerial Accounting**, Seventh Canadian Edition, by Garrison, Noreen, Brewer et al. (McGraw-Hill/Irwin, 2005, ISBN#0-070741379)

Course Objectives and Description:

This course serves as an introduction to Financial and Management Accounting. Financial Accounting is discussed with emphasis on the basic concepts, mechanics, objectives and judgments involved in the preparation of periodic financial statements for external reporting. Management Accounting is presented with emphasis on the foundation principles of cost type and behaviour. The collection and use of accounting information for internal management purposes (planning, controlling, decision-making) is also discussed. Problem solving and decision-making skills will be practiced through the use of problems and case studies.

As stated in the University of Victoria Calendar, COM 270 is a pre-requisite/co-requisite for COM 240 (Management Finance).

Course Format:

Lectures and cases combined with class discussions will be the principal methods of instruction. Problems and/or case studies will be included each week. Students are expected to come to class having read the topic coverage in the text and to be fully prepared for active participation in the discussion of assigned readings and problems/cases. Developing a full understanding of the material is enhanced by completion of problems and students are strongly encouraged to complete them in conjunction with their reading. It may be helpful to meet with fellow students, after having attempted the problems individually, to verify answers and work out any difficulties. Problems will be reviewed in class using a team approach to learning

Evaluation Elements:

Students will be evaluated according to the following schedule:

Assignment	10%
Mid Term Exam	40%
Final Exam	50%
TOTAL	100%

The instructor must be **advised immediately** regarding absence from all examinations **and** medical documentation provided **within 7 days**. **No make-up** midterm exam will be provided, instead, the final examination will be assigned the proportionate amount of additional weight. The exams will be a comprised of multiple choice, problems and case analysis.

Requirements for Graded Work:

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Class attendance will be taken regularly and reviewed by the instructor.

Com 302

Business Law

Textbook

Essentials of Canadian Business Law, Willes, John A., Q.C., and Willes, John H. (2005, 5th edition) available from bookstore.

Course Objective

From the University of Victoria Calendar:

"This course examines a number of legal principles that affect businesses and other organizations (e.g. nonprofit organizations) in our society. Course topics will include the law of tort, contract, business organizations and property. The course will focus on specialized areas such as the law of negligence, international business transactions, employment contracts, intellectual property and fiduciary obligations."

This course is primarily concerned with law as it affects business. While there is no self-contained law of business, the course will examine areas of law which impact business. Principal topics include, an introduction to the Anglo-Canadian system of law, the law of tort and negligence, including professionals' liability, the law of contract, the law of principal and agent, the law of employment. Within the above, we will consider the differences which result from the choice of legal form of business, whether it be sole proprietorship, partnership or limited partnership, corporation or trust. The respective liability of the principals of each form of business will also be considered.

Methodology

Instruction will principally follow the lecture and case-method approach. Questions from the class and open discussion of topics by the class are especially encouraged. Readings and cases from the textbook should be completed in advance of class. There will be opportunities for individual and group exercises.

Evaluation

Student grades in Commerce 302 will be determined on the basis of performance in the following components

15 minute case presentations (groups of four students)	10 % of final mark
One-hour, open-book, mid-term examination	30 % of final mark
Mooting exercise (court simulation - groups of three students)	20 % of final mark
Two-hour, open-book, final examination	40 % of final mark

Total: 100%

Case Presentations

Students must form groups of three students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which

will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

In addition, groups are expected to comment upon the impact of the decision on business. By this is meant the impact the decision is likely to have on business or industry having particular regard to the functional areas of marketing, accounting, finance and human resources management. For example, what will be the implication on personnel practices, marketing policies, management information systems, financial strategies etc.?

Group case presentations should take approximately 15 minutes and involve each member of the group in a speaking role. The typewritten case brief must be submitted to the instructor before the presentation and indicate the part or parts contributed by each member.

Mooting Exercise - Court Simulation

Students will form groups of three students (different from the case groups) themselves or on the basis of the instructor's random assignments. The groups will be formed before the mid-term examination. One student in each group will assume the role of "Counsel for the Plaintiff", one student "Counsel for the Defendant", and the remaining member of the group will be the appellate Judge. Each member of the group will prepare its respective position in the moot exercise for oral presentation to the whole class. These presentations will take place between March 23 and 30, 2007.

Background information will be provided in mid-February. Counsel for the Plaintiff and Counsel for the Defendant must submit to the instructor, before their oral presentation, a typewritten brief of 3-5 pages summarizing their position on the issues. Counsel must give each other and the Judge a copy of this brief. At the oral presentation, the Judges will hear each party and deliver a decision. Following Counsels' presentation, the Judges will deliver an oral decision, to be supported by a typewritten decision of 3-5 pages. The Judges' written decision need not be identical with the oral decision. The Judges' decision must be deposited into the dropbox in the lobby of the Faculty of Business within the week following the respective moot.

The Briefs and Decisions will be graded using some or all of the following criteria: quality and merit of legal argument, creativity, organisation, clarity and appropriate citation of case or statute.

Correspondence of numerical marks to letter grades

The correspondence of numerical marks to letter grades will follow the scheme approved by the Faculty of Business.

A+	90-100 %	A	85-89 %	A-	80-84%
B+	76-79 %	B	72-75 %	B-	68-71%
C+	64-67 %	C	55-63 %	D	50-54 %
F	0-49%				

Com 315

Financial Accounting

Texts:

Harrison, Horngren, et al, Financial Accounting, 2nd Canadian Edition, (Pearson, Prentice Hall, 2007, ISBN 0-13-187929-4.)

Richardson, Allan (editor), Cases in Financial Accounting: A Principles-Based Approach, (Thomson Nelson, 2007, ISBN 0-17-610275-2)

Course Objectives and Description:

This course is an introduction to the accounting process with emphasis given to the basic concepts, mechanics, objectives and judgements involved in **using** financial statements. The major challenges and problems of accounting are much broader than just generating numbers. You will see that accounting involves a great deal of judgment in order to reach answers to many issues.

The course objectives are to:

1. Introduce you to the form and content of the three basic statements: the income statement, the balance sheet, and the statement of cash flows.
2. Develop an understanding of the issues and judgments used in the identification, measurement, and communication of financial statement information.
3. Present tools that can be used to derive information from financial statements and can then be used in arriving at potential solutions to business issues.
4. Enhance both oral and written communication skills through class discussion of theory, problems, and cases.

Course Format:

This course will be taught with lectures on the relevant accounting theory (following the text book) and analysis and discussion of case problems to reinforce this theory. Students are expected to attend lectures and prepare the cases (before class!). There will be a general overview schedule and a detailed reading/case schedule posted on Blackboard.

Your class Pervasive Competency grade will be partly based on your analysis, insight, and discussion of the problems/cases. Consequently, it is imperative that you prepare your material before class and be ready to discuss it and ask questions about areas that are not clear to you.

Evaluation Elements:

Final Exam	40% of grade
Midterm #1	25% of grade
Annual Report Project	25% of grade
Pervasive Competency	10% of grade
Total	100%

Requirements for Graded Work:

Final Exam: The final exam will be held during the regularly scheduled exam period. It will be three hours long and will (most likely) include a case and specific problems.

Mid-term Exam: The mid-term will be approximately 3 hours long and will be problem based. It will be written at a common time with all sections of Financial Accounting.

Annual Report Project: The project is an individual project. You may work with other students to discuss the issues, but your write up and numbers must be your own work!!! The project can build upon the project that you prepared for Com 362 (Decision Analysis component) and could be the basis for other projects. A more detailed description of the project will be posted on Blackboard and discussed in class.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than three (3) class sessions will receive a grade of “C” in pervasive competency. Students with unexcused absences of more than six (6) class sessions will be barred from writing the final exam.

Pervasive Competencies: This includes:

- Attendance (on time) in class
- Participation in class discussions by adding new information (not repeating other comments), asking questions, constructive disagreement with other student’s viewpoints
- Performing analysis on board or overheads (self-directed or asked)
- Demonstrating professional skills such as sound judgment and effective communication (during class/office hours/email)
- Exhibiting ethical behaviour, professionalism and integrity

An **average** pervasive competency grade will likely be in the “B- to B” range.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Com 321

Organizational Behaviour

Text:

Langton, N. & Robbins, S.P., (2007) Fundamentals of Organizational Behaviour, (3rd Canadian Edition), Toronto: Pearson/Prentice Hall. (ISBN 10: 0-13-175737-7)

Course Objectives and Description:

Organizations are everywhere. Our lives are influenced by them on a daily basis, whether we are aware of these influences or not. Organizations are created by people for the sake of pursuing one or more stated goals, although these goals change over time and vary in importance at any given time from one organizational member to another. Organizations usually feature some form of division of labor and sets of rules that direct daily operations. Organizations always feature one or more power centers which control the concerted efforts of members' activities. Organizations have boundaries that are fluid, subject to change and, therefore, not always discernable.

For understanding and managing them, it is useful to think of both *organizations* (as structures) and *organizing* (as processes). Hence we can speak of the structure of ABC Inc., or we can speak of how this structure came to be formed, how it changes, how power passes from one group to another, and so on. As structures, formal organizations are legal entities and are responsible for taking action and for being responsible for those actions. Organizations are open social systems that operate in external environments; indeed they frequently play a role in creating and shaping their own environments. As systems, they feature cycles of interrelated activities, both within themselves and between themselves and other entities in their environments. Therefore, organizations are more or less dependent upon the opportunities provided by their environments, while, at the same time, they are more or less vulnerable to the risks and threats posed by their environments. Finally, although formal organizations, by definition, are comprised of people (i.e., they are *social* systems), they are not human, per se. Organizations are NOT people. With all this complexity, understanding organizations is challenging and managing them can be very difficult.

This course will survey the social scientific literature on organizations and organizational behavior, focusing on individual behavior, group behavior and a variety of key concepts related to what makes organizations effective. We will also examine the structure and design of formal organizations in ways that will make them adaptive to their environments. Along the way, we will focus on individual students' experiences in organizations and encourage strong individual and group communication skills.

Course Format:

A blend of lectures, case studies, exercises, and group discussion will be employed. Students will be expected to participate actively in day-to-day classroom discussions.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Midterm Exam October 16 (pm)	30% of final grade
Term Project:	25% of final grade
Participation Marks	10% of final grade
Final Exam	35% of final grade
TOTAL:	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Class Participation: Class participation is an effective means of understanding the concepts, principles and processes covered in the course. This includes answering questions, raising points, sharing insights that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; asking thought-provoking questions; sharing personal experience to illustrate concepts and principles; sharing current news items from your reading of business periodicals relevant to the topic being discussed; handing in exercise or case materials during class. Needless to say, to actively participate requires coming to class prepared (having read all required reading assignments for the class, as well as exercise or case materials that need preparation).

While attendance will not be marked, *please note that only exercise or case materials handed in during class will be accepted and counted towards your participation mark.*

Com 351

Marketing Principles and Management

Texts:

Boag, D., Essentials of Marketing (Multimedia Format), Western Canadian Edition, POL, 2007

Or

Solomon, Stuart, Smith and Sirsi, Marketing Real People, Real Decisions, 2nd Canadian Edition, (Pearson, 2005, ISBN# 01397663X)

Course Objectives and Description:

This course will provide students with an understanding of the role and operation of the marketing system within the Canadian economy and the relationship between marketing and other internal business functions and its interface with external stakeholders

The course objectives are to:

- Understand the process by which products/services are planned, priced, promoted and distributed.
- Develop the necessary skills to analyze simple marketing problems and develop solutions consistent with that analysis.
- Create a marketing vocabulary.
- Enhance both oral and written communication skills relating to the evaluation and presentation of marketing solutions.

Course Format:

The format of the course comprises a mix of lectures, case discussions and individual and written submissions.

Evaluation Elements:

Students will be evaluated according to the following:

ITEM	% of Grade	Due Date
SWOT Analysis	5	Sept .24
Segmentation and Positioning Analysis	15	Oct. 17
Marketing Mix Decisions	20	Nov. 26
Quizzes	5	Ongoing
Mid-Term Exam	15	Nov. 2
Participation	5	
Final Exam	35	TBA
Total	100%	

Requirements for Graded Work:

Assignments: All Assignments must be submitted prior to the start of the class in which they are due. There is no provision for “make up” assignments. Each assignment must conform to the requirements

specified at the time it is assigned. Quizzes are scored 1% for each of 10 quizzes; 100% must be achieved to gain the 1%, but students may take the quizzes as many times as they like.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment. Group composition is two students, selected by the students. Larger or smaller groups are not permitted.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Students who miss more than 3 1.5 hour classes without prior approval or medical support will not be eligible to write the final exam.

Com 361

International Business

Text:

Global Business Today, 4th edition. Charles W. L. Hill. McGraw-Hill Irwin, 2006.

The text is the same as was used in Com 361 last year and should be available both new and used from the University Bookstore. It is also available from a number of on-line bookstores. It is in your own best interests not to try to use an earlier edition of the same book.

Additional Readings will be announced from time to time. These will include some chapters from

Government Policy Toward Business, 4th edition. James A. Brander. Wiley, 2006.

Course Objectives and Description:

This course focuses on key aspects of doing business globally, including the forces of globalization; how business conditions and practices differ from country to country; free trade and protectionism; exporting, licensing, and foreign direct investment; exchange rates and the complications that arise when dealing with multiple currencies; and strategic and organizational issues for firms operating in international markets.

The course examines the global environment in which firms operate and how that environment affects the strategies and choices of companies. This examination will require students to understand the rudiments of international trade theory, the impact of tariffs and other forms of trade protection, and the workings of the international monetary system and global capital markets. We will examine how businesses are managed across different countries, considering factors both external and internal to the company.

For example, if a firm is considering international expansion, it needs to take into account exchange rates, free trade agreements, international taxation, market conditions, culture, law, politics and many other factors which will affect the firm, but over which the firm has little control. In the context of these external factors, a firm must then make internal decisions to devise a strategy effective for operations in the global environment. Does the firm choose to export its products or invest in production facilities in a new country? Should the company buy production facilities or businesses already present or build their own? What about a joint venture with a local entrepreneur? Under what circumstances do different international strategies make sense? This course will investigate these and other questions as part of an exploration into how international corporate strategy is shaped and the economic factors that influence it.

Evaluation:

The final grade for this course will be based on the following weighting scheme:

Midterm Exam	30%
Team Project	30%
Final Exam	40%

Class Participation:

Although class participation will not be directly assessed in calculating final grades, it is an important part of the learning process and will therefore affect your performance on the other assignments. At a minimum, good class participation requires that you arrive at class having carefully read the assigned materials, and that you listen carefully, ask questions about points that need clarification, and remain open to learning from alternative perspectives. Given the nature of the course material, the classroom atmosphere tends to involve lively discussion, and we will encourage everyone to participate actively. The ability to present one's ideas concisely and persuasively, and to respond effectively to those of others, is a key success factor in any managerial position. Attendance during the team presentations (Nov 16, Nov 21, Nov 23, and Nov 28) is mandatory. Missing any one of these classes without a medical note will result in a 3% reduction in your final grade; no exceptions.

Team Project:

Students will participate in a team project that involves an in-class presentation and a written report. There are two possible, but relatively similar, versions of the team project. One of these versions will be under the guidance of Brian Scarfe, while the other version will be under the guidance of Doug Taylor. It is to be hoped that the project teams in each class will allocate themselves equally across the two versions. Students must attend all team presentations for their course section.

Teams: Students will be assigned to teams by the undergraduate programs office. No switching please.

Evaluation: Your final team project grade will be weighted as 1/3 evaluation of the presentation, 2/3 evaluation of the written report. Generally, all team members will receive the same project grade, although a peer evaluation form will be circulated to allow for feedback on the contributions of individual team members.

Due Dates: Both paper copy and an electronic version of your written report must be submitted to the appropriate instructor not later than **48 hours before your presentation time**. The written report should not exceed 4,000 words (not including appendices, tables or figures), and should contain the last names of all of your team members. Presentations should use either PowerPoint slides or large-print overhead transparencies. Please keep these to a maximum of 15 slides/overheads. If you are using PowerPoint slides, your team will need to supply its own lap-top computer, and will need to know exactly how to set it up before the class begins, so that there are no delays in starting your presentation.

Team Projects Guided by Brian Scarfe:

The objective of the team project is to identify a foreign investment target for a Canadian-controlled multinational enterprise (MNE), or a Canadian company that you think could benefit from expansion abroad. Analyze the worthiness of the project, make a presentation to the company's governing board (represented by the class audience) that will convince them to adopt the project, and submit a supporting written report to the instructor. Teams will prepare a 10-12 minute presentation and accompanying report addressing the issues listed below, as well as any others that the team feels are important.

Choice of company: Each team may choose their own company, but no two groups may work on the same company. Choose a firm in any industry whose head office is in Canada. The company may or may not already have operations outside of Canada. You may choose a public or private firm; however, keep in mind that a publicly traded company will be easier to research than a privately held firm. Note that you should come up with an investment target for the firm on your own, NOT discuss an existing investment the firm has made, or is publicly known to be considering. The investment target could be any type of acquisition or joint venture.

Issues to Consider: Be sure to address all of the following topics in your written report. Time constraints in your oral presentation may indicate that you address only those issues which you think are most important during your presentation. You do not need to answer these points in the order listed, or to directly number them, etc. Just be sure that all the topics are addressed at some point in your report. In addition to the points below, please include any other information which you feel is relevant.

- 1) What are the firm's objectives in pursuing investments abroad? Is the chosen target consistent with these objectives?
- 2) Why invest in this country and not another? (Concretely, what is the potential of this new market, or what are the cost advantages of this production location?)
- 3) How does the new investment complement prior foreign investments (if any)? Why choose the particular type of entry mode?
- 4) Who are the competitors, and what are their potential counter-moves?
- 5) How should the project be financed (internally or externally)?
- 6) If external finance is recommended, in which currency units should the funds be raised? How should exchange market risk be factored into the financing decision?
- 7) Do protectionist devices such as import duties and capital controls need to be considered?
- 8) What other problems may arise in the foreign country? Develop a best-case and a worst-case scenario.
- 9) Which integration problems may arise? Will the new project require expatriate managers, or can the firm rely on hiring local managers?
- 10) How should the parent assess success or failure of the new project? Develop a set of criteria.
- 11) If things go wrong, what is a suitable exit strategy? Are there irreversible costs to the project?

Team Projects Guided by Doug Taylor:

The objective of the team project is to identify a multinational enterprise (MNE) based in North America or Western Europe, that either out-sources some of its production to a firm based in a low income country, or owns its own productive capacity located in a low income country; and to analyze this aspect of the firm's strategy in the context of the topics covered in this course. Teams will prepare a 10-12 minute presentation and accompanying written report addressing the issues listed below, as well as any others that the team feels are important. Presentations will be given in class and written reports submitted to the instructor.

Choice of MNE: Each team may choose their own company, but no two groups may work on the same company. Choose an MNE in any industry whose head office is in Canada, the United States, or Western Europe^{[1][1]}, and that either out-sources some of its production to different firms based in a low income country^{[2][2]}, or owns its own productive capacity in a low income country, or does both. You may choose a public or private firm; however, keep in mind that a publicly traded MNE will be easier to research than a privately held firm.

Issues to Consider: Be sure to address all of the following topics in your written report. Time constraints in your oral presentation may indicate that you address only those issues which you think are most important during your presentation. You do not need to answer these points in the order listed, or to directly number them, etc. Just be sure that all the topics are addressed at some point in your report. In addition to the points below, please include any other information which you feel is relevant.

Provide an overview of the firm, its products and markets, and describe its particular out-sourcing arrangements and/or overseas production.

- 1) Why has this firm chosen to produce some/all of its products in a low income region? What are the main advantages and disadvantages?
- 2) What are the main advantages and disadvantages associated of the *specific* location the firm has chosen?

- 3) In the case of out-sourcing, what are the main advantages and disadvantages of contracting out production for this firm in general, and what are the main advantages and disadvantages of the specific firm they have outsourced to?
- 4) How do this firm's production decisions and strategy compare with its main competitors (other firms in this industry)? Who are the major competitors and where are they located?
- 5) How competitive is the industry? Do firms in this industry compete more on price or on quality? How important is low cost production to maintaining a competitive position in this industry?
- 6) Are most firms producing in low income regions? Do other firms out-source or own their productive capacity?
- 7) What does a life cycle analysis tell you about the product's environmental impacts? How does the firm manage those impacts compared to its competitors?
- 8) What are the main corporate social responsibility (CSR) and ethical issues created by the firm's out-sourcing activities, or overseas production? How is the firm addressing these issues?
- 9) How does this firm's approach to CSR and ethical issues in outsourcing/overseas production compare with its competitors?
- 10) Highlight what aspect of this firm's strategy you found most intriguing in relationship to the topics covered in this course.

Final Exam:

The final examination will be a comprehensive, closed-book exam. It will be given at the time and place determined by the University Registrar. **Do not schedule airplane tickets or other irreversible travel plans until the dates of final exams have been confirmed.**

Com 362

Business and Sustainability

Texts:

- Readings Package (the “CoursePack” is available at the bookstore)
- Additional Readings (will be provided in class, through Blackboard or the web).

Course Objectives and Description:

In light of the major changes occurring in business, society and the natural environment, this course introduces students to the changing demands on business, especially on the multinational corporation (MNC). From the perspective of the manager, we examine the role of stakeholders, corporate governance, corporate citizenship and corporate social responsibility. We further explore the concepts and tools needed for sustainability management or “triple-bottom line” strategies (namely those strategies that focus on a firm’s financial, environmental and social performance).

The course objectives are to:

Understand the changing role of business in society and the environment, and the mega trends driving triple-bottom line strategies today and tomorrow.

Develop the core concepts and tools needed for responsible and sustainable strategy.

Create a mindset for recognizing opportunities for innovation.

Enhance both oral and written communication skills through class assignments.

Course Format:

Our classes will be a mixture of lecture, discussion, assignments, videos and short cases. We will use course readings, web-based sources and current news articles pertaining to class. We will also draw on the collective wisdom and creativity of the class and the diverse cultural, work and educational backgrounds students bring to the class.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Mini-Assignments (2) (Individual)	10%
Group Project (Part I & II) (Group Assignment: Part I: 25%, Part II: 60%, Presentation: 15%)	40%
Midterm Exam (Individual)	20%
Final Exam (Individual)	30%
Total	100%

Requirements for Graded Work:

Working thoroughly through the assigned readings and assignments before each class session will prepare you to contribute actively in class discussions and team work. You should be ready to articulate your thoughts, as well as actively listen to perspectives and experiences of others. Your active and voluntary contribution to the class discussion and in small group exercises will benefit all and is expected. Your thorough preparation of assigned readings and active participation in assignments and class discussions will be the best way to prepare for doing well in the midterm and final exam.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment. Group assignments are designed to contribute to your overall learning and will aid your performance in exams.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Mini-Assignments (Individual)

These mini-assignments (2 in total) are designed to help you access your own creative potential, web-based resources, and the collective imagination of your team. They also allow you to practice writing short memos or executive summaries. Detailed instructions for the substance and format of each Mini-Assignment will be posted on Blackboard. Grading is based on 3 categories, namely: **excellent / passing / failing** (5 / 3 / 0 points).

Deliverables are due in hard-copy, at specified dates and times, in drop boxes in the BEC lobby. Typical written deliverables are:

- (1) **1-page memo** (format will be specified on BB);
- (2) Optional additional pages can be used for references or appendices.

Group Project (Part I, II & II)

The group project allows students to become intimately familiar with a particular public company's social and environmental performance as it relates to the Global Reporting Initiative (GRI) sustainability reporting guidelines. It provides students with the opportunity to evaluate a company's social and environmental performance relative to competitors in their industry and more objectively through the tools and frameworks provided in class. Most importantly, the project provides students with the opportunity to draw from these evaluations to put forth creative recommendations that elicit positive incremental or revolutionary social change and sustainable competitive advantage.

The project is divided into three distinct student deliverables. Below is a list of due dates for each respective part:

Part 1: Familiarity with Company Social and Environmental Commitment

Due Date: October 9th, 2007 (in class)

Weighting: 25% of group project grade

Part 2: Evaluation of Company Social and Environmental Commitment

Due Date: 9am on the day BEFORE assigned presentation date

Weighting: 60% of group project grade

Part 3: Presentation

Due Date: In class: November 20th or November 22nd

Weighting: 15% of group project grade

Signup sheets will be available for groups to select the company and sector of interest. More comprehensive information about the project's deliverables will be available on BB.

Midterm Exam

The midterm exam will be a mix of multiple choice and essay questions. It will assess your knowledge of concepts, cases and issues we will have covered through readings, assignments, class lectures, videos and discussions.

Final Exam

The final exam will be comprehensive, with primary focus on the second half of the course. It will be a mix of multiple choice, short and long essay questions. It will assess your knowledge of, and ability to articulate and critically assess the concepts and tools we will have covered over the entire course through readings, mini-assignments, class lectures, videos and class and team discussions.

Com 390

Canadian Business Environment

Text:

Customized textbook for Com 390 (selected chapters from Understanding Canadian Business by Nickels, W., McHugh, J., McHugh, S., Berman, P. and Cossa, R., 2005, Fifth edition).

Course Objectives and Description:

The course is designed to provide international exchange students with an opportunity to examine the cultural, economic, historical, legal and political environment of doing business in Canada.

Course Format:

There will be a combination of different learning activities: readings, short lectures, video presentations, field trips, class exercises, assignments, group work, and written papers (both group and individual).

Evaluation Elements:

Group Project	40%
Class Participation	20%
Individual Term Paper	40%
Examinations (midterm or final)	None
Total	100%

Requirements for Graded Work:

Group Project (40%): The purpose of the group project is to enhance your skill in working with people from a different cultural background. You will be assigned to groups of 4-5 members. The 30% for the group project is allocated to a written report, and 10% to an individual report on learning outcomes from the multi-cultural group work. *More detailed guidelines are provided in a separate document (Syllabus section of Blackboard).*

Each group member's participation in the group project will be evaluated by your peers (that is, the other group members) on a 5-point scale. If your average group participation rating falls between 3.00 and 3.75, you will lose 5% of the grade for the written project; below 3.00 but more than 2.00, you will lose 10%; below 2.00, you will lose 15%.

Deadlines will be strictly adhered to, and deductions will be made on papers submitted after the deadline indicated in the Course Schedule. Deductions on class participation will also be made for non-submission of your peer evaluations.

Class Participation (20%): You are expected to come to class prepared. This means that you should have read all required reading assignments for the class, as well as any exercise or case materials that need preparation. *Please note that you may be called upon during class to answer questions.*

Participation in class includes handing in exercise or case materials or assignments as needed; answering questions, raising points, sharing insights or experiences that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; sharing current news items from your reading of periodicals relevant to the Canadian business environment. *More guidelines on class participation are provided in a separate document (Syllabus section). Please note that only exercise or case materials handed in during class will be accepted and counted towards your participation mark.*

The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." While attendance will not be marked, attending class is an important part of the learning process. Attendance exposes you to material not in the readings and to your classmates' insights, and helps clarify material that can lead to better performance in the course. Being present of course also gives you the opportunity to participate actively, and submit in-class exercise materials.

Individual Term Paper (40%): The paper is a comparison of how Canada and your home country differs or are similar in any aspect relevant to business and management. The term paper can be submitted before the deadline indicated in the Course Schedule. *More guidelines will be provided in a separate document (Syllabus section).*

Com 400

Strategic Management

Course Description

This course is about strategy and strategic management. Strategy is concerned with how and why firms differ, which naturally extends to an understanding of how firms perform better or worse than competitors. Strategic management is the process by which senior managers formulate and implement an organization's strategy to achieve this differentiation for long-term competitive advantage. In COM 400 - Strategic Management, therefore, you will be placed in the position of a senior manager or consultant who is expected to formulate and implement initiatives designed to enable the organization to survive and prosper.

COM 400 - Strategic Management is different from other courses that emphasize specific aspects of the enterprise (e.g. finance, marketing, accounting, information systems, operations, etc.). Rather than focusing on one of these particular functional areas, this course is intended to provide you with concepts, models, and frameworks for strategic decision-making that build on, integrate, and apply your knowledge gained from a variety of other disciplines. COM 400 is considered a capstone course because all functions of a business should be in line with a company's overall strategy.

The course essentially takes students through three overarching pillars of the strategic management framework. First, students will be exposed to the tools and frameworks meant to analyze a firm's external environment, internal environment, and organizational paradigm (including managerial preferences). Second, students will learn how to assess a firm's existing strategy and subsequently use the information from their analysis to devise a new strategy or alter an existing one. Third, students will learn how to implement an organizational strategy by understanding the important role of organizational change and the implications of business level strategy on functional area strategies (e.g. finance, marketing, organizational behaviour, accounting, operations, etc).

The skills you develop in this course will enhance your understanding of competition and performance. This will be useful whether you plan to pursue a career in a functional area like accounting or marketing, for instance, or even if you choose to work outside of the world of business. You should find that an understanding of the basis of strategic analysis will (a) enhance your understanding of the ways in which internal factors combine with external elements to affect the attainment of personal and professional goals, b) improve your opportunities for career advancement because of your greater understanding for the underpinnings of competitive success, c) provide greater insight into the organization that you work for or invest in, and d) increase the rigor of your entrepreneurial ideas and business plans.

Course Objectives

- To understand what strategy is and to adopt an appropriate vocabulary and tool kit to respond to strategic issues
- To understand the three fundamental pillars of the strategic management framework and their inter-relatedness
- To effectively apply the pillars of the strategic management framework to case studies, group projects, and the exam.
- To develop your team-based learning skills as a partner of a management team that varies across experiential, cultural, language, and educational divides.

Course Format

The course uses a range of teaching mechanisms, including readings, lectures, audio/visual illustrations, case discussions, and role plays to expose students to a wide range of terms and concepts, as well as a wide range of situations that face managers and bear directly on an organizations' ultimate success. The material covered draws on an evolving body of literature in strategic management and presents the prevailing views and ideas about the manager as the architect and implementer of strategy. The course uses case studies extensively to allow students to develop and demonstrate the skills in dealing with complex situations and synthesize diverse information in order to identify the core problems and/or decisions, analyze relevant data, identify strategies that are appropriate to each situation, evaluate alternatives, and recommend specific courses of action for creative solutions to problems.

Course Materials:

Course pack containing all required readings is available at the UVic Bookstore.

Evaluation Elements:

Student evaluation is comprised of four components:

Preparation, conduct, and contribution	20%
Article discussion	10%
Group project	40%
Final exam	30%

Preparation, Conduct, and Contribution - 20%

This evaluation criterion will be divided into two categories.

5 percent of this grade will be assigned to group member peer evaluation. Each group member will provide a grade ranging from 0 to 5 for other group members, based on the level of his/her contribution to the article discussion and group project. The average of all the grades from other group members will be given to each particular group member. The group member peer evaluation will take place on April 1st, 2008.

The remaining 15 percent of the grade will be assigned to classroom attendance and participation. You are expected to attend every class! All students are expected to come to class with a comprehension of the appointed reading material and a sound case analysis. Ongoing class participation is essential to our learning process and is graded as follows:

Graded each class on a scale of 0-4 for both quality and quantity of participation. Please bring name cards to each class.

Allocation of points for class participation in each class roughly follows these guidelines:
No grade Absent with legitimate leave - having notified me in advance of class¹

0 Unexcused absence/disruptive behaviour/clearly unprepared

1 Present but did not speak/attended half the class

2 Stating obvious or factual information from the case

3 Actively engaged with constructive comments related to the case/reading

4 Key insights that significantly move the class discussion forward

Scores for each class are then averaged yielding a class participation for the term

Students are encouraged to get feedback from me and their scores for class participation at any point during the semester. I will provide an update half way through the semester.

1 A legitimate reason could include an illness with a doctor's note or an extenuating family circumstance. Students can only exercise this privilege twice in the semester.

For those students that are not comfortable with speaking out in class, I suggest that you come to me to set up prearranged questions. Students can meet with or email me prior to class to prearrange a question that I would ask the student in the class. This would allow the student more time to devise an answer and can increase the student's level of comfort.

Article Discussion - 10%

All students are required to read all assigned articles and book chapters. Your group project team, however, will be responsible for a 15 minute in-class presentation of one of these articles in which all group members have an approximately equal role. Your objective is to discuss what we can learn from this article. Aside from briefly outlining the central concepts and underlying arguments in the article, try to extend your analysis by considering the limitations of the author's argument (i.e. are there any weaknesses in the authors assumptions and/or reasoning?). Aside from outlining the author's arguments, your team should also try to connect these ideas to the concepts/frameworks we covered in previous classes (and other courses) to determine how they relate to each other. In addition, your team should try to find examples in current events (e.g., newspaper or magazine articles, etc.) that illustrate the author's arguments. Come prepared with a few PowerPoint slides that guide, summarize, and enhance your in-class effort.

Groups must select an article/session by 4pm, Friday, January 11th, 2008. A sign-up sheet will be posted on my door as of January 9th, 2008. Articles will be assigned on a first-come, first-serve basis. A slight concession will be made for the group that chooses the first article (class 2, January 15th), as a result of being first.

Group Project - 40%

Overview

The group project will encompass a comprehensive strategy analysis of a company based on primary and secondary research. Playing the role of strategic consultants for your chosen company, each group is expected to comprehensively apply the three pillars of the strategic management framework. More specifically, groups are expected to conduct a thorough strategic analysis, examining the firm's internal and external environments along with the organization's paradigm and managerial preferences. Based on this analysis, groups are to advise the company on their current strategic imperatives. Do not be afraid to criticize existing strategies if it is deserved. They are then expected to provide sound strategic alternatives followed by a recommendation based on the four components of firm level strategy. Groups must back their recommendations with sound research using established criteria and support them with a concrete and detailed implementation plan.

Final Exam - 30%

The final exam will be a closed book examination to test your understanding of the concepts, tools, frameworks, and key lessons covered in the course. The format of the exam will be broken down into multiple choice questions, short answer questions, and a comprehensive case analysis. Exam questions will originate from the following sources:

- Class slides
- Class readings
- Class discussions
- Class sidebars (extra content not necessarily in readings)
- Cases covered in class

Students are advised to not rely exclusively on the articles/chapters and class slides. While these sources will be central for the exam, some questions will be based on class discussion, audio/visual illustrations, mini-cases, and other material not specifically referenced in the slides.

The class readings are an important resource for students to use in the exam. It is advised that students use the readings to help in their understanding of the content on the slides. Students will not be tested on material in the readings that were not, in some way, mentioned or referred to in the class slides.

Com 402

Legal Issues in Management

Text and Course Materials:

1. McInnes, Kerr, VanDuzer & Carmody, *Managing the Law*, Second Edition (Pearson/Prentice Hall, 2007) (hereinafter called “Text”).

2. There will be other materials handed out in class on an *ad hoc* basis.

3. A variety of case and statutory materials—also available on the internet—will be posted on the course “Blackboard” site. In addition, you may wish to visit the following websites:

- i) B.C. Superior Courts: www.courts.gov.bc.ca
- ii) B.C. Statutes and Regulations: <http://www.qp.gov.bc.ca/statreg/>
- iii) Supreme Court of Canada: www.scc-csc.gc.ca
- iv) Canadian Legal Information Institute: www.canlii.org

Note: You can link to a variety of relevant legal materials (such as the federal and provincial statutes, the Supreme Court of Canada, the Federal Court of Canada, the Federal Court of Appeal and other provincial superior courts) from the B.C. Courts’ website. A list of a few law-related websites is also posted on the course Blackboard site under “Course Information”. You may also wish to visit the Student Online Learning Centre, an internet support service maintained by the publisher of the course text, where you can access on-line quizzes, problems, chapter summaries and other helpful learning resources: www.pearsoned.ca/mcinnnes

Course Objectives & Description:

This course will introduce you to various legal concepts about which all managers should be knowledgeable. During your business career you will undoubtedly face many of the legal issues that are addressed in this course. This course will expose you to several legal topics including: the Canadian Legal System, Civil Dispute Resolution systems (including Alternative Dispute Resolution processes), Forms of Business Organization (Proprietorships, General Partnerships, Limited Liability Partnerships, Limited Partnerships, and Business Corporations), Directors’ and Officers’ Duties and Responsibilities, Tort Law (especially Negligence and Professional Liability), Fiduciary Relationships, Intellectual Property, Contract Law, Agency Law, and Employment Law. Course components will include readings, cases, class discussion, experiential exercises and lectures. Regular class attendance is essential if you expect to do well in this course. Equally essential is being prepared for class by ensuring that you have read the material to be discussed so that you can more fully appreciate, and constructively contribute to, the class discussion.

Evaluation:

Students’ performance will be evaluated based on the following course components:

A. Examination No. 1 (September 28th)	= 20%
B. Examination No. 2 (October 26th)	= 20%
C. Final Examination (TBA)	= 35%
D. Legal Research Paper(Group or Individual Project)	= 25%
TOTAL	100%

Examinations:

The three examinations will test your understanding of, and ability to apply, the course concepts. Each examination will deal with the specific material that was covered in the class sessions immediately preceding the examination.

Legal Research Paper:

Further details T.B.A. (see Blackboard)

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your overall individual term evaluation, all members (except in extraordinary circumstances such as one more team members' failure to meaningfully participate in the assignment) will receive the same mark.

Group projects are subject to the same rules regarding academic dishonesty as govern individual assignments. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specified individual(s).

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of your learning process in this course. If you do not attend class sessions you will miss material that is not in the course text or other assigned readings. Further, regular class attendance will enhance your performance and understanding of the material since you will be exposed to your classmates' insights and the general class discussion about the course concepts.

Com 410

Leadership Strategies

Prerequisites: Organizational Behaviour and Design

Texts:

Leaders: Strategies for Taking Charge, Second Edition, Warren Bennis and Burt Nanus, Harper Collins Business, ISBN 0-060559543

Course Objectives and Description:

This course will provide students with an introduction to the process of leadership, and the need for a manager to acquire leadership skills.

- Understand the difference between management and leadership and the importance of mastering both processes.
- Develop and identify the skills needed to lead people in organizations.
- Create an awareness of what profiles an effective leader; thus providing a conceptual model which will guide a student's development as a manager and a leader.
- Enhance both oral and written communications - two essential skills which must be acquired by a leader.

Course Format:

A variety of teaching approaches are used in this course. Several movies are used to demonstrate the major skill areas of leadership, and to illustrate how each leader has a unique configuration of styles. Short lectures provide a theoretical base for understanding the process of leadership.

Short case studies as well as a variety of experiential exercises demonstrate and assist the student in developing leadership skills.

Each student is required to make three short "stump speeches," and prepare a written analysis of each movie shown in the course.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Movie reports	40% of grade
Midterm	30% of grade
Tucker Assignment	20% of grade
Participation	10% of grade
TOTAL	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Attendance in this course is compulsory because of the experiential content. Students absent from more than 2 classes without medical documentation will not successfully complete the course.

All written assignments are due on the last day of classes. However, it is expected that written analysis of the movies will be submitted the week following viewing of the movie.

Com 425

Taxation for Managers

Prerequisites: Financial and/or Management Accounting

Texts:

Canadian Income Taxation: Planning and Decision Making, Buciworld, W., 9th Edition, McGraw Hill Ryerson, 2006.

Course Objectives:

Objective: Tax planning has a significant impact on the business decision making process. Often the form of business organization, the expansion process, the raising of capital, and the form of business acquisitions and divestitures are significantly influenced by alternative tax treatments. While the structure of the tax process is highly technical, the application to the business decision making is not.

The first half of the course will concentrate on the fundamentals of the tax system as it applies to all taxpayers. The second half will develop alternative forms of business organizations from a tax perspective and establish basic tax planning techniques which attempt to maximize cash flows and returns on investments. While the emphasis is on business decision making, the course includes a review of personal financial planning and investment decisions.

Method of Instruction:

Classes will consist of a combination of lectures and discussion of assigned readings and case studies. In order to establish a base for the application of tax planning activities the first half of the course will be weighted towards readings and lectures.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Term Assignment #1	10%
Term Assignment #2	10%
Mid-term Exam	30%
Class Participation	10%
Final Exam (case study)	40%
TOTAL	100%

Requirements for Graded Work: (Description of evaluation standards for evaluation elements)

Group Work: The purpose of group work is to enhance your skill working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to a better performance in the course. Students with unexcused absences from more than three (3) class sessions will be penalized by receiving a grade of zero (0) in class participation.

Com 435

Corporate Relations

Examines the relations of a corporation to its stakeholders - customers, stockholders, government, unions and society at large. Especially important are a firm's code of ethics and conduct, written and unwritten, which governs its relationships and spells out its responsibilities to its various publics. Students will study and discuss a number of cases which illustrate how a variety of organizations have responded to this challenge.

Com 446

Investment

Covers the fundamental principles that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, information efficiency, asset pricing models, valuation and trading of stocks, bonds, options and futures.

Com 450

Selected Topics in Management

Topics vary from term to term.

COM 450 A01 Quality Management course

Course Description: This course will introduce the core principles and tools of Quality Management that help a firm achieve performance excellence. It will focus on quality management frameworks, process improvement, and quality tools. A combination of lectures, in-class discussions, learning exercises, and readings will be used to highlight quality practices that can be applied in any organization.
Pre-requisite: completion of an introductory operations course.

Com 450 A02 Social Entrepreneurship

Course Description: This course will explore the importance of social entrepreneurship and social entrepreneurship that helps find solutions to the major challenges facing today's societies and to foster a positive disposition towards becoming personally involved in some way in a social enterprise initiative in the future. The course examines the nature of social entrepreneurship and the major trends affecting the field of social enterprise.

Com 450 A03 Management of Information System

Course Objectives and Description:

This course presents an introduction to the role of information technology (IT), information systems (IS) and networks in modern organizations, with an emphasis on electronic business systems. A variety of approaches using IT and IS will be covered to provide a broad understanding of how they can be used effectively in today's inter-networked enterprise. Focus is on the responsible use of information systems and technology to support business strategy, operations, and decision making, including use of, but not instruction in, computer-based productivity tools.

The business environment is rapidly changing as a result of the evolution of information technology and systems. It does not matter whether you work in a large company or small, for yourself or for others, for profit or for public service - there will be an "e" in your business. How well you succeed will depend on understanding, anticipating and capitalizing on new developments in a global, networked economy. Ultimately, the course will provide you with ideas and resources to flourish in your networked organization long after the course ends.

At the end of this course, you should:

1. Understand the various types of information technologies and systems,
2. Understand the implications of using IT to enhance core competences and business processes,
3. Develop analytical and decision making skills for solving business problems via the intelligent adoption and use of IT,
4. Enhance both oral and written skills needed to communicate about IT and IT-related business issues.

ENT 402

Entrepreneurship & Small Business for the Non Specialist

Prerequisites: Organizational Behaviour and Marketing

Texts:

Coursepack available from the UVic bookstore

Course Objectives and Description:

The purpose of this course is to introduce the student to the mechanics of setting up and successfully operating a small business.

Course Format:

The format is a combination of short lectures and case studies. Students will be organized into small groups for the purpose of case discussing and preparing and presenting a business plan for an entrepreneurial venture of their choice.

Evaluation Elements:

Midterm	25% of grade
Business Plan	30% of grade
Final	35% of grade
Participation	10% of grade
TOTAL	100%

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Attendance is compulsory. Students absent without a medical note will be docked three marks for each absence.

Grading Scale:

All grades are reported to the Registrar as letter grades. Graded material in this course will be marked using percentages. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade	Grade Point Average
90-100%	A+	9
85-89%	A	8

80-84%	A-	7
76-79%	B+	6
72-75%	B	5
68-71%	B-	4
64-67%	C+	3
55-63%	C	2
50-54%	D	1
0-49%	F	0

IB 301

International Business

NOTE: Not open to students registered in COM 361

Text:

Charles Hill, International Business: Competing in the Global Marketplace, 6th Edition, (McGraw-Hill / Irwin, 2007, ISBN#0-07-310255-5)

Course Objectives and Description:

Today it is nearly impossible to find an example of a purely domestic business—one that is completely insulated from events outside the home country's borders. Business is increasingly global, which for Canadian companies and managers means both increased opportunities (e.g., new markets, customers, and production locations), increased threats (in the form of foreign competition), and increased challenges (e.g., how to deal with cultural differences, how to manage the increased complexity of global operations). This course focuses on several key aspects of doing business globally, including:

- the forces of globalization,
- how business conditions and practices differ from country to country,
- free trade and protectionism,
- exporting, licensing, and foreign direct investment,
- exchange rates and the complications that arise when dealing with multiple currencies,
- strategic and organizational issues for multinational firms.

We will not cover these subjects exhaustively—that would be impossible. In fact, there are specialists who devote their entire careers to studying just one facet of these topic areas. Instead, this is a survey course, designed to give everyone a basic understanding of the global business environment and an enhanced capacity to function successfully in that environment.

Course Format:

The course will follow the order outlined in the Schedule (below). Lectures will cover important concepts, while videos, cases, and other activities will be used to illustrate key issues.

There will also be a group project (4-5 students per group). The group project assignment is:

- a. Choose a company that you know or are interested in. The company must have some involvement in international business.
- b. Research / learn about the international side of the company's business:
 - What do they do (internationally)?
 - The history of, reasons for, and evolution of international operations
 - The level of success of international operations

Note: While this is not always possible, it will be a plus if you can get some information for your project directly from the company (by communicating with managers).

- c. Analyze the company's level of international success
 - What are the key reasons for their success internationally (if they have been successful)? What are the key reasons for their lack of success (if they have been less successful than hoped)?
 - What is the biggest challenge the company has had to overcome in its international operations, and how did it overcome that challenge?
 - What is the biggest challenge the company faces now or in the future of its international operations, and what are your recommendations for overcoming that challenge?

For the project, each group will deliver a presentation in class (dates: November 15, 22, 29) and a written report (15 pages maximum, due December 3) .

Evaluation Elements:

Students will be evaluated according to the following schedule:

Cultural diffs note	5% of grade
Mid-term exam	30% of grade
Final exam	30% of grade
Class participation	10% of grade
Group project presentations & reports	25% of grade

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Class participation: By class participation, I mean coming to class and participating actively. Both amount and quality of participation count. “Quality” participation includes comments and questions that push the class forward and contribute to everyone’s learning, including questions or comments that present a different viewpoint or offer a new element or fact. Please don’t be afraid to speak up; I don’t consider any questions or comments to be “dumb.”

Grading Scale:

All grades are reported to the Registrar as letter grades. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade
90-100%	A+
85-89%	A
80-84%	A-
76-79%	B+
72-75%	B
68-71%	B-
64-67%	C+
55-63%	C
50-54%	D
0-49%	F

Final course grades are official only after they have been signed by the Program Director and may be subject to change up until that point.

IB 405

Sustainable Communities

Course Objectives and Description

The aim of the course is to prepare future business leaders and others to participate in a globalised business environment as citizens as well as participants in the world of business. A broader understanding of the many dimensions of this participation, and a sense of a variety of culturally-sensitive models of entrepreneurship, are meant to enhance the ability of business leaders to contribute to society through their business activities.

The course has two parts. The first examines critically the global landscape in which business operates, with attention paid to social, political, economic and cultural issues. The second considers the role that might be played by business in developing sustainable local societies.

Course Format

The course will be conducted mainly by lecture/discussions based on assigned readings and related topics. Additional resources will include relevant videos and guest lecturers.

Textbook

In place of a textbook, there will be a package of readings assigned. Two copies will be placed on Reserve in the University Library under this course number. It is the responsibility of the student to access the class readings well before the class in which the reading discussion is due.

Course Evaluation Elements

Students will be evaluated according to the following schedule:

(1) Attendance	10% of grade
(2) Summaries of readings (4)	30% of grade
(3) Free Writing (4)	10% of grade
(4) Group Term Paper Proposal	10% of grade
(5) Group Term Paper	40% of grade
Total	100%

(1) Attendance (10%)

One of the advantages of this course is that it is conducted largely as a seminar. That means regular attendance is essential. Each class will build on the work of the previous sessions. Therefore, it is in your best interest to be present at all class sessions.

Students begin with A+ for this portion of the course grade for full attendance. One letter grade will be subtracted for each absence for which adequate justification (e.g. illness with certification, or established domestic affliction) is not provided.

I reserve the right to require withdrawal for unexcused insufficient attendance. Only in exceptional circumstances will students with unexcused absences from more than 2 class sessions be permitted to remain in the class.

(2) Summaries of Readings (30%)

Each student will be expected to turn in four summaries (guidelines below) during the course; one from each quarter of the term readings listed on the Readings handout. Summaries are to be sent by attached file in an e-mail with “**405 SUMMARY # LAST NAME**” in the subject heading and the attachment titled “**LAST NAME SUMMARY #**”. Summaries should be submitted according to the following schedule. Students may select for their summary any of the readings listed for the quarter ending on that date.

Summary 1 (from sessions 2 and 3) September 29
Summary 2 (from sessions 4 and 5) October 13
Summary 3 (from sessions 6,7,8) October 27
Summary 4 (from sessions 9,10 and 11) November 24

Summaries without the above subject headings and attachment titles may be lost and may not be graded. 5% of the grade will be deducted from summaries for each day they are late.

Guidelines.

Summaries should be no longer than a page or 250 words double-spaced, 12 point type. Longer summaries will be penalized. Your summary is expected to answer the following questions.

- 1) What is the title of the article, name of the author, year and the publication title?
- 2) In a sentence, what is the overall point of the article?
- 3) In outline, what is the supporting argument for the overall point?
- 4) In a nutshell, what is your evaluation of the work? For example: Do the concepts make sense? Are the assumptions reasonable? Is the supporting argument strong?

(3) Free Writing Exercises (10%)

Students may select a topic relevant to the subject matter of this course on which to write four short (maximum of 250 words) e-mails according to the schedule set out below. Content of the e-mail maybe any thoughts arising from course content. You are expected to connect your writing in some way with material in course lectures, discussion and /or readings. You may want to summarize your understanding of some material that has been discussed, explore the connections between the material and some other thinking you are doing, or raise questions about it.

Each student will be expected to turn in four free writing exercises during the course. They are to be sent to the instructor by e-mail (**not as attachments please**) with “**405 FREE WRITING # LAST NAME**” in the subject heading. Be sure to include your name in the body of the message. Exercises are due no later than (may be earlier than)

Free writing 1: Friday September 18
Free writing 2: Friday October 9
Free writing 3: Friday October 30
Free writing 4: Friday November 20

Free writing exercises are worth a total of 10%. Students submitting all four assignments will receive A+ for this portion of the course grade, three assignments B+, two assignments C+, and 1 assignment D.

(4) Term paper Proposal (10%)

The term paper proposal is a document of a maximum of two pages, that answers the following questions:

- 1) What is the subject you are going to write about? [Provide a one-sentence statement of your topic.]

- 2) What thesis do you (provisionally) intend to support in your paper? [A one-sentence statement of your thesis,]
- 3) Why is the subject important?
- 4) How are you going to research your subject?
- 5) What are the steps in your paper? [An outline of the paper indicating major headings and subheadings]
- 6) What is your preliminary bibliography? [minimum 3 resources: articles, web sites, etc. Should not all be web sites.]

Proposals will be graded on the basis of

- (a) appropriate range of topic,
- (b) clarity and scope of thesis,
- (c) structure and clarity of arguments about the importance of the topic argument
- (d) structure and clarity of your paper outline
- (e) appropriateness of resources.

In developing your proposal, and in writing your paper, you may find it useful to refer to <http://web.uvic.ca/wguide/>.

Students will work **in groups of three** in the term paper proposal. The instructor will be available to read one draft and meet with the students at least one week before the proposal is submitted to discuss the draft. **Please make an appointment ahead of time.** To avoid having your e-mail lost please include **"IB 405"** in the subject heading for any communication with your instructor.

This proposal is due by e-mail no later than Friday, October 23 at 4pm, with the subject heading **"IB405 PROPOSAL"**. 5% per day will be deducted from papers e-mailed after the due date.

(5) Term paper (40%)

Term papers will be composed by the same groups of three as prepared the proposal. The term paper will be broadly based on the outline developed above. But you have full permission to adjust your topic, thesis and/or structure on the basis of the assessment and the essay itself as writing progresses. Economy of expression will gain you marks. Papers are to be a maximum of 4,500 words (approximately 15 pages, word-processed, 12 pt. font and double-spaced).

IB 415

Cross-National Management

Prerequisites: Organizational Behaviour and International Business

Text:

International Management, customized textbook prepared by Carmen Galang for IB 415 Fall 2005, ISBN 0-07-097680-5.

Course Objectives and Description:

The decades after World War II have witnessed an enormous increase in the movement of goods, services, ideas, information and expertise across national boundaries, and a tremendous growth of transnational organizations, including multinational corporations (MNCs) and other forms of international alliances. The world has begun to resemble a global village (see *The Meaning of Globalization* in the Course Documents section of Blackboard). At the same time, dramatic demographic changes in the workforce are occurring in Canada. Tomorrow's managers, in domestic or overseas assignments, will increasingly work with people from different countries, cultures, ethnic groups and races. In such an environment, managers are faced with the following key issues:

1. How do people from other countries behave or act? In what ways are they different and in what ways are they similar?
2. What possible forces or factors account for such differences?
3. How do I manage the transfer of practices (that is, successfully introduce new or other ways of doing things) to a different country setting? How do I manage the transfer of people across borders, including myself?
4. Is the international career for me?

The objectives of this course are to sensitize you to cross-cultural differences, and help you acquire the knowledge and skills necessary to interact with people from different cultural backgrounds, and thus to be able to operate effectively in foreign environments.

Course Format:

There will be a combination of different learning activities: readings, short lectures, video presentations, class exercises, assignments, and group work.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Group Project	25%
Class Participation	15%
Midterm Exam	30%
Final Exam	30%
Total	100%

Requirements for Graded Work:

Group Project: The purpose of the group project is to enhance your skill in working with people from different cultural backgrounds. The group project is a training instrument, consisting of original culture assimilators for a country selected by the group.

Your group participation will be evaluated by the other members of your group, covering your contributions to the group project and 2 group exercises/assignments (see the Course Schedule below). Before beginning the group project, you will agree on the criteria for evaluating each member's participation in the group. A copy of the performance evaluation form you will use should be submitted before your group works on the group project as part of the Group Contract. Your evaluation of the other members of your group should be submitted at the same time as the written report (that is, the culture assimilators). If your average group participation rating by the other group members is between 3.00 and 3.75, 5% will be deducted from your group project grade; 10% if your average rating is less than 3.00 but more than 2.00; 15% if less than 2.00.

More detailed information is provided in a separate document posted in the Course Information section of Blackboard. *Please note that deadlines will be strictly adhered to, and deductions will be made on papers submitted after the deadline indicated in the Course Schedule. Deductions on class participation will also be made for late or non-submission of peer evaluations.*

Class Participation: You are expected to come to class prepared. This means that you should have read all required reading assignments for the class, as well as any exercise or case materials that need preparation. *Please note that you may be called upon during class to answer questions.* Participation in class includes handing in exercise or case materials or assignments as needed; answering questions, raising points, sharing insights or experiences that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; sharing current news items from your reading of business periodicals relevant to the topic for that day. More guidelines are provided in a separate document (Course Information section). *Please note that only exercise or case materials handed in during class will be accepted and counted towards your participation mark.*

The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." While attendance will not be marked, attending class is an important part of the learning process. Attendance exposes you to material not in the readings and to your classmates' insights, and helps clarify material that can lead to better performance in the course. Being present of course also gives you the opportunity to participate actively.

Examinations: There will be two examinations, both of which will be closed-book. Both exams are designed to test learning at different levels: the acquisition and integration of knowledge, the elaboration of acquired knowledge, and the application of the acquired knowledge. The schedule and the room assignment for the final exam will be announced later. *Do not make arrangements for leaving University before you know the schedule for the final exam.* No final exam will be given outside of the schedule; missed exams will be handled in accordance with the requirements stated in the University Calendar.

IB 416

International Marketing

Prerequisites: Marketing and International Business

Course Materials:

International Marketing, 1st Canadian edition, Philip R. Cateora and John L. Graham, McGraw-Hill Irwin, 2006.

Case pack

Course Objectives:

This course is intended to provide students with an understanding of international marketing in the context. Such understanding will involve doing business in foreign markets and the challenges facing firms entering into new and unfamiliar environments. Topics to be addressed include foreign market analysis, entry mode choice and implementation of the marketing mix.

The course will require active participation from all students. A combination of pedagogical methods will be used, including lecture, case analysis, role play, and group project. Background readings must be read before each session.

Achieving the Course Objectives

Cases

Cases play a central role in the learning experience of this course. While cases require a significant preparation effort from both the students and the professor, they reflect actual "real world" decision situations and will help you develop the decision making skills that you will need throughout your careers. Don't be disheartened that some of the decisions you will be asked to make may seem complex or that information you think is critical to making a decision may be missing. Marketers usually don't have the time or ability to get all of the information that might be relevant to a decision imperfect - we make reasonable assumptions and carry on - and check those assumptions that are most critical.

Lecture/Discussion

Class time will also be used for traditional lectures and discussions of key issues and theories (models and frameworks) raised in the text and any other assigned readings that can help managers make decisions. These lectures do not cover all material for which you are responsible. Ask questions if you do not understand something you have read. Use blackboard to e-mail us questions if you do not feel comfortable asking them in class.

Guest Speakers

Occasionally guest speakers will be invited to class to share their experiences and insights. Views expressed are the personal opinions of the speakers and may not represent the views of their organizations or of the Faculty. To maintain an atmosphere of candid interaction it is imperative that students respect any requests by guest speakers for confidentiality. Any concerns about opinions or comments expressed by a guest speaker should be brought to the attention of the instructor.

Evaluation Elements:

Class participation	10%
Individual case analysis (2 case write-up)	30%
Group project	30%
Final Exam	30%
Total	100%

Requirements for Graded Work:

Class Participation and Contribution (10%)

Full and active participation, including the active involvement of classroom discussion, the participation of game and role play, is expected during all class sessions. Regular attendance is a necessary prerequisite for such participation, but by itself is not sufficient. From the second week of the semester, students will be evaluated each session on their contribution to the overall learning experience. Students with unexcused absences from more than 2 class sessions will be penalized as follows: they will receive a grade of 0% for class participation for each class that is missed, where each class contributes 5% to the total class participation grade. It is also the students' responsibilities to keep good control of classroom. Students who affect classroom control for more than 2 times will be penalized in the same way.

Individual case analysis (30%)

Each case analysis counts 15%. Students will prepare a written analysis of any 2 of 3 designated cases. Students will choose which 2 of the 3 possible cases to submit at the end of the class session in which the case is discussed. No late submissions will be accepted, and no more than two submissions will be considered. All submissions must be individual and unique.

The case analysis should clearly define the problem, analyze the issues involved in resolving the problem, evaluate alternative solutions to the problem, and make clear recommendations to management.

The written case analysis should consist of no more than 5 pages of text (12-point font, 1" margins, double space) with up to 2 additional pages of quantitative information in exhibits.

Group project (30%)

Same project group will prepare a comprehensive international marketing plan and present this plan in class. The company details will be announced later.

Students will develop a plan to introduce its major product into one of 7 designated foreign markets. The report and presentation should take the form of a brief to the company covering political, legal and cultural factors that are important to consider in entering the market, and provide a complete implementation program for them to consider.

The oral presentation counts 10%. The written report counts 20%. In both instances, content as well as style are important. The presentation should last no longer than 20 minutes. The written report should consist of fewer than 10 pages of text (12-point font, 1" margins, double space), with up to 5 additional pages of quantitative information in exhibits.

NOTE: The purpose of group work is to enhance your skill in working collaboratively. Project group members should discuss their expectations and develop norms for group work. At the end of the semester, students will complete peer evaluations based on participation throughout the semester.

Participation includes quality and quantity of contributions. Quality participation means adding value-sharing thoughtful insights, suggesting examples and applications of key concepts, sharing personal experiences and perspectives, providing constructive challenges or critiques, encouraging others to participate, and not dominating conversation excessively. Sometimes students hesitate to speak up. Sometimes students dominate discussions. The best contributors ask for feedback from other group members to make sure that their contributions are appropriate.

IB 417

International Finance

Prerequisites: Management Finance and International Business

Course Material:

Textbook: Eun C., B. Resnick and D. Brean, *International Financial Management - Canadian Perspectives*, McGraw-Hill, 2005 (ISBN: 0-07-091228-9).

Course Pack: Available from the bookstore and includes one note and three case studies.

Problem sets: Downloadable from Blackboard and provide practice questions and problems.

Readings: Additional readings about selected topics will be posted on Blackboard during the term. It is also highly recommended that you read at least one well known international newspaper on a regular basis (i.e. The Wall Street Journal, Financial Times). The textbook website (www.mcgrawhill.ca/college/eun) also offers a valuable online resource with additional readings and practice exercises and quizzes.

Course Objectives and Description:

This course introduces students to the fundamental principles and issues related to both international financial markets and the financial operations of firms in such international environment. Topics covered include international monetary system, foreign exchange markets, international parity conditions, foreign exchange risk exposure, hedging with currency derivatives, and financing the firm in the global capital market.

The primary objective is to expose students to the quantitative financial problems encountered by firms with substantial international activities. As a 4th year finance course, concepts covered in previous finance courses will be incorporated. Students will be expected to have a good working knowledge of these concepts. However, the course involves more than just analyzing figures and making calculations. International financial management also includes historical, political, economic, and even psychological components that are critically important qualitative aspects of the course. Such aspects will be illustrated through case studies, in addition to practicing the analytical techniques through short problems and exercises solved in class.

Course Format:

Lectures will be the principal method of instruction. Problems and short cases will also be assigned and discussed in class. You should **regularly check the “Assignments” section on Blackboard** for a list of exercises and other assignments. **Students are expected to come to class fully prepared for the discussion of pre-assigned problems and readings.** You are also highly encouraged to read the textbook chapters before coming to class.

Evaluation Elements:

The final grade will be determined according to the following weights:

In-Class Exercises and Participation	10%
First Exam (Oct. 5)	30%
Second Exam (Nov. 16)	30%
FX Simulation Assignment 1	5%
Research Project (Report & Presentation)	15%

Requirements for Graded Work:

Exams: Both exams are closed book and consist of short problems and multiple-choice questions. There will be **no make-up exam** for the mid-term. If you miss this exam for a legitimate reason, the corresponding percentage will be transferred to the second exam which will then count for 60% of the total grade.

Assignments: In the first assignment, you will be asked to work with a partner and practice some currency trading using the **Oanda FXGame** simulation. A written report on this activity must be submitted. For the second assignment, topics will be assigned or chosen by groups (maximum of four students). Each group member will conduct his or her own research and prepare an individual 'stand alone' report on an aspect of the group topic. The presentations will take place during the classes. Detailed descriptions and guidelines for both assignments will be posted separately on Blackboard. Late assignments will not be accepted.

In-Class Exercises and Participation: involves three components: **exercises** (in-class and assigned), **participation** in class discussions, and **attendance**. At each class, a number of students will be asked to provide a solution to previously assigned exercises or comment on selected readings. When required, short reports on assigned cases or readings must be submitted in writing prior to class discussions. For the participation component, students are encouraged to actively engage in class discussions, but if you would feel more comfortable, you may submit your opinions on class topics to myself via email. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. If a situation prohibits you from attending a class, please discuss it with me at least 24 hours prior to the class you will miss.

MBA 511, 512, 513

Service Management Specialization

Texts:

- Fitzsimmons and Fitzsimmons, *Service Management*, 5th ed. (Irwin McGraw Hill, 2006).
- Lovelock, Wirtz, *Services Marketing People, Technology, Strategy*, 5th ed. (Pearson Prentice Hall 2004).
- Additional Readings will be assigned.

Course Objectives and Description:

Service Management is

- Delivering outstanding customer experiences
- Creating a culture of service excellence
- Building Customer Equity
- Designing integrated service systems

leading to *superior firm performance*

Three courses: *Service Marketing, Quality Management and Service Operations, and Issues in Service Technology and HR Management* are combined in this integrated specialization. This specialization is intended for students who are interested in working in service industries or who want to support service excellence in product based firms. The courses will address the distinct needs and problems of service excellence for all businesses and services in the areas of marketing, operations, human resources and technology.

The course objectives are to teach students to:

- Understand service operations from various perspectives (operations, human resources, marketing)
- Understand the importance of service excellence in any business
- Learn to improve service excellence in service or production firms
- Learn to develop the service element of the business as well as solve problems common to service operations
- Develop an understanding of service management thinking
- Enhance both oral and written communication skills through presentations and papers.

Course Format:

The course will be delivered according to the course schedule. Classes will include lectures, exercises, guest speakers and a field trip. Students are expected to attend all classes.

Participation is essential to the success of this specialization.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Participation	20 % of grade
Service Blueprint	10 % of grade
Harrah's Case	10% of grade
Van City Presentation	15% of grade
Service Standards Presentation	15% of grade
Integrated Marketing Communications Presentation	15% of grade
Cordova Bay Presentation	15% of grade
Total	100%

Assignments

Harrah's Case

Please answer the following question the case. You have a maximum of 8 pages not including exhibits (it is up to you how much space you want to dedicate to each question).

Question: What are the strengths and weaknesses of Harrah's gainsharing program? If you were Winn what would you recommend to Loveman and what are the implications of your decision?

Van City

Guest Speaker Lydia Johnson from the Van City will talk about the problems in getting employees to deliver service in a decentralized, high pressure sales environment. Lydia will leave you will a issue she is currently facing and you will have one week to work on it and develop a presentation for Lydia to review.

Blueprinting Assignment

Choose an organization (or part of an organization) in which you have worked and prepare a blueprint to demonstrate fail and wait points. It is essential that you know the service operation very well in order to do this assignment. In an accompanying two page paper answer the following questions:

1. What features of this service delivery system differentiate it from the competition and what competitive advantages does it offer?
2. What changes or additional features could make this a more successful (fewer waits, and failures, additional revenue streams etc.) service operation?

Service Standards Presentation

Guest Speaker Sergei Bouslov from the Ministry of Employment and Income Assistance is currently working on a project to develop standards for services within his Ministry. When he comes to class he will share some of the challenges attached to the project. Sergei will leave you will one of more of these challenges and you will have one week to work on them and develop a presentation for Sergei to review.

Integrated Marketing Communications Presentations (Due November 6, 2006)

Oak Bay Marine Group Report and Presentation

Jill Smillie, director of marketing for Oak Bay Marine Group, will present the objectives and describe the current integrated marketing communications (IMC)approach the group is using. She will also provide access to all communication materials. The class will be assigned the task of assessing the current effectiveness of the IMC and providing areas for improvement.

Cordova Bay Presentations
Cordova Bay Golf Course Report and Presentation

We will be participating with the management team of the Cordova bay Golf Course in their annual review and strategic planning process. On November 20th the managers of each of the operating units will present their review of the past years performance and identify challenges they face in the upcoming year. Based on the presentation, assignments will be developed and the class will present their recommendations and report on December 1st.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than 6 specialization sessions will receive a grade of zero in class participation.

Participation Grading: From the Subjective to the Objective

Participation will be based on the following:

- Asking and responding to questions in class
- Preparation effort for class discussions
- Active participation in case and assignment discussion during class
- Playing a leadership role in the class
- Attendance and active involvement in key events

Grade	Behavioral Description
A+ - A-	Well organized and presented response Major forward contribution in case analysis Outstanding summary Well defended minority point-of-view
B+ - B-	Any of the above with a major point or consideration missing or poorly developed Constructive criticism of another's student's contribution Support of and addition to another student's contribution
C+ - C-	Obvious preparation accomplished but weak conceptual application of the situation under discussion Nervousness or hesitancy interfering with quality of the response Behaviors described in A or B categories which are weakly developed or fall short of expectations

D - D-

Consistently asking questions about the case without offering interpretations
Simple recognition or repetition of case facts without drawing any inferences
Repetition of a point already discussed

F

Inability to respond with any degree of displayed preparation
Poor quantity of contribution
No contribution
Not present
Unprepared

Note: Although attendance is required to receive participation credit, no credit is given for attendance alone.

MBA 561, 562, 563

Entrepreneurship Specialization

Texts:

In addition to Blackboard files, these texts and software licenses are required (all available at UVic Bookstore):

- [MBA 561 Coursepack](#)
- [MBA 562 Coursepack](#).
- [MBA 563 Coursepack](#)
- [The Art of the Start](#), Guy Kawasaki
- [New Venture Template Software License \(Bookstore\)](#)

The following texts are optional (but recommended)

- [Venture Analysis Standards 2000 Workbook](#).
 - [Available from Brock for self copying \(permission comes with the NVT license\).](#)
- [The Portable MBA in Entrepreneurship, 3rd Edition \(Bygrave, et al.\)](#)
- [New Venture Creation: Entrepreneurship in the 21st Century \(Timmons and Spinelli\)](#)
- [Blue Ocean Strategy \(Kim and Mauborgne\)](#)

Analysis Software Technology

The **NEW VENTURE TEMPLATE**, © Ronald K. Mitchell, 1995 (All Rights Reserved) a computerised venture assessment tool. The \$15 license is available from the Bookstore. Please bring your license to Brock who will forward the license number to the author, who will generate a UserID and password for the software (available online). We are using this tool the second week of classes. Be sure to get this done the first week.

Program Objectives and Description

The Entrepreneurship specialization is taught as one program. Integrated design supports the program objectives as discussed in the following sections, which are:

- Expertise development
- Learner focused, individualised education
- Partial immersion
- Balance of theory and practice

Expertise Development

The overall objective of our program is help you to become an expert in entrepreneurship within three years of graduation. Not all MBA entrepreneurship students seek to be new venture experts (repeat entrepreneurs). Some want to be experts in specific businesses or industries (lifestyle businesses, family businesses). Others seek to be experts in delivering services to entrepreneurs (consulting, accounting, coaching, venture capital, banking), and others seek to be corporate entrepreneurs or social entrepreneurs. Whatever your life's passion is, we aim to help you become an expert in that (business) domain. We do this by helping you figure out where that passion may lie, by helping you learn how to develop expertise, by encouraging *deliberate practise* of key skills and by helping you create a plan for developing the requisite expertise.

Historically, courses or programs in entrepreneurship have emphasized the writing of a comprehensive business plan or a feasibility plan as the *only* experience students have in their entrepreneurship education. This Program expands your experiences beyond the preparation of a business plan or feasibility plan. Nevertheless, writing a comprehensive business plan or a feasibility plan will be important because it requires that you develop an entry approach and venture goals, and at least mentally integrate the tactics of all the functional areas of a business in order to achieve these goals, which is an important entrepreneurial skill. Thus we have also made it a key part of your Program.

However, using business plan preparation as the **ONLY** major training tool for entrepreneurship has a heavy cost. First, the integration of functional areas of knowledge (financing, marketing, accounting) to create effective plans is not the only entrepreneurial skill required for success. Entrepreneurs also need considerable practice in honing their opportunity identification skills, negotiation skills, networking skills, selling skills, and strategic planning skills to enable them to create and profit from effective economic contracts (promises) that are based upon strategically competitive work (competition). Most universities that use only the business plan approach must hope that students either already have, or will get, real world experience to strengthen the other two sets of skills.

Secondly, most entrepreneurs and students erroneously view the business plan as a one-shot financing document whose relevance is minimal once the financing is approved. Success requires that entrepreneurs see planning as a vital and ongoing part of the process rather than as an “event.”

Finally, business plan preparation, by its nature, over-emphasizes new venture creation, when ongoing planning for venture survival and growth are equally key entrepreneurial issues. Over focus on business plan preparation also does not take into consideration broader definitions of entrepreneurship which include corporate entrepreneurship and social entrepreneurship.

Individualised Education

This Program has been created with you—the student of entrepreneurship—in mind. Listening closely to feedback from prior classes in entrepreneurship tells us that all students of entrepreneurship do not share identical goals. At least five different reasons (or versions of these reasons) for studying entrepreneurship have been identified:

1. A student has decided to pursue a career as an entrepreneur; wants to start his/her own business or to purchase and run entrepreneurial companies;
2. Students committed to a more traditional career wish to understand entrepreneurial processes so that they may apply this knowledge as required (management of, evaluation of, etc.);
3. Friends or acquaintances of students with a business degree may want their advice and/or financial support for their ventures;
4. A student may already be involved in an entrepreneurial setting with specific challenges and/or opportunities that need the refinements possible only through rigorous study;
5. It sounds interesting, the time is available, so why not?

Our “prime directive” is to clearly understand your interests, and to provide the information that you need, in the way that you need it. The Portfolio Practicum course and your individual meetings with instructors before, during, and after the Program support this objective. However, the perspective that we take on venturing as we teach in a group setting is to coach you to make decisions as though you were a “venture capital investor” because the objectivity that comes from this perspective will help you to invest your time and talents (your most important “venture capital”) wisely in any of the above situations.

Partial Immersion

Our three course specialization enables you to be at least partially immersed in the world of entrepreneurship for a semester. The general scheduling of topics for discussion follows the natural sequence of venture startup. You come to understand the existence of opportunity and the consequences

of entrepreneurship, and practise key phases in the identification and exploitation of opportunity: Searching, Screening, Planning/Financing, Setup, Startup, and Ongoing Operation & Growth skills.

Evaluation

Program Ground Rules:

1. Academic integrity is essential. Please adhere to the standards of academic integrity included as a part of this Program Outline.
2. The personal opinions of the instructors on a given issue are **irrelevant** to your mark. It is poor reasoning or inconsistent application of relevant principles, which is costly in entrepreneurship, not disagreement.
3. Attendance is essential. Since this Program uses the experiential and case-study methods, **more than one (1) 3 hour unexcused absences from class, per course, will be grounds for failing** that course. If you need to miss class for legitimate reasons (sickness, etc) please contact the instructor before class. You need to provide at least one week's notice for non-medical excused absences as the merits of these are discussed by the teaching team. On-time and complete attendance is expected. Missing parts of classes will negatively affect participation marks.
1. Participation is critical to your learning and mastering program knowledge and for elevating the level of discussion of cases, concepts, and key issues. While the definition of participation and the weight given to it varies by instructor, participation is a required (Core) element of each course in the program. Students can participate in the learning process in many ways. While attendance is necessary for participation, it is not sufficient and students are encouraged to ask questions; provide perspectives, analysis, and insight; comment constructively on the perspectives, analysis, and insights of others; and otherwise be engaged in the learning process.
2. The readings are also essential preparation for each class. Concepts from the readings and details from the cases included therein, will form the foundation of class discussion, and will help you to distil your own reasoned position with respect to key principles of entrepreneurship. Part of your mark for the course will consist of presenting text and case materials in impromptu class panels, and responding to questions from other students and the instructors.

Marking System:

As in most entrepreneurial settings, rewards come as a result of excellent performance relative to opportunities available. We believe that your primary focus should be on acquiring expertise not getting “grades”. Accordingly, marking for this Program is done using the “grade-distraction minimisation” approach - but we also recognize some of you may wish to pursue graduation school and need an opportunity to achieve high grades.

For each course there are Core Assignments and Skill Building Assignments. Core Assignments are mandatory and will be graded as Professional (P+), Proficient (P), Performance Lacking (P-), or Unsatisfactory (U). Unsatisfactory Core assignments must be redone, may only be redone once, and can only attain a P- designation on resubmission. Participation is a Core Assignment.

The instructors responsible for coaching and marking them will provide descriptions of their core assignments and the point value associated with them. The Core Assignments total 1400 points in each of the five courses in the program. Students may choose to only complete the Core Assignments in a particular course, or the Core Assignments plus one or more Skill Building Assignments to a maximum of 600 additional points.

If a student completes only the Core Assignments for a course, the percentage grade for the course will be determined as follows: sum of Core points / 1850, converted to a letter grade using the standard Faculty

of Business grading scale. The points achieved on an assignment will be the point value of the assignment multiplied by the following weights: P+ = 112%, P = 100%, P- = 88%. The following table illustrates this:

Weights	112%	100%	88%
Core Grade	P+	P	P-
Points Achieved	1568	1400	1232
Base = 1850			
Percent	84.76%	75.68%	66.59%
Letter Grade	A-	B+	C+

Faculty may assign a grade between the basic P+, P, P-, and U to reflect work that is on the cusp of the next higher value by assigning a point score between the basic values.

Assignments are due by 4:00 on the date indicated in the master assignment list (under separate cover). 10% of the base point value will be deducted for late assignments, each week they are late.

Students may also choose to attempt one or more customized skill building assignments worth a total value of 600 additional points in each course in the program. The description and point value of Skill Building assignments in each course will be provided by each instructor for their course or part of a course. These assignments will be graded on the same P+, P, P-, and U system, but P+ work will be weighted at 120% and assignments that receive a U grade cannot be resubmitted. Unsatisfactory (U) assignments will not contribute to a student's overall point value and will use up potential Skill Building assignment points (i.e., if a student received a "U" grade on a 200 point assignment, they can only attempt another 400 points worth of Skill Building assignments in that course).

The letter grade in a course for students who complete one or more skill building assignment will be calculated as follows:

$$\frac{[\text{Core Assignment points achieved} + \text{Skill Building Assignments Points Achieved}]}{[1850 + \text{Skill Building points attempted}]}$$

What this approach really means is that you have a lot of control over the grade that you earn. You can earn a grade in the B+ to A- range by doing the Core Assignments well, and a higher grade by doing Skill Building Assignments well. The tables below give you an indication of the relationship between the P marking system and course letter grades. You will notice that there is significant benefit in doing P+ (professional quality) work. We have found that about 20% of students hand in work that meets this standard - but everyone can earn a P+ if everyone hands in high quality work.

600 Skill Points Attempted

CORE	P+	P+	P+	P	P	P	P-	P-	P-
SKILL (600 pts)	P+	P	P-	P+	P	P-	P+	P	P-
Total Points	2288	2168	2048	2120	2000	1880	1952	1832	1712
% Grade	93%	88%	84%	87%	82%	77%	80%	75%	70%
Letter Grade	A+	A	A-	A	A-	B+	A-	B	B-

400 Skill Points Attempted

CORE	P+	P+	P+	P	P	P	P-	P-	P-
SKILL (400 pts)	P+	P	P-	P+	P	P-	P+	P	P-
Total Points	2048	1968	1888	1880	1800	1720	1712	1632	1552
% Grade	91%	87%	84%	84%	80%	76%	76%	73%	69%
Letter Grade	A+	A	A-	A-	A-	B+	B+	B	B-

200 Skill Points Attempted

CORE	P+	P+	P+	P	P	P	P-	P-	P-
SKILL (200 pts)	P+	P	P-	P+	P	P-	P+	P	P-
Total Points	1808	1768	1728	1640	1600	1560	1472	1432	1392
% Grade	88%	86%	84%	80%	78%	76%	72%	70%	68%
Letter Grade	A	A	A-	A-	B+	B+	B	B-	B-

School of Business Grading Scale

90-100%	=A+	68-71%	=B-
85-89%	=A	64-67%	=C+
80-84%	=A-	55-63%	=C
76-79%	=B+	50-54%	=D
72-75%	=B	0-50%	=F

Participation

The success of this program for each individual depends upon the willingness of Program participants to actively participate. Your peers will critique participation in group-work, and this feedback will contribute to your participation mark. Each student also has the responsibility to fully participate in class discussions, meetings with instructors, and all other program activities; and each instructor has the responsibility to ascertain the level of participation. The participation mark is determined by each instructor individually based upon his/her observations, and the criteria deemed relevant for that topic area. Participation will also be graded on the P+, P, P-, and U scale and the point value allocated to participation is set by the instructor(s) for each course.

Classes start at 9:00 sharp. The teaching team considers lateness to be unprofessional and highly disruptive.

MBA 571, 572, 573

International Business

Specialization

Course Materials:

- **Multinational Business Finance**, Eiteman, Stonehill and Moffet, 11th ed., Pearson-Addison Wesley, 2007. ISBN 0-321-35796-5. (Referred to as ESM text.)
- **International Management**, Helen Deresky, Fifth edition, Pearson- Prentice Hall, 2006 (Referred to as HD text).
- INTOPIA manual (to be distributed)
- Course pack

Course Objectives and Description:

This specialization is intended to provide students with an opportunity to acquire a deeper understanding of doing business in a global context. The course integrates international finance, strategy and marketing with rich cross-cultural material. There are three instructors for the course who will work together to achieve the desired integration.

This course consists of intense classroom learning in September and October, followed by experiential learning exercises in November. It is structured to follow the internationalization process of firms. We begin with issues of relevance to exporters, proceed through issues important at the international firm stage, and go on to concerns related to multinational organizations.

As an alternative to the experiential exercises in November, students may take an international internship. Students will have the opportunity to work for one month, without pay, for companies on International Business related projects. The international companies likely to be involved are from Malaysia, Korea, or (possibly) Mexico. Where appropriate, for international students only, the project can also be carried out in Canada. Students may find their own host company if they wish.

Course Format:

Weekly classes of 3 hours for the first 2 months of the course will involve a combination of lectures and case discussions. The month of November will involve intensive experiential exercises.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Cross cultural assignment	20% of grade
Global strategy case	20% of grade
Finance test	20% of grade
Class participation	20% of grade
Experiential exercises	20% of grade
Total	100%

Requirements for Graded Work:

Cross cultural assignment

The assignment consists of a hand-in case assignment due on October 23. Details of the case and expectations will be discussed a week prior to the due date.

Global strategy case

Each student must submit an individual analysis of the Colgate Palmolive case to be discussed in class on October 5. Case write-ups are due in class on that day and no late submissions will be accepted. The case write-up should provide a clear analysis of the issues involved in resolving the management challenge in the case, and provide concrete recommendations. Written analyses should be printed, double-spaced, and be no longer than 5 pages in length. Under no circumstances should students discuss this case with each other or with anyone else or search for or use any additional materials other than those provided in the course.

Finance test

The assignment will be an in-class test on October 13. Details of the test will be discussed in class.

Class participation

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Students will be evaluated each session on their contribution to class discussions. Full and active participation is expected during all class sessions. Regular attendance is a necessary prerequisite for such participation, but by itself is not sufficient.

Experiential exercises

The two experiential exercises involve group work, each worth 20% of the final grade. The first exercise is an applied international business project, along the lines of an IME. It will involve a client introduction, briefings from other experts, and a field trip. Students will be responsible for conducting a thorough analysis, developing recommended actions and presenting these to the client both orally and in writing.

The second exercise involves the INTOPIA simulation game. Approximately 5 groups will compete in this exercise. Groups will both negotiate and compete with each other.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Spring term

- > The 300 level courses are basic business courses which are taught to students in their initial year of business (3rd year courses in the B.Com program) and are similar to the core Business courses taught in most Business Schools around the world. ***There is limited space in these courses***

Course	Title
Com 206C	Business Communications
Com 220	Organizational Behaviour (Credit will be granted for only one of 220, 321)
Com 240	Management Finance (Pre-requisites: COM 270)
Com 250	Fundamentals of Marketing (Credit will be granted for only one of 250, 351)
Com 290	Introduction to Canadian Business (Credit will be granted for only one of 290, 390)
Com 302	Business Law
Com 316	Management Accounting
Com 322	Management of Employee Relations
Com 331	Introduction to Management Information Systems
Com 341	Operations Management
Com 371	Management Finance (Credit will be granted for only one of 371, 240)
Com 400	Strategic Management
Com 402	Legal Issues in Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 435	Corporate Relations and Responsibilities
Com 450	Selected Topics in Management: Topics To Be Announced
Ent 402	Entrepreneurship & Small Business
IB 301	International Business
SMGT 415	Services Marketing (SMGT 415, 416, 417 must be taken concurrently)
SMGT 416	Operations & Quality Management (SMGT 415, 416, 417 must be taken concurrently)
SMGT 417	Human Resource Management (SMGT 415, 416, 417 must be taken concurrently)

Com 206C

Business Communications

Texts:

The Practice of Business Communication by Mary Ellen Guffey is required for this course. Students will also be responsible for downloading required business articles and reading assignments from the internet and Blackboard. A good English dictionary, grammar guide and citation reference are recommended for this course. Samples will be provided on the first day of class.

Course Objectives and Description:

Course Calendar Description:

Business Communications will focus on the development and enhancement of skills in written business communication, oral business communication, and non-verbal communication. Students will learn how to develop efficient use of verbal and non-verbal skills in business situations; be able to use language to convey specific messages to intended audiences; develop and use techniques for information management. Concentration is on clarity of communication objectives, building vocabulary and comprehension of business documents.

This course aims to develop students' oral and written skills to communicate effectively in business contexts and academic pursuits in the area of business. Upon successful completion of this course, students will be able to:

- demonstrate an understanding of the basic principles of effective business communications
- Assess your own speaking and writing messages for clarity and content
- Choose specific language as well as writing and speaking techniques that make communication more successful, as you speak and write.
- plan and write clear, concise, and correct business documents and papers that exhibit professional writing skills
- write professional correspondence for specific purposes
- understand and effectively use non-verbal communication skills
- give effective oral presentations with and without the aid of multimedia
- understand team skills necessary for success in completing and communicating complex work

Course Format:

Words are, of course, the most powerful drug used by mankind. *Rudyard Kipling*

“Business” is the foundation from which we will be practicing and developing different aspects of the English language. We will be using current articles from a variety of business news websites as a launching point to increase business vocabulary, improve information extracting skills, and enhance reading speed. Writing skills will be strengthened through research skill development, free writing, and production of business documents.

From this foundation point we will hone oral communication skills through listening and presentation exercises. Classroom activities will include peer editing, open group discussions, team skill development and personal oral presentations. Video recordings of group presentations will be used for personal reflection of effective presentations.

Evaluation Elements:

Class participation	10% of grade
Writing assignments (4 assignments worth 10% each)	40% of grade
Business research paper and mini presentation	20% of grade
Final group presentation	25% of grade
Portfolio of written assignments	5% of grade
Total	100%

Generally speaking, 50% of the grade will be based on oral communication skills and 50% on written communications. Vocabulary development, critical thinking, and team development skills will be measured as subcomponent of these two overarching categories.

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” **Attending class is an important part of the learning process in this course.** Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students with unexcused absences from more than one class session will be penalized with a reduction of 25% of the class participation component. More than three absences will result in a zero for the class participation component.

Participation: The participation grade will be based on in-class discussions. I recognize that you may not be familiar or comfortable with the discussion format at first; however, it is essential to develop this confidence in order to do well in subsequent business courses. At the end of each class I will evaluate your participation. I will use these notes to assign a grade at the end of the course. You may check in with me at any time to see if your participation is up to my expectations. **Please note that just speaking in class is not enough to warrant a full participation grade.** You must come prepared to discuss readings, share opinions and ask relevant questions in order to gain full marks.

Com 220

Organizational Behaviour

Text:

Robbins, Stephen P., Langton, Nancy, Fundamentals of Organizational Behaviour, 2nd Canadian Edition, Pearson Prentice Hall, 2004 ISBN: 0-13-122816-1

Course Objectives and Description:

Organizations are everywhere. Our lives are influenced by them on a daily basis, whether we are aware of these influences or not. Organizations are created by people for the sake of pursuing one or more stated goals, although these goals change over time and vary in importance at any given time from one organizational member to another. Organizations usually feature some form of division of labour and sets of rules that direct daily operations. Organizations always feature one or more power centres which control the concerted efforts of members= activities. Organizations have boundaries that are fluid, subject to change and, therefore, not always discernable.

For understanding and managing them, it is useful to think of both organizations (as structures) and organizing (as processes). Hence we can speak of the structure of ABC Inc., or we can speak of how this structure came to be formed, how it changes, how power passes from one group to another, and so on. As structures, formal organizations are legal entities and are responsible for taking action and for being responsible for those actions. Organizations are open social systems that operate in external environments; indeed they frequently play a role in creating and shaping their own environments. As systems, they feature cycles of interrelated activities, both within themselves and between themselves and other entities in their environments.

Therefore, organizations are more or less dependent upon the opportunities provided by their environments, while, at the same time, they are more or less vulnerable to the risks and threats posed by their environments. Finally, although formal organizations, by definition, are comprised of people, they are not human, per se. Organizations are NOT people, they are social systems. With all this complexity, understanding organizations is challenging and managing them can be very difficult.

Purpose of the Course:

The purpose of this course is to introduce business students to the nature and functioning of formal organizations, with a view to understanding how people affect them and how people are affected by them. In addition, the course is designed to provide preliminary insights into how organizations can be designed and managed for the sake of pursuing organizational, group and individual goals. A dominant theme throughout the course is that although people create organizations to serve human purposes, people frequently find themselves in service of organizational goals. Students will gain some personal insight into how their own personalities, behaviours, and attitudes impact any organization of which they are a member.

Student Evaluation: (Students will be evaluated according to the following schedule)

Group Class Presentation	20%
Participation	15%
Mid-Term	30%
Final Exam	35%
TOTAL	100%

Com 240

Management Finance

Text:

Custom Text: contains selected chapters from: Ross, Westerfield, Jordan, and Roberts, **Fundamentals of Corporate Finance**, Sixth Canadian Edition, (McGraw-Hill Ryerson, 2005, ISBN#0070739900)

Optional: iStudy (available online at www.mcgrawhill.ca/olc/ross)

Students are **strongly** encouraged to read financial newspapers such as The Globe and Mail and the National Post. International weekly magazines such as The Economist will also provide useful background and information.

Business Calculator:

Students are **strongly** advised to have, and become comfortable using, a quality business calculator that has Present Value (PV) and Internal Rate of Return (IRR) functions. For example, an HP10BII is available at the University Bookstore and will be acceptable. Other comparable products such as Sharp and Texas Instruments are available at office supply stores.

Course Objectives and Description:

This course serves as an introduction to corporate financial management. The primary objective is to provide the framework, concepts, and tools for analyzing financial decisions. Topics covered include discounted cash flow techniques, financial statement analysis, capital budgeting, risk and return tradeoffs, diversification, capital market efficiency and the cost of capital.

The objective of the course is to assist students to acquire and demonstrate an understanding of the fundamental principles and issues in financial management. Upon completing the course, students should be able to define basic terminology, understand the theoretical relationships, and apply the analytical techniques covered in the course to various decision-making situations. Problem-solving and decision-making skills will be practiced through examples and problem assignments. Students are also expected to acquire knowledge of the relevant Canadian institutional environment in which financial decisions are made.

As stated in the University of Victoria Calendar, students in COM 240 have completed as a prerequisite or are concurrently taking COM 270 (Financial & Management Accounting for Specialists).

Course Format:

Lectures combined with class discussions will be the principal methods of instruction. Problems will be reviewed weekly to aid the understanding of the material discussed. Students are expected to come to class having read the assigned topic readings and be fully prepared for active discussion including completion of the problems. Developing a full understanding of the material is enhanced by completion of the problems and students are strongly encouraged to complete the problems in conjunction with their reading. It may be helpful to meet with fellow students, after having attempted the problems individually, to verify answers and work out any difficulties. Students who feel they need more practice should work through the resources available through the Student Online Learning Centre associated with the text. Problems will be reviewed in class using a team approach to learning

Evaluation Elements:

Students will be evaluated according to the following schedule:

*Assignment	15%
Midterm Exam	40%
Final Exam	45%
TOTAL	100%

The exams will be a combination of multiple choice, problems, and written analysis

The instructor **must be advised** immediately regarding absence from the term exams and medical documentation provided **within 7 days** of the missed examination. **No make-up term exams** will be provided, instead, the final examination will be assigned the proportionate amount of additional weight

Requirements for Graded Work:

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Class attendance will be taken regularly and reviewed by the instructor.

Com 250

Fundamentals of Marketing

Text:

Crane, Kerin, Harley, Berkowitz, Rudelius, Marketing, Canadian 6th Edition (McGraw-Hill Ryerson, 2006, ISBN: 0-07-093986-1)

Course Objectives and Description:

The objective of this course is to provide each student with an understanding of the role and operation of the "marketing system" within the Canadian economy and individual firm. Each student will be required to:

- build a marketing vocabulary
- understand the process by which products/services are planned, priced, promoted and distributed
- understand the relationship of marketing as a key element of organization strategy and behaviour

At the end of this course you will have developed the necessary skills to analyze marketing problems and develop solutions consistent with that analysis.

Course Format:

A blend of lectures, case studies, exercises, and group discussion will be employed. Students will be expected to participate actively in day-to-day classroom discussions

Evaluation Elements:

Students will be evaluated according to the following schedule:

Group Assignment	30%
Mid-Term	25%
Participation	10%
Final Exam	35%
Total	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. All members of the group will receive the same grade for Assignment unless a written request is received by Instructor at least 48 hours prior to the due date; in which case Instructor will poll all team members for consensus.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. **While attendance will not be taken, there will be UNANNOUNCED SPOT QUIZZES at various times during the course. These quizzes will count toward your participation mark.**

Class Participation: Class participation is an effective means of understanding the concepts, principles and processes covered in the course. This includes answering questions, raising points, sharing insights that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; asking thought-provoking questions; sharing personal experience to illustrate concepts and principles; sharing current news items from your reading of business periodicals relevant to the topic being discussed; handing in exercise or case materials during class. Needless to say, to actively participate requires coming to class prepared (having read all required reading assignments for the class, as well as exercise or case materials that need preparation).

Com 290

Introduction to Canadian Business

Texts:

Nickels et al., Understanding Canadian Business, 5th Edition,
ISBN#.0-070921997

Course Objectives and Description:

This course is designed to introduce the general characteristics of Canadian business practices to non-Canadian students.

Course Format:

Lecture, Discussion, and Group Activities

Evaluation Elements:

Students will be evaluated according to the following schedule:

Midterm:	40%
Learning Cell:	20% (2% x 10)
Team Project:	40% (5% presentation +35% paper)

Requirements for Graded Work:

Learning Cell: In this course, the term "learning cell" will refer to a procedure in which the students will meet in small units (of 4-5 students each) during a class period to question each other and discuss an assignment which each has prepared beforehand. The aims of this procedure are:

- a) to get all of you actively involved in the learning process
- b) to develop your ability to think critically about what you read
- c) to have you gain, through first-hand experience, and appreciation for the multiplicity of approaches to fundamental questions.
- d) to enable you to test your ideas and opinions about the readings with those of others from a variety of backgrounds
- e) to develop an appreciation of learning as an ongoing cooperative endeavor in which the emphasis is on fruitful questions rather than facile answers.
- f) to get to know each other

It should be emphasized that the ability to reflect critically is an acquired skill; hence, it is expected that you will get better at it as you go along. Please note, as well, that reflecting critically on a text does not necessarily mean disagreeing with it. Rather, it involves a sensitive and careful analysis in which one engages in evaluation while avoiding distortion. The nature of the analysis will depend to some extent, of course, on the type of material being considered. On the whole, you will be striving to:

- identify the author's aims and methods
- focus on key themes and ideas (Canada-related)
- reconstruct and evaluate theoretical arguments
- point out any presuppositions or assumptions

Preparation for the Learning Cell: The aim of your preparation is to produce a satisfactory set of QUESTIONS AND ANSWERS, so as to enable you to discuss the assigned reading fruitfully in a small unit with other students. Please note that assignments must be typed and single spaced. The appropriate length for the assignment is approximately 500 words (1 page). If you are unsure how to proceed, you may find the following suggestions helpful:

Step 1: Read the assigned material rapidly to gain a general overview.

Step 2: Go through the material again, but this time make a brief outline of the contents. As you do this, note the central issue (or issues), the method used to explore that issue (or those issues) and the steps taken in the development of the main theme or argument. Try to focus on the most important features (although there may be instances where minor issues are also worth considering).

Step 3: On the basis of your notes and with a view to accomplishing the sort of analysis mentioned above, draw together what appear to you to be the most crucial features and prepare TWO QUESTIONS on them (no matter how many required reading selections are involved) which you can pose to the other students in your cell. Phrase your questions in such a way as to elicit discussion of the main issues, rather than "yes" or "no" responses.

Phrase the questions in such a way for you to ask the students in your cell TO DISCUSS WHAT THE PARTICULAR THEORETICAL OR PRACTICAL VIEW ACTUALLY IS, AND WHAT THEY THEMSELVES THINK OF IT. Keep your questions as concise as possible, and avoid introducing them with statements. FOR EACH QUESTIONS, PROVIDE WHAT YOU CONSIDER TO BE THE BEST ANSWER. Make sure that you include all the point which you think are important in each answer. Also, be careful not to make any of the points in you answer so brief as to be meaningless to the person marking your assignment. Please check your assignments carefully for SPELLING, GRAMMAR, AND SEXIST LANGUAGE.

The Learning Cell in Action: On the dates for which there are to be learning cell sessions, please form yourselves into small GROUPS OF 4-5 students per cell, taking care that you vary the cell as much as possible from one time to the next (i.e., please try not to have exactly the same people in your group). Discussion can begin as soon as a cell forms and the members introduce themselves. There is no need to wait for the instructor to come around. Each student in turn should pose a prepared question to the other students in the group. This should be followed by a discussion, the purpose of which is to have you help each other understand the material better (NOT to win arguments). If a student's question is poorly phrased or is unclear, the other students should indicate this and help in its clarification. If members of a cell have widely differing questions, the cell might discuss why this has happened. THE ESSENTIAL POINT IS TO HAVE A USEFUL EXCHANGE OF VIEWS IN WHICH EACH MEMBER OF THE CELL PARTICIPATES FULLY. If at all possible, the prepared answers should be incorporated into the discussion, instead of simply being read aloud. Each cell has 25 minutes (5 questions x 5 minute) for the discussion session.

While the cells are working on the questions, the instructor will circulate to listen in on the discussions. Unless there is a special problem or the instructor chooses to enter the discussion, the cell should continue the dialogue ignoring the instructor's presence. The latter merely wants to ensure that the cell is dealing with the essential issues and that each unit members is having the opportunity to participate. Attendance may be recorded at this time.

Basic Rules: If the learning cell approach is to be fruitful, certain rules must be followed. The value of the learning cell format is that it involves you actively in the learning process. However, you must be thoroughly prepared in order to participate meaningfully in the cell discussions. Therefore, you will not be allowed to participate in the cell discussions unless you have read and prepared the assignment and arrive on time for the discussion. The admission ticket to the class will be your prepared questions and answers. The reason for such strictly enforced rules is obvious: if as a member of a small unit you are unprepared, you will not benefit from the discussion. Moreover, you will hinder your partners in their efforts to explore intelligently the material on which they have worked diligently. Remember, in a discussion unit the emphasis is on cooperation.

NO LATE LEARNING CELL ASSIGNMENT WILL BE ACCEPTED. YOU HAVE TO PARTICIPATE IN DISCUSSION SESSIONS TO GET CREDITS FOR YOUR LEARNING CELL ASSIGNMENTS.

Team Project: Best Canadian Business Practices:

Each team is required to choose one Canadian company with excellent business practices. Your primary task is to identify the success factors of the Canadian company, describing and explaining how and why they are effective. Support your arguments with convincing evidence. Each presentation should last no longer than 20 minutes. Submit a copy of summary report (1-2 pages, typed and double-spaced) on March 20th. This summary report should include the topic, names of team members and team number, a summary of the main points of presentation. You are encouraged to be as creative as you can in your delivery method. Submit your completed paper (no longer than 10 pages, typed and double-spaced) on March 27th. Your team paper will be evaluated based on the quality of logic (e.g., theoretically sound), data (e.g., valid and reliable), originality (e.g., what's new?), practical implications (e.g., lessons to learn), and writing (e.g. communicating succinctly).

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Grading Scale:

All grades are reported to the Registrar as letter grades. Graded material in this course will be marked using percentages. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade
90-100%	A+
85-89%	A
80-84%	A-
76-79%	B+
72-75%	B
68-71%	B-
64-67%	C+
55-63%	C
50-54%	D
0-49%	F

All grades are reported to the Registrar as letter grades. Graded material in this course will be graded using letter grades.

Final course grades are official only after they have been signed by the Program Director and may be subject to change up until that point.

Com 302

Business Law

Textbook

Essentials of Canadian Business Law, Willes, John A., Q.C., and Willes, John H. (2005, 5th edition) available from bookstore.

Course Objective

From the University of Victoria Calendar:

"This course examines a number of legal principles that affect businesses and other organizations (e.g. nonprofit organizations) in our society. Course topics will include the law of tort, contract, business organizations and property. The course will focus on specialized areas such as the law of negligence, international business transactions, employment contracts, intellectual property and fiduciary obligations."

This course is primarily concerned with law as it affects business. While there is no self-contained law of business, the course will examine areas of law which impact business. Principal topics include, an introduction to the Anglo-Canadian system of law, the law of tort and negligence, including professionals' liability, the law of contract, the law of principal and agent, the law of employment. Within the above, we will consider the differences which result from the choice of legal form of business, whether it be sole proprietorship, partnership or limited partnership, corporation or trust. The respective liability of the principals of each form of business will also be considered.

Methodology

Instruction will principally follow the lecture and case-method approach. Questions from the class and open discussion of topics by the class are especially encouraged. Readings and cases from the textbook should be completed in advance of class. There will be opportunities for individual and group exercises.

Evaluation

Student grades in Commerce 302 will be determined on the basis of performance in the following components

15 minute case presentations (groups of four students)	10 % of final mark
One-hour, open-book, mid-term examination	30 % of final mark
Mooting exercise (court simulation - groups of three students)	20 % of final mark
Two-hour, open-book, final examination	40 % of final mark

Total: 100%

Case Presentations

Students must form groups of three students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which

will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

Case briefs summarise the essential elements of a case, including its procedural history (the path of the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

In addition, groups are expected to comment upon the impact of the decision on business. By this is meant the impact the decision is likely to have on business or industry having particular regard to the functional areas of marketing, accounting, finance and human resources management. For example, what will be the implication on personnel practices, marketing policies, management information systems, financial strategies etc.?

Group case presentations should take approximately 15 minutes and involve each member of the group in a speaking role. The typewritten case brief must be submitted to the instructor before the presentation and indicate the part or parts contributed by each member.

Mooting Exercise - Court Simulation

Students will form groups of three students (different from the case groups) themselves or on the basis of the instructor's random assignments. The groups will be formed before the mid-term examination. One student in each group will assume the role of "Counsel for the Plaintiff", one student "Counsel for the Defendant", and the remaining member of the group will be the appellate Judge. Each member of the group will prepare its respective position in the moot exercise for oral presentation to the whole class. These presentations will take place between March 23 and 30, 2007.

Background information will be provided in mid-February. Counsel for the Plaintiff and Counsel for the Defendant must submit to the instructor, before their oral presentation, a typewritten brief of 3-5 pages summarizing their position on the issues. Counsel must give each other and the Judge a copy of this brief. At the oral presentation, the Judges will hear each party and deliver a decision. Following Counsels' presentation, the Judges will deliver an oral decision, to be supported by a typewritten decision of 3-5 pages. The Judges' written decision need not be identical with the oral decision. The Judges' decision must be deposited into the dropbox in the lobby of the Faculty of Business within the week following the respective moot.

The Briefs and Decisions will be graded using some or all of the following criteria: quality and merit of legal argument, creativity, organisation, clarity and appropriate citation of case or statute.

Correspondence of numerical marks to letter grades

The correspondence of numerical marks to letter grades will follow the scheme approved by the Faculty of Business.

A+	90-100 %	A	85-89 %	A-	80-84%
B+	76-79 %	B	72-75 %	B-	68-71%
C+	64-67 %	C	55-63 %	D	50-54 %
F	0-49%				

Com 316

Management Accounting

Texts:

- Managerial Accounting, second edition James Jiambalvo, 2004, Wiley.
- Com 316 Winter Session 2007 Coursepack.
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Course Objectives and Description:

The purpose of this course is to provide the concepts and develop the skills required for financial decision-making. Global competition and modern technology, which compound the problems of narrow profit margins, capital shortage and short production life cycles, require that managers comprehend and be able to plan and control the financial performance of their operation. Managers in all functional areas must determine the dollars-and-cents implication of their decisions. This course will concentrate on the use of financial information for decision-making, including preparation. It will also point out the limitations and uncertainty of information after it has been quantified for presentation. Please read "Case Response Writing" under Course Documents.

The skill attained will help you:

- Obtain an overview of the entire business by understanding financial reports and performance information and how they assist in planning and controlling business operations.
- Communicate effectively with your company's accounting and financial managers.
- Integrate financial decision-making techniques into your planning and operations.

Course Format:

There are two distinct phases to the course.

Phase 1 covers the first 5 weeks.

- During this time, I will lecture, take up problems in class and complete an integrated set of Phase 1 cases called Villa Grado.
- You are required to attend lectures but it will not be necessary for you to actively participate in the lectures, problems and cases.
- Consequently, you will have time to work on the problems in the text and Blackboard website which will be the basis for the mid-term exam.
- The problems that you are to do are listed on pages 7 and 8 of this outline.
- The focus of Phase 1 will be to develop technical skills which will enable you to handle a multitude of management accounting issues.
- You should finish as much of the technical studying as possible by the end of the 5th week so that you will be able to concentrate on phase 2 cases and be ready for the mid-term exam.

Phase 2 covers weeks 6 to 13.

- There are 7 Phase 2 cases (from Caribbean Internet Café through to La Hacienda Del Sol) which will take two classes each to cover.
- There are questions that you must answer (shown at the end of the outline) for each of the Phase 2 cases. Please note that the case order is different than the order in the Coursepack.
- The answers to these questions must be submitted at the beginning of the first class of the week (your scheduled Monday or Tuesday class) for that particular case.
- Each of the answers (for an entire case) will be 1 to 3 pages in length.

- The exception is Orion Computers where the answer length is whatever is required to answer the question.
- For each case, please hand-write your answers rather than use a computer (except Orion Computers where Excel may be used.) The submitted answers must be an original, not a copy. Please keep a copy of your answers for the class discussion.
- Each answer must not be a copy of another student's work, although it is expected that some students will share ideas and concepts.
- You will not receive the answers back but the answers serve to assist your participation during the case discussion. Your answers will be reviewed for content.
- Only those students who submit answers in writing will be able to gain participation marks during that day's class. Participation is part of the Pervasive Competency assessment.
- Should you miss the first class or not hand in an answer at the beginning of the first class, you may submit your answers on either the Wednesday or Thursday class to gain participation marks for the second day of the class discussion.
- Answers are handed in once for each case (i.e. if you hand in your answers on the first class of the week, you are not required to hand it in again during the second class of the week.)
- The final exam is a case and preparing for each Phase 2 case will enable you to develop the necessary skills to score well on the final exam.

Your class Pervasive Competency grade will be partly based on your analysis, insight, and discussion of the problems/cases. Consequently, it is imperative that you prepare your answers, hand them in and be ready to discuss them so that you may ask questions about topics which are not clear to you.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Final Exam	45% of grade
Midterm	25% of grade
48 Hour case	15% of grade
Pervasive Competencies and Hand-Ins	15% of grade
Total	100%

Requirements for Graded Work:

Mid-term Exam: The mid-term will be approximately 1½ hours long and will be based on technical material covered in the chapters (as described in pages 7 and 8 of the outline) and in the lectures. Should you miss a lecture for whatever reason, please ask a fellow student for their lecture notes. To be fair to all students, questions concerning the both the Mid Term Exam and the Final Exam will only be discussed in class so that all students will benefit from the answers.

48 Hour case: The 48 hour case will be done in groups of 4. The groups are your assigned groups. You may not choose your own group members for this case. The case will be available on-line (Blackboard) on Thursday, March 15th at 2:35 and it is to be delivered (i.e. no electronic submissions) to my office no later than Saturday, March 17th at 3 pm. The question that you are answering will follow the same format as cases covered in class except there will be less direction provided. The purpose of this case is to enhance your collaborative skills as well as prepare you to write the final exam. All members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment. Each group's work must be different from other groups.

Final Exam:

The final exam will be held during the regularly scheduled final exam period. It will be three hours long and will be a case analysis.

Pervasive Competencies and Hand-Ins

Pervasive Competencies includes:

- Attendance in class
- Participation in class discussions by adding new information (not repeating other comments)
- Performing analysis on white board or overheads (self directed or asked)
- Demonstrating professional skills such as sound judgment and effective communication
- Exhibiting ethical behaviour, professionalism and integrity

An **average** pervasive competency and hand-in grade will likely be in the “B- to B” range. Participation and class attendance are important parts of the learning process in this course. Attendance exposes you to material not covered in the reading, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Students who miss more than six (6) class sessions, for whatever reason, will not be allowed to write the final exam. This policy is consistent with previous Comm 316 outlines. Please be sure to sit in your assigned seat to ensure that you are included in the attendance records. Due to the large number of students, that is the only way to ensure that your attendance is properly taken.

Com 322

Management of Employee Relations

Text:

Fundamentals of Human Resource Management (Canadian Edition) by Noe, Hollenbeck, Gerhart, Wright and Steen, 2006, McGraw-Hill Ryerson

Course Objectives and Description:

While there may be persons who specialize in human resource management, the effective management of the organization's human resources is the ultimate responsibility of every manager in the organization. This course introduces the various types of issues that managers are likely to face as they relate to their subordinates. Topics include employment laws, human rights legislation, recruitment and selection, compensation, training and development, and labor relations.

At the end of this course, you will be able to

1. appreciate the complexities involved in decisions related to HRM, in particular the interplay of the scope and impact of HRM, the available options, and the factors that need to be considered;
2. develop an integrated, proactive orientation in meeting the goal of acquiring and maintaining an effective and efficient workforce;
3. apply the acquired knowledge and orientation, and make those decisions in addressing specific HR issues by being responsive to the needs of the organization from the perspective of its different stakeholders; and
4. have the opportunity to experience the skills necessary in executing the HRM functions.

Course Format:

Various methodologies will be utilized to achieve the course objectives, including short lectures, discussions, case analyses, exercises, and videos.

The topics are broadly divided into 3 groups - The legal environment of human resources management, the HRM practices, and the future of HRM. These 3 sets of topics are taught by Ignace Ng, Sang Nam and Vivien Corwin respectively.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Mid-term Exam	40% of grade
Group Project	20% of grade
Final Exam	40% of grade
Total	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Examinations: There will be two (2) exams: a mid-term and a final. Both will be in-class (that is, not take-home), closed-book, essay-type exams designed to test learning at the different levels: the acquisition and integration of knowledge, the elaboration of acquired knowledge, and the application of the acquired knowledge. The final exam will cover the second half of the course.

Com 331

Introduction to Management Information Systems

Text:

- Information Systems Today (Canadian Edition) by Jessup, Valacich, and Wade. ISBN 0-13-109290-1
- Additional web-available readings or resources, as assigned (see individual class preparation instructions on Blackboard)

Course Objectives and Description:

An introduction to the role of information technology (IT), information systems (IS) and networks in modern organizations, with an emphasis on electronic business systems. A variety of approaches using IT and IS will be covered to provide a broad understanding of how they can be used effectively in today's inter-networked enterprise. Focus is on the responsible use of information systems and technology to support business strategy, operations, and decision making. Includes use of, but not instruction in, computer-based productivity tools.

Objectives:

The business environment is rapidly changing as a result of the evolution of information technology and systems. It does not matter whether you work in a large company or small, for yourself or for others, for profit or for public service - there will be an "e" in your business. How well you succeed will depend on understanding, anticipating and capitalizing on new developments in a global, networked economy. Ultimately, the course will provide you with ideas and resources to flourish in your networked organization long after the course ends.

At the end of this course, you should:

5. Understand the various types of information technologies and systems,
6. Understand the implications of using IT to enhance core competences and business processes,
7. Develop analytical and decision making skills for solving business problems via the intelligent adoption and use of IT,
8. Enhance both oral and written skills needed to communicate about IT and IT-related business issues.

Course Format:

This course will combine lectures, discussion, and in-class case analysis, to introduce you to the concepts and business issues facing managers as they deal the new realities of electronically-mediated business. Learning is an active process -- the more active you are, the more you will learn. Therefore, the course will rely heavily on outside reading and preparation to make maximum use of in-class time. In addition, every member of the class is expected to contribute to the group's learning through discussion and debate.

Evaluation Elements:

Students will be evaluated according to the following breakdown:

Hand-in assignments (2 at 10% each)	20% of grade
Class preparation	10% of grade
Mid term exam	25% of grade
Final exam (cumulative over entire term)	45% of grade
Total	100%

Requirements for Graded Work:

Attendance: Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, reveals your classmates' insights and helps clarify material that can lead to better performance in the course. All in-class material (discussions by students, guest presentations, videos and the like) will be fair game for exams, and you will be expected to draw on such material in preparing your graded work.

Excused absences will be granted only for documented illness or in accordance with the policies on excused absences in the University of Victoria calendar. You should notify me at the earliest possible point to advise me if you will be absent or to seek an excuse after an absence. **Make-up work will not be available in the event of unexcused absences.**

Com 341

Operations Management

Texts:

Heizer and Render, *Operations Management - Flexible Version*, 8th Edition, Pearson/Prentice Hall, 2005, ISBN #0-13-237060-3.

Course Objectives and Description:

This course will introduce you to the basic concepts involved in the design and management of the core functions of any business, the *transformation or operational processes* that produce the goods and services that the business delivers to its customers. Despite their apparent diversity, firms share a few general types of transformational processes, each of which has strengths and limiting characteristics. This course focuses on the choice of process and the links between process choice and competitive capabilities, as well as the implications for the firm's efficiency and quality. This course will be lecture and discussion based, with some problems solving assignments, short cases and a group project that will enhance your oral and written communication skills. This is not a course in the technical methods of optimizing the operations processes. It is a course designed to introduce you to the managerial problems in the operations function of an organization.

The course objectives are to:

- Understand the various process types, their characteristics and their implications for efficiency and quality.
- Develop analytical and decision making skills for problems in the operations function of manufacturing and service industries.
- Understand the links between process design and competitive capabilities.
- Enhance both oral and written communication skills.

Operations Management is relevant to all organizations, regardless of their type, size or geographical location. However, some aspects are particularly useful in our focus areas in the BCom Program. Entrepreneurial ventures must understand the job-shop and batch production characteristics in particular; quality management and supply change management have been largely offshore developments and involve the international dimensions of the subject; the effective design of service systems, a key part of OM is an essential concern for managers in the hospitality sector.

Course Format:

The course will use a combination of lectures, in-class discussions, group and individual problem solving assignments, in class case exercises and videotapes to enhance student learning.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Mid-term Exam	30% of grade
Group Assignment	20% of grade
In-class Quizzes	10% of Grade
Hand-in Write-ups for Class Discussions	10% of Grade
Final Exam	30% of Grade
Total	100%

Requirements for Graded Work:

Group Work: Students will be given a field based assignment to complete in groups. Details of the group assignment will be provided in class. The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Case Discussion Write-ups: Each student is expected to come prepared for the assigned case discussions. There will be about one of these cases every week. Many of them will require you to do some calculations as well as some thinking about the alternatives that the managers in the case are faced with.

To ensure that you are prepared, you will need to prepare a one-page write-up on the case. I will be collecting them at the beginning of the class, so you should have notes to work from for the case discussion.

There is a 10% component in the grade available to those who prepare the case write-ups.

Quizzes: There will be two in-class quizzes, each worth 5% of your grade. The dates are shown in the class schedule.

Com 371

Management Finance

TEXT

Fundamentals of Corporate Finance, Ross, Westerfield, Jordan, and Roberts, Custom Publication for the University of Victoria from the Fifth Canadian Edition, 2006.

Note: We have a custom publication in order to keep the costs as low as possible. A used edition of the full 5th edition text from last year's class will have the same pagination and content.

Optional: Study Guide for use with Fundamentals of Corporate Finance.

BUSINESS CALCULATOR

Students are advised to have, and become best friends with, a quality business calculator that has present value (PV) and internal rate of return (IRR) functions. For example, an HP10BII is available at the University Bookstore and will be acceptable. Other comparable products are available at office supply stores.

ATTENDANCE

The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

TERM ASSIGNMENTS

There will be two term assignments to be handed in by each student, worth a total of 25% of the course grade. The assignments are outlined in greater detail in separate documents. In brief, the assignments will be as follows:

Term Assignment #1: The Personal Finance Advisor (10 mark assignment)

- At about 6:00 PM on Friday, January 26th, you will be presented (on blackboard) with some personal finance problems from one of your clients. You are to analyze the problems and write a two-page memorandum to your client responding to questions in a clear and concise manner, including specific answers to specific analytical questions being presented by the client. You will provide the client with the memorandum (via a drop box in the lobby of the BEC building).

Term Assignment #2: The Investment Advisor (15 mark assignment)

- Early in the term, each student will be assigned two of the S&P/TSX Composite Index companies to analyze and follow throughout the term. Students are expected to be able to show in their final report that they have tracked the performance of the firms from January 8th to the due date of the report. Each student will act as a company analyst in an investment banking firm.

- Each student will complete a report that analyzes and recommends which, if either, of the two firms should be added to the portfolio of the investment firm.
- Since students do not have the opportunity to review and analyze the “portfolio” of the investment banking firm, students have to assume that management has determined that either one, but not both, of the firms under consideration would be a good fit in the portfolio.
- The report shall not exceed two (2) pages in length, plus up to one (1) additional page with time series and comparisons from January 8th to the due date. A list of the reference sources is required but may be in addition to the page limits noted above.

COURSE OBJECTIVES AND DESCRIPTION

This course serves as an introduction to corporate financial management. The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions. Topics covered include discounted cash flow techniques, financial statement analysis, capital budgeting, project evaluation, risk and return tradeoffs, diversification, capital market efficiency, and the cost of capital.

The objective of the course is to assist students to acquire and demonstrate an understanding of the fundamental principles and issues in financial management. Upon completing the course, students should be able to define basic terminology, to understand the theoretical relationships, and to apply the analytical techniques covered in the course to various decision-making situations. Problem-solving and decision-making skills will be practiced through examples and problem assignments. Students are also expected to acquire knowledge of the relevant Canadian institutional environment in which financial decisions must be made.

LINKING TO THE FACULTY’S MISSION

The issues and analytical tools covered in this course are discussed in a general business context and will be applicable to almost all industries, for large or small firms, and in the international context.

While there are no team projects in this course, students are encouraged to work in teams in the completion of the problem sets # 1 and #2. Students are also encouraged to critique and question their colleagues and the professor in a friendly, team-building environment.

METHOD OF INSTRUCTION

Lectures will be a principal method of instruction. Problems will also be assigned. Students are expected to come to class fully prepared for the discussion of assigned readings. Developing a full understanding of much of the material will be enhanced by the completion of the problem sets. Students are strongly encouraged to complete the assignments on their own. It may be helpful to meet with fellow students, after having completed the problems individually, to verify answers and work out any difficulties. Some of the problems will be reviewed in class, but a team approach to learning will benefit students greatly and is highly recommended. Any students who feel they need more practice problems or more problems with solutions should be diligent about working through the problems in the Study Guide.

Evaluation Elements:

Term Assignment #1	10%
Mid-term Exam	30%
Term Assignment #2	15%
Final Exam	45%

The exams will be a mixture of multiple choice, problems, and written analysis. To be official, the Director of the Undergraduate Program must approve the grades for the course.

Com 400

Strategic Management

Prerequisites: (All third year Commerce core)

- Financial Accounting
- Organizational Behaviour
- Marketing
- International Business
- Decision Making for Responsible and Sustainable Global Business
- Management Accounting
- Management of Employment Relations
- Introduction to Management Information Systems
- Operations Management
- Management Finance

Texts:

Fred R. David, Strategic Management, 11th edition, Pearson Prentice Hall, 2007 ISBN 0-13-186955-8

Course Objectives and Description:

This course will review the concepts of business strategy and develop an ability to apply the concepts learned to actual business situations through case studies. Your primary role in this course will be to perform strategic analysis, make decisions about strategic issues and to justify those decisions through both written and oral (in-class) presentations. Of primary interest will be the ability to make strategic-decisions that are both effective and efficient within the real-world constraint of incomplete information. The key skill to be developed will not be to get the “right answer” but rather the quality of the decision rationale. This course will require that students read the material in advance of the class and come prepared to thoroughly discuss the course material, the case synopsis, their recommended decisions, and the rationale for making those decisions.

The course objectives are to:

- Understand the various models and analysis that are used in the strategic management process
- Develop a basic level of confidence in analyzing industries and companies
- Create appropriate strategic plans for companies
- Enhance both oral and written communication skills...

Course Format:

The course will be delivered in the class room through a mixture of lecture, in-class exercises, and case discussion

Evaluation Elements: (Students will be evaluated according to the following schedule)

Contribution	15%
Hand-in	5%
Mid-term test	20%
Hand-in case	20%
Final exam	40%
Total	100%

Requirements for Graded Work:

Students will be evaluated according to the following schedule:

1) Class participation weight 15%

Class discussion of the cases, questions asked and responses will all be considered in arriving at the participation grade. Absences from the class will significantly reduce the participation grade. For each class session, questions related either to the course material or case discussion will be discussed.

For some of the cases, students will divide into groups, be assigned a question(s) to respond to, and prepare a brief response to be presented to the class. During the semester every student in the class must have made at least one presentation.

An average participation grade (and with no absences) would be in the B range. Above average would be in the B+ range, excellent participation would be in the A- range, and an exceptional grade would be in the A/A+ range. Lack of preparation, lack of attention to the class discussion, participation or behaviour that clearly detracts from the class' progress, and/or unexcused absences may result in lower grades. Student with more than three unexcused absences will get a grade of C or lower. Students with more than six unexcused absences may be barred from writing the final exam and will get a grade of zero for class participation. Students who attend every class but do not participate can expect to receive a grade in the C range.

2) Written Case (Group/Individual) weight 20%

The case will be handed out at the end of class on March 7th. It will be due at the beginning of class on March 12th. Late assignments will be penalized 2% (off the 20%) per day. Specific instructions regarding case presentation format and content will be posted on BlackBoard and will be discussed in class. Maximum group size is three.

3) Final Exam (individual case exam) weight 40%

The final exam will be a strategy case. It will be a 3-hour exam during the regular examination period.

4) Mid-term test= weight 20%

Please note that you are responsible for reading the textbook. Reading materials in the textbook may or may not be specifically covered in class. Regardless of in-class coverage, material from it may appear in the quiz. One multiple-choice /short answer quiz (1hour, 20 mins) will be given at the beginning of class and will cover material from the textbook.

Requirements for Graded Work:

Attendance: Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Students with unexcused absences from more than **3 class** sessions will receive a grade of C or lower for class participation. Students with unexcused absences from more than **6 class** sessions will receive a grade of zero for class participation.

Written Work: Written work should be completed using standard university style guides. Appropriate appearance, format, grammar, spelling, gender-neutrality and business terminology will be considered in grading any written work. Please be aware of the issues around plagiarism (see Academic Integrity below).

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Com 402

Legal Issues in Management

Prerequisites: (All third year Commerce core)

- Financial Accounting
- Organizational Behaviour
- Marketing
- International Business
- Decision Making for Responsible and Sustainable Global Business
- Management Accounting
- Management of Employment Relations
- Introduction to Management Information Systems
- Operations Management
- Management Finance
-

Text and Course Materials:

1. McInnes, Kerr, VanDuzer & Carmody, Managing the Law, Second Edition (Pearson/Prentice Hall, 2007) (hereinafter called “Text”).

2. There will be other materials handed out in class on an *ad hoc* basis.

3. A variety of case and statutory materials—also available on the internet—will be posted on the course “Blackboard” site. In addition, you may wish to visit the following websites:

- i) B.C. Superior Courts: www.courts.gov.bc.ca
- ii) B.C. Statutes and Regulations: <http://qp.gov.bc.ca/statreg>
- iii) Supreme Court of Canada: www.scc-csc.gc.ca
- iv) Canadian Legal Information Institute: www.canlii.org

Note: You can link to a variety of relevant legal materials (such as the federal and provincial statutes, the Supreme Court of Canada, the Federal Court of Canada, the Federal Court of Appeal and other provincial superior courts) from the B.C. Courts’ website. A list of a few law-related websites is also posted on the course Blackboard site under “Course Information”. You may also wish to visit the Student Online Learning Centre, an internet support service maintained by the publisher of the course text, where you can access on-line quizzes, problems, chapter summaries and other helpful learning resources: www.pearsoned.ca/mcinnnes

Course Objectives & Description:

This course will introduce you to various legal concepts about which all managers should be knowledgeable. During your business career you will undoubtedly face many of the legal issues that are addressed in this course. This course will expose you to several legal topics including: the Canadian Legal System, Civil Dispute Resolution systems (including Alternative Dispute Resolution processes), Forms of Business Organization (Proprietorships, General Partnerships, Limited Liability Partnerships, Limited Partnerships, and Business Corporations), Directors’ and Officers’ Duties and Responsibilities, Tort Law (especially Negligence and Professional Liability), Fiduciary Relationships, Intellectual Property, Contract Law, Agency Law, and Employment Law. Course components will include readings, cases, class discussion, experiential exercises and lectures. Regular class attendance is essential if you expect to do well in this course. Equally essential is being prepared for class by ensuring that you have read the material to be discussed so that you can more fully appreciate, and constructively contribute to, the class discussion.

Evaluation:

Students' performance will be evaluated based on the following course components:

A. Examination No. 1 (September 29th)	= 25%
B. Examination No. 2 (October 27th)	= 25%
C. Final Examination (TBA)	= 30%
D. Statute Review/Analysis (group)	= 20%
TOTAL	= 100%

Examinations:

The three examinations will test your understanding of, and ability to apply, the course concepts. Each examination will deal with the specific material that was covered in the class sessions immediately preceding the examination.

Statute Review/Analysis:

Further details T.B.A. (see Blackboard)

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your overall individual term evaluation, all members (except in extraordinary circumstances such as one more team members' failure to meaningfully participate in the assignment) will receive the same mark.

Group projects are subject to the same rules regarding academic dishonesty as govern individual assignments. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specified individual(s).

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of your learning process in this course. If you do not attend class sessions you will miss material that is not in the course text or other assigned readings. Further, regular class attendance will enhance your performance and understanding of the material since you will be exposed to your classmates' insights and the general class discussion about the course concepts.

Com 410

Leadership Strategies

Prerequisites: Organizational Behaviour and Design

Texts:

Leaders: Strategies for Taking Charge, Second Edition, Warren Bennis and Burt Nanus, Harper Collins Business, ISBN 0-060559543

Course Objectives and Description:

This course will provide students with an introduction to the process of leadership, and the need for a manager to acquire leadership skills.

- Understand the difference between management and leadership and the importance of mastering both processes.
- Develop and identify the skills needed to lead people in organizations.
- Create an awareness of what profiles an effective leader; thus providing a conceptual model which will guide a student's development as a manager and a leader.
- Enhance both oral and written communications - two essential skills which must be acquired by a leader.

Course Format:

A variety of teaching approaches are used in this course. Several movies are used to demonstrate the major skill areas of leadership, and to illustrate how each leader has a unique configuration of styles. Short lectures provide a theoretical base for understanding the process of leadership.

Short case studies as well as a variety of experiential exercises demonstrate and assist the student in developing leadership skills.

Each student is required to make three short "stump speeches," and prepare a written analysis of each movie shown in the course.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Movie reports	40% of grade
Midterm	30% of grade
Tucker Assignment	20% of grade
Participation	10% of grade
TOTAL	100%

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Attendance in this course is compulsory because of the experiential content. Students absent from more than 2 classes without medical documentation will not successfully complete the course.

All written assignments are due on the last day of classes. However, it is expected that written analysis of the movies will be submitted the week following viewing of the movie

Com 435

Corporate Relations

Examines the relations of a corporation to its stakeholders - customers, stockholders, government, unions and society at large. Especially important are a firm's code of ethics and conduct, written and unwritten, which governs its relationships and spells out its responsibilities to its various publics. Students will study and discuss a number of cases which illustrate how a variety of organizations have responded to this challenge.

Com 450

Selected Topics in Management

Course Outlines for Selected Topics in Management not yet available.

COM 450 A01 Quality Management course

Course Description: This course will introduce the core principles and tools of Quality Management that help a firm achieve performance excellence. It will focus on quality management frameworks, process improvement, and quality tools. A combination of lectures, in-class discussions, learning exercises, and readings will be used to highlight quality practices that can be applied in any organization.

Pre-requisite: completion of an introductory operations course.

Com 450 A02 Social Entrepreneurship

Course Description: This course will explore the importance of social entrepreneurship and social entrepreneurship that helps find solutions to the major challenges facing today's societies and to foster a positive disposition towards becoming personally involved in some way in a social enterprise initiative in the future. The course examines the nature of social entrepreneurship and the major trends affecting the field of social enterprise.

ENT 402

Entrepreneurship & Small Business for the Non Specialist

Prerequisites: Organizational Behaviour and Marketing

Texts:

Coursepack available from the UVic bookstore

Course Objectives and Description:

The purpose of this course is to introduce the student to the mechanics of setting up and successfully operating a small business.

Course Format:

The format is a combination of short lectures and case studies. Students will be organized into small groups for the purpose of case discussing and preparing and presenting a business plan for an entrepreneurial venture of their choice.

Evaluation Elements:

Midterm	25% of grade
Business Plan	30% of grade
Final	35% of grade
Participation	10% of grade
TOTAL	100%

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Attendance is compulsory. Students absent without a medical note will be docked three marks for each absence.

Grading Scale:

All grades are reported to the Registrar as letter grades. Graded material in this course will be marked using percentages. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade	Grade Point Average
90-100%	A+	9
85-89%	A	8
80-84%	A-	7
76-79%	B+	6
72-75%	B	5
68-71%	B-	4
64-67%	C+	3
55-63%	C	2
50-54%	D	1
0-49%	F	0

IB 301

International Business

NOTE: Not open to students registered in COM 361

Text:

Charles Hill, International Business: Competing in the Global Marketplace, 6th Edition, (McGraw-Hill / Irwin, 2007, ISBN#0-07-310255-5)

Course Objectives and Description:

Today it is nearly impossible to find an example of a purely domestic business—one that is completely insulated from events outside the home country's borders. Business is increasingly global, which for Canadian companies and managers means both increased opportunities (e.g., new markets, customers, and production locations), increased threats (in the form of foreign competition), and increased challenges (e.g., how to deal with cultural differences, how to manage the increased complexity of global operations). This course focuses on several key aspects of doing business globally, including:

- the forces of globalization,
- how business conditions and practices differ from country to country,
- free trade and protectionism,
- exporting, licensing, and foreign direct investment,
- exchange rates and the complications that arise when dealing with multiple currencies,
- strategic and organizational issues for multinational firms.

We will not cover these subjects exhaustively—that would be impossible. In fact, there are specialists who devote their entire careers to studying just one facet of these topic areas. Instead, this is a survey course, designed to give everyone a basic understanding of the global business environment and an enhanced capacity to function successfully in that environment.

Course Format:

The course will follow the order outlined in the Schedule (below). Lectures will cover important concepts, while videos, cases, and other activities will be used to illustrate key issues.

There will also be a group project (4-5 students per group). The group project assignment is:

- c. Choose a company that you know or are interested in. The company must have some involvement in international business.
- d. Research / learn about the international side of the company's business:
 - What do they do (internationally)?
 - The history of, reasons for, and evolution of international operations
 - The level of success of international operations

Note: While this is not always possible, it will be a plus if you can get some information for your project directly from the company (by communicating with managers).

- c. Analyze the company's level of international success
 - What are the key reasons for their success internationally (if they have been successful)? What are the key reasons for their lack of success (if they have been less successful than hoped)?
 - What is the biggest challenge the company has had to overcome in its international operations, and how did it overcome that challenge?
 - What is the biggest challenge the company faces now or in the future of its international operations, and what are your recommendations for overcoming that challenge?

For the project, each group will deliver a presentation in class (dates: November 15, 22, 29) and a written report (15 pages maximum, due December 3) .

Evaluation Elements:

Students will be evaluated according to the following schedule:

Cultural diffs note	5% of grade
Mid-term exam	30% of grade
Final exam	30% of grade
Class participation	10% of grade
Group project presentations & reports	25% of grade

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: “Students are expected to attend all classes in which they are enrolled.” Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates’ insights and helps clarify material that can lead to better performance in the course.

Class participation: By class participation, I mean coming to class and participating actively. Both amount and quality of participation count. “Quality” participation includes comments and questions that push the class forward and contribute to everyone’s learning, including questions or comments that present a different viewpoint or offer a new element or fact. Please don’t be afraid to speak up; I don’t consider any questions or comments to be “dumb.”

Grading Scale:

All grades are reported to the Registrar as letter grades. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade
90-100%	A+
85-89%	A
80-84%	A-
76-79%	B+
72-75%	B
68-71%	B-
64-67%	C+
55-63%	C
50-54%	D
0-49%	F

Final course grades are official only after they have been signed by the Program Director and may be subject to change up until that point.

SMGT 415

Hospitality and Services Marketing

Prerequisites: Fundamentals of Marketing

Texts:

Services Marketing by Lovelock and Wirtz (6th edition, Prentice Hall) 2007 .

Course Objective

The primary objective of this course is to help prepare you to function as effective managers in a service economy. This course will make you more aware of the nature and characteristics of services, more knowledgeable about the way services need to be designed and executed due to their intangible core and more conscious of service quality, the foundation of services marketing. You will also have a better understanding of the success factors in services marketing.

Course Description

The Canadian, as well as much of the world economy, is dominated by services. In Canada, approximately 73% of the labour force, 70% of the GNP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, traditionally business school courses have focused on the manufacturing sector of the economy. This course is especially designed for those students who may be interested in working in service industries and will address the distinct needs and problems of service organizations in the area of marketing.

The theme of the course is that service organizations (i.e. banks, transportation companies, hotels, hospitals, educational institutions, professional services) require a distinctive approach to marketing strategy, both in its development and execution. This is not to imply that the approach is unique, but rather distinctive. Therefore, the course will build and expand on ideas from the core marketing class to make them specifically applicable in service industry settings.

Some of the topics we will cover:

- expanded marketing mix for services and applications of technology to services;
- the service concept and marketing an experience;
- managing service quality;
- designing the service system
- service strategy
- customers as employees; employees as customers.

Evaluation Elements:

Class participation	15%
Individual Assignment	20%
Group Presentation	20%
Exam	45%
Total	100%

Requirements for Graded Work:

Individual Written Assignment (20 points)

A menu of assignments will be offered and you will one handing in. You may also propose topics for assignments and we can develop the deliverable together. I will provide the menu early in the term.

Group Presentation (20points)

There are two main purposes for the presentation assignment. First, it gives you an opportunity to further develop and practice your presentation skills in front of a live and friendly audience. Second, the content of the presentations contributes an important component to the course content. The size of the groups will be determined once the total number of people taking the course is determined.

Here are the details!

- The length of time for each presentation is 20 minutes and there will be further time for a couple of questions.
- You may select any topic related to issues dealt with in the class.
- I am really looking for creative, exciting and interesting treatment of your topic. The presentation should be entertaining but not silly. Use of videos, skits and audience participation has worked well in the past.
- Case type examples (e.g., how one or more businesses is handling a particular service situation) is a possible way to address the assignment. Be sure to present a critical analysis about what they are doing well or poorly.
- Do not present the material from the assignment you have completed, it must be a different topic

Cases and Participation (15points)

A combination of cases from the textbook and smaller cases which will be handed out through blackboard will be used as a basis for class discussion. For each case a set of questions will be provided.

You are required to hand-in answers to the 7 cases at the end of the class where the case is being discussed. You will earn a point for each case where **reasonable effort** is put into answering the questions. I will not be grading the answers.

The remainder of the 15 points are based on your participation in class discussions.

Class Procedure

The class consists of lectures, cases, assignments, discussions, and videos. In order for the experience to be valuable, it is critical that the students and the professor are prepared. Make sure you complete all assigned readings before coming to class.

Final Exam

The final exam will cover issues from the text as well as discussions, videos, and cases. The specific reading that will be part of the exam material will be identified as the semester progresses.

SMGT 416

Operations & Quality Management

Prerequisites: Operations Management

Texts:

- Fitzsimmons and Fitzsimmons, Service Management: Operations, Strategy and Information Technology, 5th Edition, (McGraw Hill Irwin,2005, ISBN# 0073122580.)
- Course Pack with cases

Course Objectives and Description:

This course will explore the dimensions of successful service firms. Particular emphasis will be put on hospitality service firms. The current competitive environment includes a broadening understanding of the value of excellent service. Firms are using service excellence and service quality to differentiate their business from local and international competition.

A key challenge to managing a service firms is creating and maintaining operational systems that support the delivery of excellent service. Important topics we will cover include: defining and measuring service quality, service capacity planning and waiting line management, service control and service quality improvement. Cases will be examined throughout the course to give students an opportunity to practice theories covered.

The course objectives are to:

- Understand the difference between products and services and the demands they have on systems and the organization
- Develop an ability to identify, analyze and improve service levels in an organization
- To appreciate the operational significance of managing the service encounter to achieve internal and external customer satisfaction
- Create opportunities to discuss and learn from the text, additional materials supplied by the instructor, as well as your peers.
- Enhance both oral and written communication skills

Course Format:

As we have one three hour block for this class we will spend the first 80 minutes on lectures and discussion and the last 90 minutes on a case.

Students are expected to have done the reading ahead of time, and to be prepared to contribute to the case discussion. Everyone is expected to contribute. Thoughtful and applied comments will be considered valid participation for the overall grading of the course.

Evaluation Elements: (Students will be evaluated according to the following schedule)

Service Encounter Journals and Report	25% of grade
Group Case Facilitation	30% of grade
Service Blueprint and Report	30% of grade
Participation	15% of grade
Total	100%

Participation Grading: From the Subjective to the Objective

Participation will be based on the following:

- Asking and responding to questions in class
- Preparation effort for class discussions
- Active participation in case and assignment discussion during class
- Playing a leadership role in the class
- Attendance and active involvement in key events

Grade	Behavioural Description
A+ - A-	Well organized and presented response Major forward contribution in case analysis Outstanding summary Well defended minority point-of-view
B+ - B-	Any of the above with a major point or consideration missing or poorly developed Constructive criticism of another's student's contribution Support of and addition to another student's contribution
C+ - C-	Obvious preparation accomplished but weak conceptual application of the situation under discussion Nervousness or hesitancy interfering with quality of the response Behaviors described in A or B category which are weakly developed or fall short of expectations
D - D-	Consistently asking questions about the case without offering interpretations Simple recognition or repetition of case facts without drawing any inferences Repetition of a point already discussed
F	Inability to respond with any degree of displayed preparation Poor quantity of contribution No contribution Not present Unprepared

Note: Although attendance is required to receive participation credit, no credit is given for attendance alone.

Requirements for Graded Work:

Group Work: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

If you do not attend class, you cannot participate. Therefore your participation grade will reflect your attendance.

SMGT 417

Hospitality/Services Management: Human Resource Management

Prerequisites: Marketing

Readings:

- No text book
- Course pack with cases for sale in book shop

Course Objectives:

The primary objective of this course is to help prepare you to function as effective managers in a service economy, notably in the hospitality industry. This course will make you more aware of the nature and characteristics of services, more knowledgeable about the way services need to be managed due to their intangible core and more conscious of service quality, the foundation of successful services management.

Course Description:

The Canadian, as well as much of the world economy, is dominated by services. In Canada, approximately 73% of the labour force, 70% of the GNP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, traditionally business school courses have focused on the manufacturing sector of the economy. This course is especially designed for those students who may be interested in working in service industries such as the hospitality industry and will address the distinct needs and problems of service organizations.

The theme of the course is that service organizations (i.e. banks, transportation companies, hotels, hospitals, educational institutions, professional services) require a distinctive approach to strategy, both in its development and execution. This is not to imply that the approach is unique, but rather distinctive.

Some of the topics we will cover:

- systems perspective
- research in a services setting;
- customer analytics
- branding of services;
- e-service principles

Evaluation:

	Weight
Case Study hand-in: Harrah's Case	20%
Design of customer experience survey	20%
Group Project	40%
Participation	20%
Total	100%