

## Commerce Course Outlines Fall 2016 Course Offerings

*\* Course structure can vary from year to year.*

*The following course outlines are from Fall 2015/Winter 2016.*

### 100 Level Courses

---

COMM 103	Business Management .....	3
COMM 111	Introduction to Financial Accounting.....	11
COMM 121	Introduction to Finance.....	13
COMM 153	Managing Work & Teams .....	19
COMM 161	Introduction to Math. Analysis for Management .....	27
COMM 163	Business Decision Models I .....	33
COMM 172	Managerial Economics .....	39
COMM 173	Introduction to International Business.....	45
COMM 181	Introduction to Human Resources Management.....	56
COMM 190	Enabling Business with Information Technology .....	63

### 200 Level Courses

---

COMM 200	Business Fundamentals.....	70
COMM 201	Introduction to Business for Entrepreneurs.....	78
COMM 211	Financial Accounting .....	79
COMM 221	Introduction to Finance.....	84
COMM 231	Fundamentals of Marketing .....	89
COMM 251	Organizational Behaviour.....	99
COMM 290	Empowering Business with Information Technology .....	112

### 300 Level Courses

---

COMM 303	Business and Ethics .....	113
COMM 305	Introduction to Entrepreneurship .....	124
COMM 307	Canadian Business – Gov't Relations .....	132
COMM 311	Financial Accounting Practices, Principles & Concepts.....	137
COMM 312	Intermediate Managerial Accounting.....	143
COMM 313	Financial Accounting II .....	150

COMM 317	Auditing .....	159
COMM 319	Canadian Income Taxation .....	165
COMM 321	Derivative Securities .....	171
COMM 322	Financial Management: Strategy .....	175
COMM 323	Corporate Financial Planning .....	181
COMM 324	Investment & Portfolio Management.....	187
COMM 333	Marketing Strategy .....	193
COMM 338	Marketing Ethics .....	209
COMM 339	Channels & Internet Marketing .....	214
COMM 341	Operations Management .....	215
COMM 343	Service Management .....	220
COMM 350	The Future: Forecasting & Business Environment.....	230
COMM 351	Leadership .....	236
COMM 356	Gender & Diversity in Organizations .....	240
COMM 357	Interpersonal Skills for Managers.....	246
COMM 358	Human Resource Management .....	253
COMM 370	Business Communication in North America.....	259
COMM 373	International Negotiations .....	272
COMM 374	International Business Strategy.....	281
COMM 375	International Business & the Nonmarket Environment .....	292
COMM 376	Business in the Asia-Pacific Rim .....	297
COMM 381	Business Law I .....	315
COMM 385	Negotiation Theory and Behaviour .....	323
COMM 395	IS Strategy – Maximizing the Business Value.....	333
COMM 398	Business Government & the Global Economy.....	341

#### 400 Level Courses

---

COMM 401	Business and Corporate Strategy.....	352
COMM 405	New Business Development.....	358
COMM 406	Social Impact and Innovation .....	362
COMM 408	Sustainability Strategies and Practices .....	369
COMM 411	Financial Statement Analysis and Accounting Based Valuation .....	376
COMM 414	Management Control .....	443
COMM 416	Organizational Fraud.....	448
COMM 432	Brand Management .....	455
COMM 434	Sales Management.....	473
COMM 492	Managing Data.....	495
COMM 504	Directed Independent Study in Consulting and Professional Services .....	503

\*Please note COMM 600 level courses are restricted to students enrolled in the Queen’s Certificate in Business (exchange students cannot enroll into these courses).

## **Bachelor of Commerce (BCOM) Program**

### **Business Management (COMM 103)**

#### **Course Syllabus (2015)**

##### **Course Overview**

---

This course introduces students to the main functional areas of business and demonstrates how these areas interact to produce products and/or services in an economically viable manner. The course also assists students in developing an understanding of the modern corporate enterprise and an understanding of the tasks, practices, and responsibilities of its managers. The course uses a combination of learning tools, including lectures and case discussions, examinations, and two business simulations.

*Foundation:* The “Foundation” business simulation is currently used by over 500 colleges and universities across the world at both the undergraduate and graduate levels. The simulation is also used across a number of industry sectors as a core component of managerial training. Key outcomes associated with simulation training via Foundation include: the ability to demonstrate the cause-and-effect relationships between decisions made within and decisions made across all departments of a multi-faceted business; the ability to provide clear and immediate feedback relating to strategic and tactical decisions made in the face of competitive pressures, time constraints and team-based decision making; the facilitation of competitor analysis and scenario testing, and; the ability to evaluate operational and strategic processes within an organization with the intent of correcting inefficiencies and developing sustainable competitive advantages.

The Foundation exercise places each student team at the helm of a \$40 million company whose focus is the manufacturing of electronic sensors for the original equipment manufacturing (OEM) marketplace. These student teams, composed of 5-6 team members, are responsible for the overall management of their assigned company. In addition to demonstrating the required business-focused competencies, the simulation will also challenge teams to utilize leadership, communication, organizational, and analytical skills in managing the simulation challenge. Details associated with the “Foundation” business simulation are provided in the Team Member’s Guide, as well as in the extensive documentation available on the Capsim website ([www.capsim.com](http://www.capsim.com)).

*Investopedia:* The Investopedia simulation is a popular stock market simulation. For COMM 103, it is run as a team-based exercise in which teams are provided with initial capitalization of \$500K and challenged to grow their “fund” over a six-week period. Details associated with the Investopedia simulation are available at the course website and will be discussed in class. The Investopedia website ([www.investopedia.com](http://www.investopedia.com)) is also a very valuable source of information for the simulation and for learning more about finance in general.

## Grading & Evaluation

---

The final grade for COMM 103 will be derived as follows:

Element		Weight	Notes
Mid-Term Examination		20%	The mid-term examination will be given during the QSB mid-term week. Specifically, the COMM 103 exam is scheduled for Tuesday, October 20th from 6:30 to 8:30 pm. Locations will be announced in-class and posted to the course website. The mid-term will include notes from class discussion and assigned reading to the end of week 5. It will not include class discussion and reading associated with the Foundation simulation or the Investopedia simulation.
Final Examination		35%	The final examination will be given during Queen's final examination period. Date, time and locations will be announced in-class and posted to the course website. The final examination will include notes from class discussion and assigned reading to the end of the course, as well as discussion and reading associated with the simulations. The final examination will also include material associated with the "Grant Hall Talks" session.
Case Exercise		10%	Each team will submit the written analysis of an assigned case. This submission should be made c/o the drop box at the course website no later than 11:00 pm on Friday, October 30th. The case and guidelines for the exercise will be posted separately to the course website.
Investopedia Simulation		5%	Each individual student will complete a short reflection paper based on their experience with the Investopedia simulation. Guidelines will be posted separately to the course website.
Foundation Simulation	Strategy Assignments (2)	10%	In addition to the weekly management decisions associated with the simulation, there are two written (electronic) submissions required by each team in support of the exercise: <ol style="list-style-type: none"> <li>1. Intended Strategy (5%): Due Friday, October 9th, no later than 11:00 pm c/o drop box at course website;</li> <li>2. Emergent Strategy (5%): Due Friday, November 6th, no later than 11:00 pm c/o drop box at course website.</li> </ol> Guidelines are posted at the course website.
	Presentation	10%	All teams will give a closing presentation that reviews their experience with the simulation. Presentation guidelines and the

			associated rubric will be distributed in-class and posted to the course website no later than week 7.
	Performance	10%	<p>Each Foundation company will be competitively evaluated on the following six criteria, referred to as “success measures”: cumulative profits, ending stock price, average ROE, average ROS, average asset turnover, average market share. The Foundation scoring algorithm assigns an overall performance score, which ranges from a low of one to a high of six, to each group. Your performance within each of these areas is calculated as a proportion of your company score versus that of the top company score (your company score / top company score) within your industry. In addition, Foundation assesses your ability to manage your margins, cash flow and working capital requirements, sales forecasting capabilities, productivity and operational efficiencies, and profitable market share growth. Your competencies within each of these areas will also factor into the points awarded.</p> <p>N.B.: The instructor reserves the right to modify upward an individual company’s performance score due to an outstanding effort by a team facing a significant turnaround situation.</p> <p>Please note that, barring accepted mitigating circumstances, there will be a one and one half (1.5) point penalty subtracted from your company performance score for each round where a team fails to submit a decision by the auto processing time for a given round.</p>
	N.B.: Students who fail to register for the Capsim Foundation Business Simulation will not receive any credit for this element of the course, which constitutes, in its entirety, 30% of the overall grade.		

Note that a final grade of a “B” is considered to be fully competent work in the course. To achieve a grade of “A”, the student must exhibit exceptional performance across all course components.

*Deadlines:* Please observe assignment deadlines. Assignments will not be accepted after the deadlines unless arrangements for extraordinary circumstances are made in advance, and late assignments will trigger an automatic grade of 0 (zero).

*Peer Evaluation:* As part of final grade computation for the Foundation simulation, each member of your team will be required to evaluate each other member’s overall participation and contribution to the task of running your company. You will evaluate your peers, and they will evaluate you. The peer evaluation for the Foundation simulation is located on the Capsim website ([www.capsim.com](http://www.capsim.com)).

The peer evaluation must be completed by all students after completion of competition round #8 and the team’s “simulation results presentation.” It is the key evaluation that impacts your final Foundation simulation grade. Your score will be calculated by taking the average rating across all questions and dividing it by the total points available (60 points) to arrive at your individual performance percentage. This

percentage will be used to weight the total points for the simulation. Two additional, in-process peer evaluations will be administered to allow you to chart your progress and address any outstanding issues.

*Returns and Appeals:* Assuming that unforeseeable events do not inhibit the grading process, graded assignments/exams will be returned within two weeks after their submission. In returning assignments/exams to students, it is recognized that some students may feel that the grade received does not truly reflect the quality of the work submitted. Students feeling that a dispute exists after the grading of an exam or assignment may submit a written appeal requesting a review of the initial grade assigned. This appeal should identify the item/question in dispute and arguments supporting the student's position for a reconsideration of the grade awarded. The appeal should be stapled to the assignment/exam and must be submitted within one week following the return of the exam or assignment in question. The instructor agrees to return a written response to the student's appeal within two weeks from the receipt of the appeal. It should be noted that in reviewing an appeal of a grade assigned, the instructor has the option of leaving the grade unchanged, adjusting the grade upward, or reducing the grade (based solely on an assessment of the quality of the original submission) as a result of the appeal review.

Appeal submissions are limited to one (1) page, double-spaced, 12-point font, and should state your argument as succinctly as possible. Appeal submissions cannot include additional information which is intended to supplement or enhance the student's response to the previously submitted work.

## **Academic Integrity**

*Definition of Academic Integrity:* Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, we provide the following guidelines for individual and group work. If our expectations still are not clear to you, ask! The onus is on you to ensure that your actions do not violate standards of academic integrity.

*Individual Work:* Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

*Group Work:* We will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

*Consequences of a Breach of Academic Integrity:* Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As instructors, we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

*Turnitin.com:* Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. We may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **Course Examinations**

---

Details pertaining to the mid-term and final exams will be posted on the course website prior to the examination dates. Failure to sit for the final exam results in automatic failure of this course.

## **Late "Course Drop" and "Grade Modification" Policy**

---

Please note that the instructor will not support student requests for a late "course drop", to his/her various department disciplines, due to the failure of students, as a result of poor time management, to meet course commitments and/or workload. The instructor will also not support requests for the modification of a numerical grade received in this course to that of a non-numerical reference in order to enhance a student's average for other academic purposes.

## **Students with Special Needs**

---

If there is any student in this class who has special needs because of a learning disability or other kind of disabilities, please feel free to come and discuss them with us. You can also contact an Academic Advisor. You can make an appointment with an Academic Advisor at the Commerce Office, Goodes Hall. Additional information is available at

[http://www.queensu.ca/calendars/business/Counselling\\_for\\_Commerce\\_Students.html](http://www.queensu.ca/calendars/business/Counselling_for_Commerce_Students.html)

## **Research Pool Credits**

---

COMM 103 supports research conducted within the School of Business. Students may apply research pool credits to this course, subject to the following restriction: Research pool credits may be used to improve a student's grade within a specific letter grade designation (e.g. to move a grade from a B- to a B) but may not be used to move the grade to a higher letter grade designation (e.g. to move a student from a B+ to an A-). Additionally, students are not able to have an A grade moved to an A+ as a result of research pool credits.

## **Materials**

---

Primary Text: Business, Strategy, Development, Application, First Edition, Bissonette, McGraw Hill Ryerson Publishers, 2012.

This is the primary resource for this course. Although they may not be specifically covered in class, textbook readings are required and are included as a basis for developing examination questions. N.B.: chapters from the forthcoming second edition of the text will be provided to augment reading assigned for weeks three and twelve.

Additional supplemental reading will also be posted to the course website on a regular basis.

Students are expected to enhance their understanding of current management issues by reading the business section of a preferred newspaper and/or business periodicals, and reviewing additional sources on specific topics via the internet or library searches.

Foundation Guide: Foundation Business Simulation Registration Package.

Foundation is a licensed learning simulation developed and managed by Management Simulations, Inc., Northfield, Illinois. Access to the simulation is purchased online at capsim.com (online price is in USD). All students must individually purchase access to this business learning tool. Students may not share a simulation registration. Please see the "Getting Started" document at the COMM 103 website for more information.

Hard copy of the Team Member Guide will be provided in-class.

Course Website: The COMM 103 website is your link to important course information and updates. Students are strongly encouraged to access course websites on a regular basis. In addition to postings on the course website, please note that course updates and/or assignments may be sent to your Queen's email account. Please be sure that your account has been activated and that you check it regularly. Please also consider uploading a "head shot" photo of yourself to the course website, using a standard passport-style protocol (i.e., front view, no sunglasses, hats, etc.).

Name Cards: Please bring your name card to each class and display it in front of you.



## Delivery Schedule

Please notice that the dates mentioned are for 2015

WEEK	ELEMENTS	
<u>Week #1</u> September 14 – September 18	Topic	Introduction to COMM 103 and the study of business
	Reading	Text, chapter 1
	Foundation	Introduction (in-class)
	Investopedia	Introduction (in-class)
<u>Week #2</u> September 21 – September 25	Topic	Introduction to the business environment
	Reading	Text, chapters 2 and 3
	Foundation	All students to register individually (online) for the Foundation simulation by 11:00 pm on Monday, September 21 <sup>st</sup> and complete “Getting Started” activities individually (online) by 11:00 pm on Sunday, September 27 <sup>th</sup> .
<u>Week #3</u> September 28 – October 2	Topic	Introduction to finance and analysis of financial statements
	Reading	Text, chapters 13 and 14
	Foundation	Three team-based practice rounds to be completed by 11:00 pm on Sunday, October 4 <sup>th</sup> .
<u>Week #4</u> October 5 – October 9	Topic	Fundamentals of business strategy and leadership
	Reading	Text, chapter 6
	Foundation	Foundation strategy submission #1 (Intended Strategy) due by 11:00 pm on Friday, October 9 <sup>th</sup> ; Decision set #1 due by 11:00 pm on Sunday, October 11 <sup>th</sup> .
<u>Week #5</u> October 12 – October 16	Topic	Fundamentals of structure, culture and HRM
	Reading	Text, chapters 7 and 8
	Foundation	Decision set #2 due by 11:00 pm on Sunday, October 18 <sup>th</sup> .
	Investopedia	Simulation opens on Tuesday, October 13 <sup>th</sup> .
<u>Week #6</u> October 19 – October 23	Mid-Term Tuesday, October 20, 2015 (6:30 – 8:30 pm)	
	Foundation	Decision set #3 due by 11:00 pm on Sunday, October 25 <sup>th</sup> .
<u>Week #7</u> October 26 – October 30	Grant Hall Talks Thursday, October 29, 2015	
	Foundation	Decision set #4 due by 11:00 pm on Sunday, November 1 <sup>st</sup> .
	Other	Case analysis due by 11:00 pm on Friday, October 30 <sup>th</sup> .
<u>Week #8</u> November 2 – November 6	Topic	Introduction to marketing management
	Reading	Text, chapters 10 and 11
	Foundation	Foundation strategy submission #2 (Emergent strategy) due by 11:00 pm on Friday, November 6 <sup>th</sup> ; Decision set #5 due by 11:00 pm on Sunday, November 8 <sup>th</sup> .
<u>Week #9</u> November 9 – November 13	Topic	Fundamentals of cost-base analysis and operations management
	Reading	Text, chapters 9 and 12
	Foundation	Decision set #6 due by 11:00 pm on Sunday, November 15 <sup>th</sup> .
<u>Week #10</u> November 16 – November 20	Topic	Fundamentals of ethics, CSR and sustainability
	Reading	Text, chapters 4 and 5
	Foundation	Decision set #7 due by 11:00 pm on Wednesday, November 18 <sup>th</sup> ; Decision set #8 due by 11:00 on Sunday, November 22 <sup>nd</sup> . GL

	Investopedia	Simulation closes on Friday, November 20th
<u>Week #11</u>	Topic	Introduction to new ventures
November 23 – November 27	Reading	Text, chapter 15
	Investopedia	Reflection paper due by 11:00 pm on Friday, November 27th
<u>Week #12</u>	Foundation simulation presentations	
November 30 – December 4		

\*There will be no classes on the Thanksgiving holiday, Monday, October 12th.

\*\*There will be no classes on Wednesday, November 11 between 10:30am to 11:30am, to allow students to attend Remembrance Day ceremonies.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00		Section 6		Sections 1 & 2	Section 5
9:00 – 9:30					
9:30 – 10:00					
10:00 – 10:30		Sections 1 & 2	Section 5		Section 6
10:30 – 11:00					
11:00 – 11:30					
11:30 – 12:00				Section 3	Section 4
12:00 – 12:30					
12:30 – 1:00					
1:00 – 1:30		Section 3	Section 4		
1:30 – 2:00					
2:00 – 2:30					
2:30 – 3:00					
3:00 – 3:30					
3:30 – 4:00					
4:00 – 4:30					
4:30 – 5:00					
5:00 – 5:30					

## 1. COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course is an introductory financial accounting course. This course provides an introduction to the financial accounting and reporting process from the perspective of external decision makers. The course focuses on fundamental accounting concepts and principles and is designed to provide an overview of financial accounting so that, upon completion of the course, you will be able to read, interpret, and analyze corporate financial statements. Learning objectives include:

- *Understand important financial accounting terminology:* You should be able to define and describe terms such as asset, liability, shareholders' equity, revenue, expense, and present accounts in the balance sheet, the income statement, statement of cash flows, etc.
- *Learn to prepare financial statements:* You should be able to prepare a statement of financial position, statement of comprehensive income, statement of cash flows and statement of changes in equity.
- *Learn to read, interpret and critically analyze financial statements:* You should begin to be able to use various tools (e.g., financial ratios) to make assessments of a company's "economic well-being" based on its financial statements.

## 2. COURSE FORMAT, ADMINISTRATION AND MATERIALS

Class format is a combination of interactive lecture and in-class practice problems. I expect questions from you during class and you should expect questions from me. I expect you to complete the assigned readings and encourage you to also try the assigned practice problems before class. You should be prepared to be called upon during class. I have five teaching assistants helping you throughout the course in this fall and I encourage you to take advantage of this privilege. Their office hours are listed in the course website.

The required textbook for COMM 111 is: Financial Accounting (5th Canadian edition). 2014. Harrison, Horngren, Lemon, Seguin, and Lemon. Pearson Canada.

## 3. COURSE GRADING SCHEME

Your performance will be evaluated based on homework assignments, quizzes and examinations as shown below:

Homework assignments (best 4 of 5 * 20 points each)	10%
Quizzes (Best 3 of 4 * 50 points each)	15%
Midterm examination	25%
Final examination	50%

Homework assignments: You will use MyAccountingLab ([www.MyAccountingLab.com](http://www.MyAccountingLab.com)), to complete homework assignments. Assignments will be graded by the system automatically. You can try the questions as many times as you wish before the due dates. Assignments are due at the BEGINNING of the indicated class meeting. No late assignments will be accepted and only the four highest assignment grades will be counted toward your final course grade. You MUST register for the course that corresponds to our course section 001/002/003. Please see the instructions to MyAccountingLab at the end of this syllabus.

Quizzes: Quizzes will include short problems and may include multiple-choice questions and will cover materials discussed in class up to the date of the respective quiz. Unless you have my prior approval, you must take quizzes in the section for which you are registered. Quizzes are given at the BEGINNING of class. There will be no makeup quizzes given if you must miss one. Your quizzes will be returned to you, along with a solution.

Midterm and final exams: A two-hour midterm exam is scheduled for Monday, October 22nd at 6:30pm. The final exam will be held during the December exam period. Details about the format will be announced in class near the exam date. You are allowed to use a calculator for the exams. The calculator must be pre-approved by the Commerce Office. It is your responsibility to obtain a blue sticker before the exams. Exams missed without adequate prior documentation of the reason for missing the exam will result in a grade of zero. A conflict with your travel plans is not a sufficient reason. Your midterm exam will be returned to you, along with a solution. After the midterm exam, you will have one week to challenge your grade in writing. We will grade the entire exam upon your request. Final exams, which must be graded quickly due to the need to report grades to the University, are not returned to students. If you have any questions about your final exam grade, you need to request an appointment with me to review your exam in the first month of the following semester.

#### 4. STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with the Disability Services Office every academic year. A letter of verification for approved accommodations can be obtained from the Disability Services Office.

#### 5. ACADEMIC INTEGRITY

Academic integrity is a commitment to the fundamental values of honesty, trust, fairness, respect, and responsibility. It is the responsibility of all faculty, staff, and students at Queen's to support and uphold these fundamental values of academic integrity. Any student found to have committed a departure from academic integrity may face a range of sanctions, from receiving a grade of zero on the assignment, quiz, or exam, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. Every incident, either alleged or proven, must be reported to the administration and dealt with expeditiously.

#### 6. COURSE SCHEDULE

Please notice that the dates mentioned are for 2015

Week	Topic	Quiz/Homework
1	The Financial Statements Readings: Course Syllabus, Chapter 1, Chapter 9 pages 454-455 (skim)	
2	Transaction Analysis Readings: Chapter 2 Problems: P2-55A, Case 1	
3	Accrual Accounting and the Financial Statements Readings: Chapter 3 Problems: P3-54A, P3-68B, P3-69B	Homework 1 due Quiz 1 (45 mins)
4	Short-Term Investments and Receivables Readings: Chapter 5 Problems: P5-48A, E5-23	
5	Inventory and Cost of Goods Sold Readings: Chapter 6 (exclude appendix 6A - periodic inventory) Problems: P6-48A, P6-50A, P6-53A	
6	Property, Plant and Equipment and Intangible Assets Readings: Chapter 7	Homework 2 due Quiz 2 (30 mins)

	Problems: E7-22, P7-54A	
7	<u>Mid-term</u>	
8	Liabilities	Homework 3 due
	Readings: Chapter 8 (ignore employee benefits), Appendix B pages 757-764	
	Problems: P8-61A	
9	Shareholders' Equity	Quiz 3 (30 mins)
	Readings: Chapter 9	
	Problems: P9-60A, P9-62A	
10	The Comprehensive Income Statement and the Statement of Shareholders Equity	Homework 4 due
	Readings: Chapter 11	
	Problems: P11-42B, P11-43B	Quiz 4 (30 mins)
11	Review	
12	The Statement of Cash Flows	
	Readings: Chapter 12 and Appendix 12A pages 638-649	
	Problems: P12-40A, E12-A12	

---

## **Fall 2015, Comm 121 Sections 1, 2 & 3**

### **Introduction to Finance**

This is an introductory finance course. The course provides students with a framework with which to analyze individual and corporate investment and financing decisions. We will introduce the notions of both time and risk to the valuation of individual securities, such as stocks and bonds, and to capital investments undertaken by corporations. Through this framework, we will gain an understanding of financial markets and the process by which companies make their investment decisions.

#### **Course**

#### **Materials**

##### Financial Calculator

A financial calculator that complies with the school's "blue sticker" requirement.

##### Required Textbook

Ross, Westerfield, Jaffe and Roberts, **Corporate Finance**, Seventh Canadian Edition, McGraw-Hill Ryerson, 2015. w/Connect Card

##### Optional textbook recommended for this course

L.Booth, S. Cleary, **Introduction to Corporate Finance**, Third Edition, John Wiley & Sons Canada, 2013.

##### Other recommended material

Subscription to the Wall Street Journal and/or the Financial Times. Some other excellent financial magazines such as The Economist and Business Week also provide good applications of what you will learn in the class.

##### Course Website

The course website provides valuable information related to the course. On the website you will find:

- Lecture slides
- Assignments
- Previous year's material for practice
- Announcements
- Discussion page
- Posted articles from financial press, as may arise in class

#### **Review Sessions and Tutorials**

There will be a review session before the mid-term and another one before the final exam. The purpose of such review sessions is to provide extra examples and solve previous exams. Tutorials will be held in Kingston Hall Room 101 on Thursday from 4:00pm to 5:30pm and Thursday from 5:30pm to 7:00pm. Tutorials will begin on Thursday, Sept. 24. The purpose of these tutorials is to provide extra help to solve suggested problems. The review

sessions and the tutorials will be run by a TA Ph.D. student.

### **Recommended End-of-chapter Problems**

Every week end-of-chapter problems will be available on the connect website. I encourage you to work through the problems. Please note that these problems will typically *not* be discussed in class. It is each student's responsibility to check his/her answers. I will also periodically post questions from assignments and exams from previous years which will be reviewed during the tutorials.

### **Evaluation**

Online Participation	2%
Assignments (4)	8%
Quizzes (2)	20%
Midterm Exam	25%
Final Exam (Cumulative)	45%

### **Course Policies**

1. Office Hours: I encourage you to visit my office during office hours. Email should only be used as a means to coordinate appointments only or ask brief questions. In depth questions about course content should be addressed in office hours or at TA sessions.
2. Online Participation: For all classes (with a few exceptions) you will be required to complete an online SmartBook activity using the Connect feature of your textbook. This activity is designed to take no more than 30 minutes and is worth 2% of your final grade. See the connect PowerPoint on D2L for instructions. The due date is midnight on the day of class, although you are encouraged to complete this before class.
3. Assignments: The assignments are designed to give you practice applying the concepts learned in class to real-world financial applications. They are primarily a learning tool rather than a means of assessment. You are permitted to submit assignments on your own, or in groups of up to 3 members. If you submit your assignment as a group clearly indicate the members of the group. There are 4 assignments. Assignments should be dropped off in the commerce office (there is a box there) prior to the specified due date. Late assignments will not be accepted. Faxed or e-mailed assignments are not acceptable. Each assignment is worth 2% of your final grade.
4. Re-grading of Assignments and Midterms: If a student wishes to have an assignment or midterm re-graded they must contact the instructor five days after receiving the mark, but not later than 15 days after receiving the mark. Please note that re-grading can result in an increased grade, a decreased grade or an unchanged grade.
5. Calculator Policy: For quizzes and exams, your calculator must comply with the School's "blue sticker" requirement. It is your responsibility to learn how to use calculator.
6. Formula Sheet: For the examinations and the quiz you will be provided with a formula sheet and will not be allowed to bring in any personal notes.
7. Missed Exams: Students who miss exams will be assigned a mark of zero for that exam unless they contact the instructor or commerce office **prior** to the exam. The instructor has the right

to request that appropriate documentation, such as a medical note, be provided. In special circumstances (e.g. sickness proved by medical note) students will have the possibility to take a make-up exam (only one time).

8. Quiz: There will be two quizzes during class time on September 28 and November 9. Please note that students **must go to their own session to attend the quiz**. Writing a quiz in a section to which a student does not belong may result in receiving a grade of zero for the quiz. There will be absolutely **no make-up quiz**. In special circumstances (e.g. sickness proved by medical note) students will receive their grade in the midterm or final exam as their grade for quiz 1 and quiz 2 respectively.
9. Laptops and Other Portable Devices: There is a close-laptop policy. This policy also applies to other devices.
10. Minimum Course Average: The course will have a minimum average grade of 72 percent. If the course average is below this mark, we will curve the course grades to achieve this threshold. If the course average is above 72 percent, no action will be taken.

### TENTATIVE SCHEDULE

Please notice that the dates mentioned are for 2015

	DATE	TOPIC	Chapter	Subsections
Week 1	September 14	Course Overview and Introduction to Corporate Finance	1	1, 2, 4, 5, 6
	September 16	Financial Markets & Net Present Value <i>Assignment 1 Available</i>	4	1, 2, 3, 4, 5, 6, 7
Week 2	September 21	Time Value of Money	5	1, 2
	September 23	Time Value of Money Continued <i>Assignment 1 Due Sept 25<sup>th</sup>, 4pm</i>	5	3, 4, 5
Week 3	September 28	<i>Quiz 1</i>		
	September 30	Net Present Value and Other Investment Rules	7	1, 2, 5, 6, 7, 8
Week 4	October 5	Net Present Value and Capital Budgeting Techniques <i>Assignment 2 Available</i>	8	1, 2, 3, 4, 5
	October 7	Capital Budgeting Continued and Break Even Analysis	8, 9	8.6, 9.2



Week 5	October 12	THANKSGIVING WEEKEND (Class Cancelled)		
	October 14	In Class Review Session <i>Assignment 2 Due October 14<sup>th</sup>, 4pm</i>		
Week 6	October 19-23	MIDTERM EXAM: Wednesday, October 21 from 6:30pm to		
Week 7	October 26	Valuing Bonds	6	1, 2, 3
Week 7	October 28	Term Structure of Interest Rates <i>Assignment 3 Available</i>	6	Appendix 6A
Week 8	November 2	Valuing Stocks	6	4, 5
Week 8	November 4	Valuing Stocks <i>Assignment 3 Due Nov 6<sup>th</sup>, 4pm</i>	6	6, 7, 8, 9, 10
Week 9	November 9	<i>Quiz 2</i>		
Week 9	November 11	Introduction to Risk and Return	10, 11	10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 11.1, 11.2
Week 10	November 16	Risk and Return Continued	11	3, 4, 5, 6
Week 10	November 18	CAPM & Factor Models <i>Assignment 4 Available</i>	11	7, 8, 9
Week 11	November 23	Opportunity Cost of Capital	13	1, 2, 3, 4, 5, 7
Week 11	November 25	Efficient Market Hypothesis	14	1, 2, 3, 4, 5, 6, 7, 8
Week 12	November 30	Case Review and Personal Finance <i>Assignment 4 Due Nov 30<sup>th</sup>, 10 am</i>	Online Reading	
Week 12	December 2	In Class Review Session		

**Academic Integrity Statement**  
ACADEMIC INTEGRITY

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**COMM 153: Managing Work and Teams  
Course Syllabus - 2015**

<b>Session</b>	<b>Theme</b>	<b>Topic</b>
1	Personal Effectiveness	Introduction & Growing Pains
2	Becoming an Effective Team Player	Building an Effective Team: Who am I?
3		Team Launch: Relationships and Roles
4	Fostering an Effective Team Culture	Fostering an Effective Team Culture (Part 1)
5		Fostering an Effective Team (Part 2), Growth Mindsets & Dealing with Uncertainty
6	Personal Effectiveness	Personal Effectiveness - Scope
7		Personal Effectiveness - Schedule
8	Initiating the Work	Project Charter & Stakeholders
9		Scoping Projects
		<b>MIDTERM EXAM WEEK (Oct. 19 – 23)</b>
10	Team Communication and Decision-Making	Team Communications
11		Team Decision Making
12		Team Conflict and Challenges
13	Preparing the Team for Work: Project Planning	Overview and Starting the Project Plan
14		Resourcing and Quality
15		HR and Training
16	Getting Work Done	Executing the Project Plan + In-Class Simulation
17		Keeping on Track: Monitoring and Control + Simulation Debrief
18	Team Synergy	Reaching Team Synergy: Part 1
19		Reaching Team Synergy: Part 2
20	Moving Toward Success	Preventing Burnout & Managing Stress
21		Thriving in the Commerce Program

## Course Content and Benefits

The objective for this course is to provide incoming Commerce students with a conceptual understanding and applied knowledge related to managing individual and team work effectively. This course is designed to enhance your personal effectiveness by first increasing your self-awareness and giving you necessary skills to manage your workload and other competing demands during the Commerce program. This course will also provide you with the conceptual and practical tools needed to build and manage effective project teams. By the completion of this course, you will have enhanced teamwork skills including ways to foster an effective team culture, improve team communication and decision-making, and achieve team synergy. You will also have enhanced project management skills including ways to initiate, plan, execute, monitor, and close projects effectively. As the first foundational and integrative course in the Commerce program, the emphasis will be on providing you with actionable knowledge that can enhance your success during university and beyond.

There are three specific learning objectives for this course. By the end of the course, compared to the beginning of the course:

1. Students will be able to understand themselves more fully.
2. Students will be more effective both individually and as a member of a team.  
Effectiveness at the individual level includes maintaining well-being and resiliency, prioritizing and using time well, and handling multiple demands with manageable stress. Team member effectiveness includes contributing to team processes and team productivity/output.
3. Students will be more capable of creating and maintaining functional (i.e., effective) teams.  
An effective team is one that both meets its goals and results in satisfied team members.

## Teaching Methods and Expectations

The teaching approach for this course will be a blend of interactive lectures, cases, simulation, and exercises. We will use our class time for discussion to share perspectives on course material, casework and experience. You are required to read the assigned material and prepare the assignments *before* class, as detailed on the session guides on the course website. You should come to class prepared to discuss the material and participate in in-class activities based upon what you have learned.

## Required Course Text and Reading Package

1. Heldman, K. (2011). Project Management JumpStart: The Best First Step Toward a Career in Project Management (3rd Edition) (to be purchased in the campus bookstore)
2. COMM 153 Reading Package (to be purchased in the Materials Management Department, LL132)

## Course Website

The COMM153 website contains the details for each session so it is essential that you check the webpage for a particular session as part of your class preparation. In addition to session details, the website is the source for general course information, assignment guidelines, as well as professor contact information and office hours for your section. We will use the “News” section of the course website regularly to post announcements relevant to your section or the course in general. It is your responsibility to check the website regularly.

## Performance Evaluation

Requirement	Due Date	Grade Weight
<b>Managing Yourself</b> - Journal #1: Personal Mission and Growth Mindset (5%) - Journal #2: Living and Learning in Commerce (5%)	- Thursday Oct 8 at 4:00pm in Commerce Office - Tuesday Dec 1 at 4:00pm in Commerce Office	10%
<b>Managing the Project (CapSim and Simulation)</b> - CapSim Team Contract (5%) - CapSim Process Pause (10%) - Alliance Prototype: Lessons Learned Final Report (10%)	- Tuesday Oct 6 <sup>th</sup> at 4:00pm in Commerce Office - Thursday Nov 12 <sup>th</sup> at 4:00pm. - Thursday Nov 26 <sup>th</sup> at 4:00pm.	25%
<b>Class Contribution</b> - Peer Evaluation (10%) - Class Participation (10%)	- Tuesday Dec 1 <sup>st</sup> at 4:00pm - on-going throughout the course	20%
<b>COMM 153 Exams</b> - Midterm Exam (20%) - Final Exam (25%)	- Wednesday Oct 21 <sup>st</sup> at 6:30pm - TBA	45%

### **Managing Yourself (10% of Final Grade)**

Students are required to complete two individual assignments worth 10% of their course grade (5% each), which will enhance your individual learning, self-awareness, and self-management skills. Components of this assignment include two personal journal submissions; specific details for each of the two assignments will be discussed in class. Journaling is a method of learning. Writing in a journal is a method of self-discovery by writing to yourself. Journaling is seen as one of the best methods of accurate self-assessment and making changes in performance. Journaling can be done daily, weekly, monthly and can refer to any aspect of one's life. The value of journaling is that with true personal reflection, it can bring about much more accurate and open self-awareness.

- *Grading and Submission Guidelines: Due dates are outlined in the table above. Submit your documents to the assignment box in the Commerce Office prior to the due date and time. Grading for these assignments will be based on both thoughtfulness and use of course materials.*

### **Managing the Project: (25% of Final Grade)**

Students are required to work in teams to complete several assignments oriented towards managing projects, worth 25% of their course grade. These team assignments will help you build your abilities to create and maintain more productive and viable project teams. Additional details on these assignments will be posted to the course website.

For each component of the Managing the Project team assignment, print the report and include a title page with the deliverable title, team number and name, team member names, as well as section number and instructors. Submit a hard copy of the deliverable to the Comm153 assignment box in the Commerce office that matches your section and instructor. Note, the Commerce office closes at 4:30 so your assignments are due at 4pm. If you are late, you will be penalized, and you will not be able to actually submit your assignment until the next day that the office opens.

A brief description of the components of this assignment are provided below:

- **CapSim Team Contract (5%):** Like in the real world, managing a project requires teams to carefully manage the inputs and processes to make sure the output is deemed a success. An important tool to effectively establish teams is the creation of a team contract. Accordingly, your team is required to prepare and submit a team contract (a template will be available on the course portal).
  - *Grading and Submission Guidelines: The due date is October 6 at 4pm. Submit your document to the assignment box in the Commerce Office prior to this time.*
- **CapSim Process Pause (10%):** Teams are required to pause and prepare a team process report while the CapSim simulation is in progress. An assignment guide will be available on the course website to provide more details on this course component.
  - *Grading and Submission Guidelines: The due date is November 12 at 4pm. Submit your document to the assignment box in the Commerce Office prior to this time.*
- **Alliance Prototype: Lessons Learned Final Report (10%):** Teams are required to reflect on their team's management of all COMM 153 assignments with a specific focus on how your team performed during the Alliance Prototype Simulation. The team's final report is worth 10% of the total grade. Details and templates for these deliverables are available on the course portal.
  - *Grading and Submission Guidelines: The due date is November 26 at 4pm. Submit your document to the assignment box in the Commerce Office prior to this time.*

### **Class Contribution (20% of Final Grade)**

There are two components to the Class Contribution: Peer Evaluation and On-going Class Contributions:

- **Peer Evaluations (10%):** Given that this is a course aimed at fostering project team effectiveness, it should come as no surprise that being a good team member is a key criterion for success in the course. At the completion of the course, your teammates will rate the extent to which you have behaved in ways consistent with being an effective team member (e.g., contributing to the team's work, interacting positively with teammates in class and outside of class, keeping the team on track, pursuing high quality). The peer assessment will be delivered at the end of this course, and ratings will be averaged across all of your teammates to determine an assessment of your contributions and effectiveness. You are *required* to complete a peer assessment for each of your teammates; if you do not complete and submit the assessment of your peers before the due date/time, you will receive a zero (0%) on this assignment unless alternative arrangements were made with your professor *before* the end of November.
  - *Submission Guidelines: Peer ratings are due Tuesday Dec. 1 before 4 pm. This will be done via an electronic system and details will be discussed in class.*
- **On-going Class Participation (10%):** This will be tracked and assessed in each class (with a few exceptions, such as the first class). Why is your active participation in class so important? If you are active, you will learn more, and help others learn too. Most of the classes will be structured to discuss the assigned material and to wrestle with concepts that were confusing or controversial to you. If you

prepare for class, you will get more out of it. And if you actively participate in class, you will reinforce your learning and contribute to the learning of others (which is a key goal of class participation).

Grading participation is a source of concern for some students. Here is how we will do it. For each class (with a few exceptions, such as the first class), a volunteer in the class will use the class list to track active participation. After the class, the professor will review the records for consistency, as well as note anyone that had notably high quality participation that day. You do not get a specific mark for each class. The professors keep records so that at the end of the term, they can create an accurate assessment of your overall participation. This is based on a combination of quality and quantity. Quality is more important than quantity! Note, it is understood that people sometimes have to miss class for unavoidable circumstances: however, this obviously reduces the amount of active participation opportunities for you. Professors do not explicitly mark attendance, but they do use the classes missed to help them assess contribution to the class and your classmates (you can't help your team and class if you are not there).

### **COMM 153 Midterm and Final Exams (45% of Final Grade)**

The midterm and final exams will be closed book evaluations of core concepts of managing work and teams. A variety of short answer style questions, mini-cases and exercises will be used. Specific details about types of questions will be discussed in class. Coverage: All material covered in class and in the assigned readings could be included on the exams.

### **COMM 153 Certification and Research Opportunities**

#### **Project Management Institution (PMI) Certification**

Students who attend all classes will receive 10 contact hours toward their Certified Associate in Project Management certification (a certification that requires contact hours and an exam, available from the Project Management Institute). For more details about the CAPM certification, please visit the PMI website (<http://www.pmi.org/certification/certified-associate-project-management-capm.aspx>). A total of 23 contact hours is required; remaining hours can be received by completing the COMM 495 Project Management elective in your 3rd or 4th year of the Commerce program.

#### **Research Pool**

COMM 153 is participating in the research pool, which means it is eligible for research pool credit. If you choose to assign your research credit to this course it will bump your final grade by a single increment (e.g., from C+ to B-) with the exception of raising a grade of A to an A+. All details about the research pool can be found on the research pool website (<https://qsb-researchpool.sona-systems.com/Default.aspx>), which is administered by Professor Laurence Ashworth ([lashworth@business.queensu.ca](mailto:lashworth@business.queensu.ca)). All questions about the research pool should be directed to him.

### **Other Course Guidelines**

#### **Respectful Engagement**

We all benefit from each other's participation in this class so it is important that we work together to create an environment that facilitates everyone's learning. Respectful engagement involves many different behaviours in the classroom setting, including coming to class on time and staying until the end, having your name card in place (in order for your professors and others to know with whom we are speaking), listening intently and

responding appropriately during discussions, and not speaking while others are speaking.

## **Student Participation in Team Projects**

Being an effective team member is a core concept taught within this course so it is expected that each member of the team will contribute effectively to ensure the success of the team. If there is reason to believe that contribution was not equally distributed, teammates should first use the tools and techniques taught in the course to ensure that all team members are aware of performance expectations and are being held accountable to them. If the social loafing problem persists beyond this intervention, the second avenue is to approach your course professor to discuss the situation *early*. Do NOT wait until the end of the course or immediately before a deadline to approach your professor. Rather, contact us as soon as it becomes apparent that your attempts at intervention have been ineffective. Finally, if all attempts to resolve the problem have proven ineffective, we reserve the right to adjust a team member's grade on team assignments to be weighted by the peer evaluation score.

## **Communication with Professors**

E-mail is our preferred mode of communication. We aim to respond to all email messages within 24 hours during the work week. We may not check email between 5:00pm and 8:00am. Messages sent over the weekend may not get a reply until Monday. Also, we will post any relevant assignment, project and exam-related information and answers to frequently asked questions on the course website.

## **Personal Technology**

It is understood that there are pedagogical reasons for laptops to be used in class. You may use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. However, there will be times (e.g. during class discussions, during activities) when we will expect your laptops to be down. You should not use your phone in any way during class.

## **Missing Class**

This is a full credit course. In-class discussions and lectures are absolutely essential to your individual learning. We expect you to attend all classes and arriving on time shows respect to both your classmates and professors.

## **Penalty for Missing Deliverable Deadlines**

There are penalties for turning in work late. All work is due at the days/times listed for each assignment. Any deliverables that are turned in late will be penalized by a full letter grade (e.g., A+ will become a B+) for *each* 24-hour period past the deadline. Make sure that you submit your assignments *before* the official deadline. Please see the section on Peer Evaluations for an exception to this policy.

## **Grading Appeals**

We will make every effort to fairly grade your work and provide you with meaningful feedback. If you receive a grade that disappoints you, you should first review the feedback carefully and non-defensively to try and learn from it. If there are any computational errors, please bring it to our attention and we will promptly correct it. If you have thought about the feedback carefully and you still feel that it should be reconsidered, you are required



to submit a *written statement* (1-2 paragraphs) detailing why you feel that you deserved a different grade. You must also sign the request. Verbal and emailed requests will not be considered. The written request should be submitted between 2 and 14 days after marks are returned. Your assignment or exam will then be re-graded. However, please note that the new grade that you receive may be the same, higher OR lower than the initial grade that you were assigned. If your request for re-grading involves a comparison to another student's assignment, you need to get the other student's permission to re-submit his/her assignment for re-grading as well. Both assignments will be re-graded and the new grades that you each receive may be the same, higher OR lower than the initial grade that you were each assigned. Grading appeal guidelines apply to the COMM 153 midterm, individual and team deliverables within the term only. Please refer to the Commerce Program academic regulations regarding final exam re-grading requests and policy.

## **Course Disclaimer**

This syllabus outlines a plan and so it should be viewed as *tentative*. It is designed so that we can plan ahead. Thus, the syllabus is a *guide* as to how we shall proceed through the course; *not* a contract. Some University rules / guidelines may supersede the information in this syllabus. While we shall attempt to stay on track and minimize changes, there may be many reasons why we might get off schedule or change assignments or their due dates.

## **Students with Disabilities**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/> <http://www.queensu.ca/hcds/ds/>.

If you have accommodations that have been approved through the DSO, please advise the Commerce Office as soon as possible so that your accommodations may be implemented.

## **Academic Integrity**

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation (e.g., allowing someone to copy your work and claim it as their own), forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, the following guidelines are provided for individual and group work. If

expectations still are not clear to you, please ask! The onus is on you to ensure that your actions do not violate standards of academic integrity.

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

Clear communication will be provided when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

Instructors have the responsibility to investigate any suspected breach of academic integrity. If it is determined that a departure from Academic Integrity has occurred, instructors are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. Every deliverable in this course is potentially subject to analysis with this form of plagiarism-checking software.

---

# Comm 161: Introduction to Mathematical Analysis for Management

## Course Syllabus

### Course Materials

1. Required: *Finite Mathematics and Applied Calculus*, Waner and Costenoble, 6<sup>th</sup> Edition.
2. Slides will be posted on the course website at least 24 hours before each lecture. It is your responsibility to check the website regularly and print copies of the slides should you wish to refer to them in class.

### Course Objectives

This course is designed to enhance your ability to apply advanced mathematical techniques, including linear algebra, differential and integral calculus, and probability to a wide range of managerial problems. It is assumed that you have taken Ontario Grade 12 Calculus or its equivalent.

### Performance Evaluation

Item	Value
Quizzes	15%
Assignments	15%
Midterm Exam	25%*
Final Exam	45%*
<b>Total</b>	<b>100%</b>

**\*Note: you must pass the weighted average of the midterm and final to pass the course**

### Course Evaluation Details

#### Quizzes (15%)

There will be four individual in-class closed-book quizzes throughout the semester. The quizzes will be based on the material that has been covered in the lectures up to that point. We will take the average of your top three grades on these quizzes to collectively account for 15% of your total grade. Each quiz will begin at the beginning of class and will last approximately 20 minutes.

The quizzes are intended to motivate learning and typically focus on techniques used in class. The quiz questions will tend to be easier than the questions on the exams. You should assume that the midterm and final will have more challenging questions than the quizzes due to the greater amount of preparation and more time to complete.

### **Team Assignments (15%)**

There are four team assignments throughout the semester. The assignment questions and due dates will be provided as the course unfolds. The questions will typically be more challenging than those faced on the quizzes and better reflect the more challenging questions you will face on the midterm and final exam.

Teams will be composed of five students. Experience suggests that some students like to form their own teams; others prefer to have this done for them. If you wish to form your own team, you must submit a legible list of names, student numbers and the signatures of the five students that will compose your team to the Comm 161 drop box in the commerce office by the close of business Wednesday September 23<sup>rd</sup>. We will attempt to form teams around the lists you propose. Note that late, incomplete or difficult to read submissions will be entirely ignored.

If you do not wish to form teams yourself, you do not need to do anything. Sometime after the commerce office closes on Wednesday September 23<sup>rd</sup>, will create teams using the available information. Students will generally remain in teams they have constructed and the remaining students will be placed into teams. Once formed, these teams will be used throughout the course.

### **Midterm Exam (25%)**

A closed-book midterm exam will be scheduled during midterm week. This exam will cover the material from the first half of the course. This includes in-class materials, quizzes, homework and any assigned materials from the required text. The midterm will include more challenging questions reflecting material (i.e. problems) covered in the assignments in addition to technical material covered in quizzes as the midterm generally assumes a greater amount of preparation and more time to complete. The format of the exam will be discussed in class.

### **Final Exam (45%)**

A closed-book final exam will be scheduled for the exam period. The exam will be three hours in length and will cover material from the entire semester. The as with the midterm, the final exam will contain more challenge problems than the quizzes as it generally assumes a greater amount of preparation and have more time to complete.

### **Exam & Midterm (Special)**

Since the assignments and quizzes are intended to motivate learning rather than specifically assess ability, in order to pass the course, you must pass the weighted average of the midterm and the final.

## **Course Policies**

### **General Expectations**

Our primary expectation is that you will be prepared for class and are willing to participate. At a minimum, this means paying attention and being respectful to the other members of the class, including the professor. Ideally, you will make comments, answer questions, and ask questions, as this contributes to everyone's learning. With the exception of the in-class quizzes, there is no requirement to attend each class - it is entirely up to you whether you turn up or not. **If you do come, make sure you are attentive, on time, and ready to participate.**

While the decision not to attend classes is yours, so too are the consequences of not attending: do not expect that the TA or professors' office hours will provide significant review of the material that was covered in the class. The same holds for facilitators in the working sessions.

### **Additional Assistance**

We recommend that all students take advantage of additional assistance outside of class through the facilitated working sessions we will be providing. In general, a number of TAs and possibly the one of the instructors will hold working sessions. The working sessions will focus on specific problems that will have been posted prior to the session. These sessions are intended for you to work on problems by yourself or in groups. The facilitators will not provide you with the answers to problems; rather, they will provide hints and suggestions if you get stuck.

Generally the **working sessions** will be held on Tuesday and Wednesday from 6:00 to 8:00 PM in Goodes 108 with the following exceptions:

1. Week 1: There will be no working sessions
2. Weeks 2: There will only be one working session held on Wednesday in Goodes 108.
3. Weeks 3: There will only be one working session held on Wednesday in Goodes 151.
4. The October 21 & 22 working session will be cancelled.

**Teaching Assistants will hold office hours** most Thursdays from 6:00 to 7:00 PM in Goodes 385A.

In addition to our office hours, the best way to reach us is by email, which we will generally answer within 24 hours.

### **Class Etiquette**

Class sessions are a time for professional, collaborative learning and we expect everyone in the room to always behave in a professional, respectful, and courteous manner. We will start and end classes on time and expect you to be prepared to begin class at the allotted time. Please do not chat with your neighbour during class.

### **Accommodations**

Students who require special accommodations to fully participate in course activities or meet course requirements must register with the Disability Services Office. If you qualify for one or more accommodations, please bring your letter of accommodations to your instructor as soon as possible so he can make sure your needs are met.

### **Technology Policy**

We have a **NO LAPTOP, CELL PHONE OR TABLET** policy in class, with the exception of those students who have received special permission from us to use laptops for note taking purposes only.

### **Course Website and Slides**

The website for this course serves as a valuable source of information and should be visited prior to every class to ensure that announcements and session material are not missed. The website is used as the main conduit for communicating with you outside of class. We will frequently put important information on the website that you need to know so please check the site regularly. If you have difficulty with the website, please contact the QSB IT Help Desk at [helpdesk@business.queensu.ca](mailto:helpdesk@business.queensu.ca) or 533-3072.

### **Email**

You can reach us by email for general questions about the course that have not been covered in class, the outline or on the portal. While we will try to be prompt when responding, please allow up to 72 hours to receive a response. If we do not respond within 72 hours and your issue has not been addressed, send us a reminder email. We may be especially slow to respond to emails in the

evenings, weekends, or holidays. Please do not ask us questions that have been addressed in other locations.

### **Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, we provide the following guidelines for individual work. If our expectations still are not clear to you, ask us! The onus is on you to ensure that your actions do not violate standards of academic integrity.

Quizzes, and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

Assignments are group work. The group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Grading Scheme**

The following grading scheme will be used in this class:

<b>Percentage</b>	<b>Letter</b>	<b>Point</b>
90-100	A+	4.3
85-89.999...	A	4.0
80-84.999...	A-	3.7

77-79.999...	B+	3.3
73-76.999...	B	3.0
70-72.999...	B-	2.7
67-69.999...	C+	2.3
63-66.999...	C	2.0
60-62.999...	C-	1.7
57-59.999...	D+	1.3
53-56.999...	D	1.0
50-52.999...	D-	0.7
<50	F	0.0

### Grading Process

Grading will be done by the professors and several markers under the supervision of a professor or senior TA. We try and get the grading done within two weeks after each quiz and exam. However, this can sometimes take longer depending on the circumstances.

### Appealing Grades

Unfortunately, some of you will not be happy with some of the marks you receive. However, a poor mark is not sufficient to appeal your grade. You can only appeal a mark if you genuinely believe the grade you were assigned does not accurately reflect the quality of the work.

To appeal, **you must write a memo** outlining why you think your answer answered the question better than the mark you received indicated. You should not include any additional information, such as what you know now, or what you meant at the time. Just explain how the original answer you wrote answers the question better than we thought it did. Appeals can be no longer than **1 PAGE** and should state your argument as succinctly as possible.

Appeals are to be placed in the Comm 161 drop box in the commerce office. You have only **2 WEEKS** to appeal your quiz/assignment/midterm from the announced return date. If you appeal a grade, we first read your reasons; if they are compelling then we will re-mark the midterm exam or quiz in its entirety. This means that your overall mark may remain the same, increase, or decrease.

If your appeal is based on a comparison with another student or team's grade, you must obtain permission from that student or team and both work products must be submitted. Each will be subject to regarding in its entirety. Again, this may result in the overall grade remaining the same, increasing or decreasing.

Note that the above policy only applies to the quizzes, assignments and midterm, since the university senate has a special appeal process for final exams.

### Missed Quizzes

Due to classroom size restrictions and other constraints, you are required to write each of the quizzes in your scheduled class unless you receive email permission from the course instructor to shift the grade weight to the final exam. You must obtain this permission from your professor by email.

If you miss a quiz for illness or compassionate reasons (death or serious illness in family, etc.) for which you were unable to contact the professor beforehand you are required to contact your course professor and the commerce office with appropriate documentation at the earliest reasonable time. In these cases, your professor may allow the grade weight to be shifted to the final exam.

Quizzes that are missed without following these procedures will be counted as 0.

### **Missed Midterm**

A makeup midterm will be available through Julie Carty in the Commerce office. In order to be eligible for the makeup midterm, you must contact your professor and provide a legitimate justification prior to the start of the midterm.

### **Missed Classes**

While we encourage all students to attend every class to obtain the maximum benefit from this course, class attendance is not mandatory nor is it graded. If you miss a class, for any reason whatsoever, you do not need our permission. Life is full of choices, and it is solely your choice if you decide to miss a class. There is no need to contact us either before or after a missed class. If you miss a class, it is your responsibility to read the text book and lecture notes to learn the material. As mentioned above, do not expect to monopolize TA time to have them explain the material to you.

### **Research Pool**

Comm 161 does not participate in the research pool.



COMMERCE 163  
Business Decision Models I

Fall2015

Overview: Making good business decisions requires the use of mathematical methods. Business Decision Models covers a number of common mathematical models that are used to assist managers in making decisions. The discipline that deals with the use of mathematical decision models is known as Management Science or Operations Research. The underlying principle is to construct a "model", which is a mathematical representation of the problem. This model is then manipulated, or "solved", to identify the decision that yields the best outcome in terms of some criterion or criteria. Finally, the model results are applied back to the original managerial problem, or "implemented".

In this course, we shall concentrate on the processes of problem recognition, model formulation, and interpretation of model solution. We will not focus on details of problem solution, but rather will leave computational details to the computer in most cases. The intention of the course is to help you become a perceptive user of quantitative models in an organization.

These models can be divided into two main categories: those that assume that the variables within, and outcomes from, a decision problem are known with certainty (called deterministic models), and those which introduce elements of uncertainty (called stochastic models). In this course we will focus primarily on deterministic models, with the exception of simulation models. Case studies will help in developing familiarity and facility with model formulation and interpretation of results, and will aid in the development of an intuition about effective use of modeling.

Since spreadsheet techniques have become the language of business models, this course will exploit the potential of Microsoft Excel in formulating, solving, and interpreting model results.

The class material has been organized into a number of "Sessions", each of which contains several Power Point slides. The schedule below provides a text reference and a "Session number" reference for each class. You are encouraged to review both the text material and the Power Point slide material before each class. Failure to find time to do this may place you at a disadvantage.

**Textbook:** The recommended text for this course is Practical Management Science, 4th edition, by Winston & Albright, South-Western College Pub, 2011.

From our past experience, the majority of students find the class notes sufficient for understanding the concepts of this course; however some of you may still find the textbook to be quite useful.

**Assistance:**

Class material, including slides and Excel worksheets developed during class sessions, will be available on the course website. Q&A sessions with the TAs will be held four days per week. The schedule and location will be posted on the course web site.

**Attendance:** We do not take formal attendance, and attendance has no direct affect on your grade. Our view is that you are supposed to be adults, and if you can learn that material without our help, we will not be personally offended. However, we do informally monitor attendance, and most students find regular attendance essential to performing well in the class. Also, **if** you don't come to class, please do not come to our office hours with questions about the material we discssed there.

Questions: Unless you have skipped class, questions are strongly encouraged during class, during office hours, and via e-mail.

Course Evaluation: The final grade will be approximately based on the following scheme:

final exam	50%
mid-term	30%
assignments	20%

Proviso: The group work (assignments) and/or research credits will not raise your final mark into the next letter range (i.e. the overall group grade and/or research credits will not raise a B to an A, C to B, D to C nor an F to a D). Note that this means that to earn a passing grade in this course you must have a passing grade on your individual work (the final exam and the mid-term).

Exams: Examinations will be "open book and notes". The final will be "cumulative", covering all topics in the course. This means understanding (not memorizing) the concepts is crucial, and thus keeping up to date in assignments and course work is vital. Take note that some of the ideas we will discuss are more subtle than they might first appear!

The Midterm exam will be on Monday, October 20, 6:30-8:30.

Assignments: There will be 5 graded assignments during the term. Most homework problems will involve computer work. The submissions must be placed in the marked box in the Commerce Office by 11:30 am on the due dates as shown on the schedule below. No electronic submissions of assignment material will be accepted. Late assignments will not be acceptable, since the assignment solution will be available on the website immediately following the submission deadline.

To assist your learning, you will be required to assign yourself to a group of up to three students to prepare assignment material. All group members are responsible for all assignment material. Collaboration among groups on assignment material is not permissible.

The homework assignments are a significant amount of work, and we often get complaints that they count for so little a percentage of the grade. Regrettably, we have run into problems in the past when we have placed more emphasis on homework in the grading scheme. These problems occur because we allow collaboration on homework and it is very hard to monitor exactly how people "collaborate". In any event, the homework grades tend to vary relatively little (average homework scores are well into the 90's most semesters). Thus we place just enough weight on homework to induce students to actually complete the assignments. Think of the homework as a critical part of the learning process: We evaluate that learning process mainly by exams, but you learn mainly through the homework (provided you don't abuse your freedom to collaborate).

<u>Assignment</u>	<u>Due Date</u>
1 (Linear Programming)	Oct2
2 (Linear Programming)	Oct9
3 (Integer Programming)	Oct 16
4 (Networks, Inventory)	Nov20
5 {Simulation}	Dec9

## ACADENDCINTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of

sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity.

**If** I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

#### Turnitin.com

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

#### SCHEDULE:

Class 1. Week of September 14

Topic: Introduction

Text Reference: Chapters 1-2

Notes Reference: Topic 1

Class 2. Week of September 14

Topic: Introduction to Linear Programming

Text Reference: Chapters 3-4

Notes Reference: Topic 2, Lamps and Bowls

Class 3. Week of September 21

Topic: Linear Programming Formulations & Sensitivity Analysis

Text Reference: Chapters 3-4

Notes Reference: Topic 3

Class 4. Week of September 21

Topic: LP formulations and Sensitivity Analysis

Text Reference: Chapters 3-4

Notes Reference: Topic 3

**Class 5. Week of September 28**

Topic: LP Formulations - Examples

Text Reference: Chapters 3-4

Notes Reference: Topic 3

**Class 6. Week of September 28**

Topic: LP Case Studies

Text Reference: Chapters 3-4

Notes Reference: Topic 3, Case Problems: Julia's Food Booth, Susie Wong's Budget and Walsh's Juice Company

**Class 7. Week of October 5**

Topic: Integer Programming

Text Reference: Chapter 6

Notes Reference: Topic 4

**Class 8. Week of October 5**

Topic: Integer Programming, binary variables

Text Reference: Chapter 6

Notes Reference: Topic 4

**Class 9. Week of October 12**

Topic: Integer Programming, formulation and Solver-Mid Term review

Text Reference: Chapter 6, Notes Reference: Topic 4

**October 19-23**

Midterm exam week.

Midterm exam is, October 20th, 6:30-8:30.

**Class 10. Week of October 26**

Topic: Transportation, Transshipment and Assignment Problems

Text Reference: Chapter 5.1-5.4

Notes Reference: Topic 5

**Class 11. Week of October 26**

Topic: Network Models, Shortest Route and Maximum Flow

Text Reference: Chapter 5.1-5.4

Notes Reference: Topic 6

**Class 12. Week of November 2**

Topic: Inventory Management (EOQ)

Text Reference: Chapter 13.1-13.4

Notes Reference: Topic 7

**Class 13. Week of November 2**

Topic: Inventory Management: Shortages and Discounts

Text Reference: Chapter 13.1-13.4

Notes Reference: Topic?

**Class 14. Week of November 9**

Topic: Simulation

Notes Reference: Topic 8

Class 15. Week of November 9  
Topic: Static Simulation Models  
Notes Reference: Topic 8

Class 16. Week of November 16  
Topic: Static and Dynamic Simulation Models  
Notes Reference: Topic 8

Class 17. Week of November 16  
Topic: Static and Dynamic Simulation Models  
Notes Reference: Topic 8

Class 18. Week of November 23  
Topic: Dynamic Simulation Models  
Notes Reference: Topic 8

Class 19. Week of November 23  
Project Management  
Text Reference: Chapter 5.5  
Notes Reference: Topic 9

Class 20. Week of November 30  
Project Management Example

Class 21. Week of November 30  
Final Review

## COMM 172 – MANAGERIAL ECONOMICS, Fall 2015

### COURSE DESCRIPTION AND LEARNING OBJECTIVES

This is a course in *applied* Microeconomics. Its objective is to increase your understanding of economic concepts and current economic problems and to develop analytical tools helpful in managerial decision making. Economics (together with mathematics and psychology) is one of the foundational disciplines for most of the courses offered at modern business schools.

Exposure to economic concepts facilitates understanding of many of the topics studied in finance, marketing, accounting, strategy, etc. In addition, it contributes to your ability to analyze critically the business press reports on developments in the Canadian and world economies and on government policies toward business.

The course presentation builds on the foundations developed in the *Principles of Economics* course, and relies heavily on diagrams. Algebra and some elementary calculus concepts will also be used whenever appropriate.

### COURSE WEBSITE

The PowerPoint slides for each class will be posted on the course website *before* the class. You may find it useful to bring a hard copy with you to class to facilitate note-taking. Last year's exam is also posted to give you some idea of the nature of exam questions you may expect. [Please note: There were three instructors teaching COMM 172, and some of the topics covered last year may not appear on your exam]. In addition to the PowerPoint slides and last year's exam, there will be occasional postings of notes on topics inadequately covered in the textbook, and/or topics arising from class discussion.

### THE TEXTBOOK

*Microeconomics*, Eighth Edition (2013) by Robert S. Pindyck and Daniel L. Rubinfeld. The book is available for sale in the Campus Bookstore. However, you can also purchase used copies of the 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> edition, since the coverage is essentially the same.

The *Study Guide* and the access code to *MyEconLab* are **NOT** required for this course.

### EVALUATION

Four Team Assignments (5% each).....	20%
Mid-term Exam.....	30%
Final Exam.....	50%

If your Final Exam mark is higher than your Mid-term mark, your Mid-term mark will be disregarded and your Final Exam mark will count for 80% of the course mark. All other weights are fixed and cannot be renegotiated. It is necessary to achieve at least 50% on the Final Exam in order to pass the course.

### **COURSE OUTLINE (2015)**

(All textbook references are to the chapter sections in the 8<sup>th</sup> Edition)

Class	References	Topics
1. <b>Sept. 15</b>	2.1 – 2.3	Course Introduction; Supply and Demand; Market Mechanism; Changes in Market Equilibrium.
2. <b>Sept. 17</b>	2.4 – 2.5	Elasticities of Supply and Demand; Short-Run vs. Long-Run Elasticities

3. **Sept. 22** 4.3 – 4.4 Market Demand; Consumer Surplus; Demand Function and its Estimation; Interpretation of the Demand Function Coefficients
4. **Sept. 24** 6.1 – 6.4 Firms and their Production Decisions; Production with One Variable Input; Production with Two Variable Inputs; Returns to Scale
5. **Sept. 29** Supplement Canada’s “productivity problem” and competitiveness
6. **Oct. 1** 7.1–7.4; 7.6 Measuring Cost; Cost in the Short Run; Cost in the Long Run; Long-Run vs. Short-Run Cost Curves; The Learning Curve

**Team Assignment 1 is due Friday, October 2 at 12.00 p.m. (noon)**

7. **Oct. 6** 8.1 – 8.4 Perfectly Competitive Markets; Profit Maximization; Marginal Revenue and Marginal Cost; Choosing Output in the Short Run
8. **Oct. 8** 8.5 – 8.7 The Competitive Firm’s Short-Run Supply Curve; The Short-Run Market Supply Curve; Choosing Output in the Long Run
9. **Oct. 13** 9.2, 9.3, 9.5, 9.6 The Efficiency of a Competitive Market; Minimum Prices; Import Quotas and Tariffs; The Impact of a Tax or Subsidy
10. **Oct. 15** Review before Mid-Term Exam

**Team Assignment 2 is due Friday, October 16 at 12.00 p.m. (noon)**

**Mid-Term Exam Week October 19-23 (no classes)**

11. **Oct. 27** 10.1. – 10.4 Monopoly; Monopoly Power; Sources of Monopoly Power; Social Costs of Monopoly Power
12. **Oct. 29** 11.1 – 11.4 Capturing Consumer Surplus; Price Discrimination; Inter-temporal Price Discrimination and Peak-Load Pricing; Two-Part Tariff
13. **Nov. 3** 12.1, 12.2, 11.6 Monopolistic Competition; Oligopoly; Advertising
14. **Nov. 5** 12.3 – 12.6 Price Competition; Competition vs. Collusion: The Prisoners’ Dilemma; Implication of the Prisoners’ Dilemma for Oligopolistic Pricing; Cartels



15. **Nov. 10** 13.1 – 13.3 Gaming and Strategic Decisions; Dominant Strategies; The Nash Equilibrium
16. **Nov. 12** 13.4 – 13.5 Repeated Games; Sequential Games;
17. **Nov. 17** 13.6 – 13.7 Threats, Commitments and Credibility; Entry Deterrence

**Team Assignment 3 is due Friday, November 20 at 12.00 p.m. (noon)**

18. **Nov. 19** 17.1 – 17.3 Quality Uncertainty and the Market for Lemons; Market Signalling; Moral Hazard
19. **Nov. 24** 17.4, 17.6 Supplement Principal-Agent Problem; Asymmetric Information in Labour Markets; Efficiency Wage Theory; Income Inequality
20. **Nov. 26** 18.1 - 18.3 Externalities; Ways of Correcting Market Failure; Stock Externalities
21. **Dec. 1** 18.4 - 18.6 Supplement Externalities and Property Rights; Common Property Resources; Public Goods; Canadian Government Policies toward the Environment
22. **Dec. 3** Review before Final Exam

**Team Assignment 4 is due Friday, December 4 at 12.00 p.m. (noon)**

### ***COURSE POLICIES***

*It is assumed that all students know the course policies, and all are expected to comply with them*

### **ACADEMIC INTEGRITY**

#### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:  
[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **COURSE MATERIAL**

The course material (lecture notes, assignments, handouts/supplements, etc.) is copyrighted and is for the sole use of students registered in COMM 172. This material shall not be distributed or disseminated to anyone other than students registered in COMM 172. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

### **OFFICE HOURS AND E-MAIL CONTACT**

My regular office hours are indicated on the first page. Additional office hours will be provided before the mid-term and final exams. If you have classes during my regular office hours, please e-mail me to arrange an appointment. Alternatively, you can e-mail me your questions and I will deal with them electronically.

### **READINGS**

It is expected that you will read the assigned sections of the textbook and the "Supplements" *before* the relevant class. Please print out and bring with you to class the PowerPoint slides posted on the course website to facilitate your note-taking.

### **TEAM ASSIGNMENTS**

Please form teams of **no more than four students per team**. The composition of the teams will not be changed over the course of the term – any conflicts must be resolved internally, as in any professional environment. Each team is expected to submit only one version of each assignment.

When working on the assignments, please be aware that **I am available to answer clarifying questions** and discuss those concepts from the textbook or from the lectures and PowerPoint slides which may not have been well understood. **However**, for reasons of fairness to your colleagues, I will not answer questions of the type "Here is a draft of our assignment. Please have a look at it and tell us if we are on the right track".

The completed team assignments should be dropped off into the COMM 172 box in the Commerce Office assigned to your section (each professor has his/her own drop box). **Make sure to put your section number on top of the front page of your assignment**. Each assignment must be submitted by the specified deadline. Late submissions are subject to the following penalty: **10% will be deducted from your mark for every hour after the deadline**. This penalty applies to the entire team, no matter who is responsible for the delay. Assignments submitted late must be delivered to my office; those dropped off into the COMM 172 box after the specified deadline will not be accepted (will receive a mark of zero).

Please submit **hard copies**. Electronic copies will not be accepted. It is **acceptable to turn in hand-written assignments** (preferably written with pen, rather than pencil), but please make sure your handwriting is legible.

### **EXAMS**

The mid-term and final exams are administered by the Commerce Office and the University Exams Office. All exams in this course are **closed-book, closed-notes** exams. Only non-programmable calculators and, if necessary, dictionaries are permitted. **Cell phones are not allowed** in the exam hall. The coverage of the final exam will be cumulative, i.e. the questions cover the whole course, including topics discussed prior to the mid-term exam.

If you cannot write the exam at the specified date due to **medical reasons**, you must contact the Commerce Office prior to the scheduled date and provide appropriate documentation. A date for a make-up exam will be arranged; the questions will be different from those on the regularly scheduled exam. Similarly, if you have a **conflict with another Queen's University exam**, you need to contact the Commerce Office as soon as possible to make the necessary arrangements.

With the exception of medical reasons and conflict with another Queen's University exam, there will be no alternative dates to the officially scheduled examinations. Please do not schedule job interviews or meetings during the exam periods and adjust your travel plans accordingly.

### **RE-GRADING**

Team assignments and exams are marked by teaching assistants working with my detailed instructions and supervision to ensure fairness and consistency. Please contact me if you detect errors in adding-up of marks on team assignments or on exams; these will be corrected immediately. If you disagree with the mark you receive on your team assignment or on an exam, you can submit them for re-marking within 14 days after the marks have been released. When asking for re-grading, you must submit the assignment or an exam in question, accompanied by a written statement explaining where and why you think the marking is incorrect or incomplete. If the grounds for your request are based on a comparison with another person's exam or assignment, these must also be submitted with your request. I will carefully read your statement and determine the eligibility for re-grading and review your entire exam or assignment myself. Please note that re-grading can result in a mark lower than that originally given.

## Commerce 173 – International Business

Fall, 2015

**Description:** This course will introduce you to the main ideas, often expressed as theories, that describe how the world's largest and most extensive companies operate.

As Canada is a small country (0.5% of the world's population), should you go into business it's highly likely that to work with, learn from, and compete against the best people in the world, you'll have to go somewhere else in the world.

Doing so and succeeding is quite different from taking a vacation, going on exchange, or even working on a temporary assignment in a host country. You'll be exposed to a host of differences, many of which won't be initially evident to you, and be expected to adapt.

Even if you do wind up working in Canada, it's quite rare to find any Canadian company of substance focused solely on doing business here. Most are international, for three reasons:

- The small Canadian market means that future growth will have to come from customers in other countries;
- Remaining cost-competitive often means moving some parts of work to places with different overall costs (including, but not exclusive to employee costs);
- Fast learning is vital to competitive success and usually occurs best when a company has to overcome unfamiliar obstacles (which it won't find here).

So I hope you realize, as many do, that having a basic understanding of international business is as fundamental to building a good future as understanding accounting, finance or marketing.

I also hope that this course stimulates your interest in the subject such that you select one or more of the follow-on international business courses in third year.

**Learning Outcomes:** Upon successful completion of this course, you will be able to:

1. **Understand** the major choices that multinational corporations encounter in day-to-day competition;
2. **Develop** plausible rationales and explanations for those choices, and create good alternatives;
3. **Explain** how features of the global environment, usually expressed as either "difference" or "incident", affect the conduct of international business;

4. **Apply** the main theories of the international business discipline to make sense of the possible causes of current and historic business performance.

**Personal Learning Goals:** Use the space below to list the top three goals you have for this course. We'll discuss them throughout the semester.

- 1.
- 2.
- 3.

**Classroom Procedures:** "Successful completion" of 173 is probable, but not guaranteed. Part of the reason is that 173 will be one of the first courses that shift your effort away from identifying a "right answer" to being able to synthesize and structure a "best answer" to any managerial situation.

What does this mean in practice? Simply, that there are few absolutely correct choices in situations where results are known in the future and the information available to you is imperfect. So you, like any decision-maker, needs to practice making sense of facts, making choices, and persuading others to agree.

Consequently, we'll study international business with frequent reference to examples, especially those currently in the news. Yes, there will be part of the course that is "theoretical" – but once you know where theories come from, you'll realize that a good theory is your best ally in the future.

All course materials will be made available via the portal. There is no course text or case package. In an effort to save you some money, briefing notes for each class will be made available to you free of charge. These notes will have been prepared either by me, or Prof. Keith Rogers, or a research assistant working under his direction.

Also, some materials will have to be obtained online via the Queen's library system (again, free of charge to you).

Note that slides will only be made available at the end of each day you have a class. That's so you focus on the ideas being discussed during class, or readying yourself to participate in a discussion, rather than reading ahead.

You won't need a computer, tablet, phone or smart watch for class. Assume that you can leave all of them in your knapsack.

Not on your desk, where temptation could prove too strong. And not in your lap, which is furtive, which consequently diminishes you both in the eyes of your classmates and me. In your knapsack, then, please.

Why? To ensure that your learning is as effective as possible, meaning that your grades will be higher. The latest scientific research provides three good reasons

why using internet-connected devices harms your learning and lowers your grades:

1. Using a device interferes with the attention of other students by distracting them. Their performance deteriorates. I won't permit that to occur.
2. Taking notes by hand is actually far better as a way of forming memories and in generating useful insights.
3. "Multitasking" is impossible, according to cognitive scientists. Trying it anyway, either to fend off boredom or as a habituated response, effectively means that a person rarely remembers anything. His or her attention is too fragmented to acquire, manipulate, and internalize a simple idea. (Ask yourself – are there any "big ideas" or techniques from first year that you have forgotten already? If you were trapped in the habit of routinely doing more than one thing at a time, that's why. This habit can be cured.)

Links to the relevant studies are posted on the course portal in case you are interested in learning more.

**Groups:** As half of your final grade will be determined by group activities, you will participate within a group during and between classes. This means you will sit with your group in class. Expect to be part of a group of five students, ideally, though six is an absolute maximum. You are free to form groups on your own, or subgroups that can be expanded. Further details will be discussed in class.

**How to Perform Well in Comm 173:** Students who have performed well studying this subject share the following characteristics:

- They aimed for mastery in studying this subject, rather than seeking high grades alone. Practice brings mastery. Mastery brings high grades. There are no shortcuts.
- They attended every class. They did not leave early for Thanksgiving, cut a class to finish an assignment in another course, or let the excitement that is associated with a conference confuse them about what mattered most.
- They came to class with the readings and – vitally – the preparatory questions complete. The highest-performing students discussed their answers to the preparatory questions with a member of their group. The aim was not to find the "right answer", as there isn't one, but instead to test the reasoning that led to each answer.
- Brought thoughtful questions to class and asked for advice when something in the readings or class activities was not clear to them.

- Arrived in class having had sufficient rest, hydration, and food of good quality so as to remove any physical barriers that otherwise could prevent them from giving each class their full attention.

**Evaluation:** Your grade in this course will be composed of both group and individual components. Each will be worth 50% of the final grade.

Five in-class group quizzes, taking only the best four	25
Group project	25
Final exam, held during the usual final exam period set by the University.	50

The **key due dates** you need to note are:

In-class group quizzes will be held on each of:

**Thursday, October 1;**  
**Monday, October 26;**  
**Thursday, November 5;**  
**Thursday, November 19; and**  
**Thursday, December 3.**

The group project will be due on **Friday, November 27** at midnight. A work plan for your group project will be due **Friday, October 2**, at midnight.

**The university will set the date of the final exam.** None of us seem to have any influence on the date, so let's hope it's as early as possible.

These dates are firm, and have been set in collaboration with other fall term instructors to minimize, though not eliminate, incidents whereby multiple deliverables are due on the same date.

A late submission of a group project or of the work plan will result in a final course grade reduction of 2% for every 72 hours or part thereof of lateness. (**Note that this is a course grade reduction, not a project grade reduction.** As in the real world, lateness can be costly.)

As group projects and work plans will be submitted using the portal's dropbox feature, I will rely on the time stamp it gives to your project as the final arbiter of timeliness.



Final course grades will be translated into letter grades using the same categorization system used elsewhere in Commerce.

To ensure consistent evaluation within the class, and to give everyone clear direction as to what is expected, a scoring rubric will be used for each item of evaluation. These scoring rubrics will be made available via the portal according to this schedule:

- Group project – early September
- Group quizzes – the day after the quiz
- Final exam – within a week of the exam

**Bonus grades are possible too:** In the past I've asked students to formulate and submit questions that could be used on the final exam. In 2014 the entire exam was composed of questions proposed by students, though selected by me.

I will make that same offer available this year. **For each of your questions that is selected for the final exam, you will receive a 1% addition to your final grade.**

Details about what entails a good question will be made available by the end of September, and questions will be welcomed via the portal dropbox after mid-term week.

You are welcome to propose as many questions as you like. Naturally, these questions must be of your own creation.

I also encourage you to share the questions you develop with your classmates.

**Peer evaluation for an individual's contribution to his/her group:** To fight the odious practice of free-riding, which burdens a group unlucky enough to discover that one of its members is lazy or indifferent to contributing fairly, the group component of 50% will be multiplied by a peer weighting factor.

This factor will be the average of your groupmates' assessments of your contribution to the overall workload of the group, which will include a project and in-class quizzes.

Everyone will have a certain number of points available to distribute among your group members. That number is equal to  $(N-1) * 100$ , where N is the number of people in your group.

Example:

Sid, Nancy, and Ali are members of a group that has a total of six members. That means every member of that group, including Sid, Nancy, and Ali, has 500 points to

distribute.

At the end of term, everyone will be asked to assess the contribution made by his or her groupmates to the overall work done by the group by allocating points to other members of the group (i.e., not to yourself).

If everyone on the group makes approximately the same contribution, each group member should wind up with 100 points.

If someone has made a disproportionately significant contribution, he or she should receive more than 100 points.

Likewise, if someone has made a disproportionally inadequate contribution, he or she should receive fewer than 100 points.

Example:

Sid was lazy, and earned an average of only 80 points. Nancy contributed about as much as others and wound up with an average of 100 points. Ali was awesome...he went above and beyond in support of the group's work and earned an average of 120 points.

Allocating points is an academic activity and should be taken very seriously by you. Trivializing it, pre-arranging outcomes, or in some other way answering dishonestly is an academic offense and will be treated as such.

That's because each group member's grades for group activity will be multiplied by the factor they earned from their groupmates' peer evaluation, divided by 100.

Example:

The group earned a total of 80% on group activities (all quizzes and the project added together). As group activities count for half of the course grade, this should translate into a grade of **40/50** for each student, assuming an equal contribution of effort. In the case of this fictional group, not all efforts were equal:

Sid earned:

$$80 \text{ (group grade)} * 80/100 \text{ (peer weighting for Sid)} = 64\% \text{ or } \mathbf{32/50}$$

Nancy earned:

$$80 \text{ (group grade)} * 100/100 \text{ (peer weighting for Nancy)} = 80\% \text{ or } \mathbf{40/50}$$

Ali earned:

$$80 (\text{group grade}) * 120/100 (\text{peer weighting for Ali}) = 96\% \text{ or } \mathbf{48/50}$$

**Group Quizzes and the Final Exam:** These will be both composed of short answer questions. Examples of questions that could appear on a group quiz and the final exam will be discussed in each class. You'll also have the opportunity to practice such questions through in-class discussions.

Everything in your readings and our in-class activity, including material presented on slides or on the board, and our discussions, is within the scope of the final exam.

I'll indicate which classes will be emphasized in each group quiz, though no group quiz will contain only questions about material arising since the previous group quiz. Each course section will encounter different questions on the group quiz, though the level of effort required will be common for everyone.

Every group member is expected to be present for every group quiz.

Your requirement to attend will not be set aside for any of the "standard" justifications such as conference attendance, group practices, games, university sports, job interviews, overload from other courses, minor illness, etc. Rather, these will be handled by your group's use of 'hall passes' as described in this section and by the general caveats described below.

The calculation of your grade for each quiz will be the sum of the grades earned by the group divided by the number of members in the group. Unless otherwise noted before the start of the quiz, each group member will receive the same quiz grade.

Example 1:

Suppose your group has six members but only four attend class for quiz 1 (apparently one of the missing members had a cold; another chose to attend a conference.) In this case it turns out to be a group quiz (i.e., everyone participates on generating a single set of answers). In spite of small numbers, your group does a great job and scores 90% on the quiz. You'll have earned a total of 360 points ( $360 = 90 + 90 + 90 + 90 + 0 + 0$ ) for the quiz. This will be divided by the number of members of the group (six), so each would receive  $60\% = 360 / 6$  on the first quiz.

Example 2:

Suppose your group has six members and all six are present for quiz two – which turns out to be a group quiz with individual responses. Your group scores 80, 82, 70, 75, 73 and 95, for a total of 475 marks which produces an average of 79.2 for each member of the group  $79.2 = (475 = 80 + 82 + 70 + 75 + 73 + 95) / 6$ .

Sometimes people do not perform well on quizzes and sometimes life events

prevent them from showing up. So, I have built in some flexibility for quizzes, based on the idea of the 'hall pass.' Groups are allocated three hall passes. Each hall pass can be used to remove the impact of any one member's performance on a quiz.<sup>2</sup> This impact includes absence, or simply earning a low score.

So if a single hall pass had been used in example 1, the quiz grade would have been  $72\% = (360 = 90 + 90 + 90 + 90 + 0) / 5$ ; if two hall passes had been used, the quiz grade would have been  $90 = (360 = 90 + 90 + 90 + 90) / 4$ . There would be no advantage in using the group's remaining hall pass.

In example 2, if one hall pass had been used, there would be a total of 405 marks after dropping the lowest grade ( $80 + 82 + 75 + 73 + 95$ ) and an average of  $81 = (405 = 80 + 82 + 75 + 95) / 5$ . If two hall passes were used, the average would be  $83 = (332 = 80 + 82 + 75 + 95) / 4$ .

Since hall passes have value, I recommend that your group discuss how you want to use them. Please note that any group member's choices about attending quizzes or keeping up with coursework can affect overall group performance, and reduce the supply of hall passes available for the future. I advise you to save your three hall passes for minor illnesses, whose incidence cannot be forecast with accuracy. However, the choice is up to the group.

**Group project:** This will be a research report on a topic or incident in international business. Details, and the scoring rubric, will be provided separately.

**Final exam review and regrading:** Of course you will be able to review your final exam. A session for this purpose will take place in January, most likely after the second week of classes. Everyone will be invited to attend though registration will be required.

The purpose of the review is to enable you to review your paper. It is not to negotiate any change to the grade. However, if you note a simple addition error, point it out and that can be fixed right away.

Note that in most cases the graders will not have provided any comments at all, and may simply have provided a resulting grade for a question.

According to university rules, you may not take notes or make a copy of the exam materials in any form, including cell phone pictures. Your exam must be returned before you leave the room.

---

<sup>2</sup> You do not actually have to do this. I will implement this for you in such a way as to maximize your benefit.

Having reviewed the exam, if you believe there is an error in grading, you may request that it be regraded through the Commerce Office in accordance with the

existing regrading policy. There is no other way to obtain a grade change in the final exam than by following the university's policy pertaining to final exam regrades.

In particular, be aware that there are time limits associated with a request for a regrade request. Also note that a formal regrade request exposes the entire exam to being regraded – not just a particular question – and consequently may lead to your grade going down as a result if the regrader finds that you were incorrectly awarded more marks than your answers warranted.

Please ensure you are on time for your scheduled appointment and bring your student card. Missing an appointment without prior notice or reason is both inconsiderate and unprofessional, and may result in forfeiting the opportunity to review your exam.

**Missing Classes:** While I encourage and expect you to attend every class to obtain the maximum benefit from this course, class attendance on non-quiz days is not mandatory.

Life is full of choices, and it is solely your choice if you decide to skip a class. There is no need to contact me before or after a missed class. However, if I notice that you are absent, I may send you an email asking if anything is amiss...we're all human beings first, so any inquiry I might make arises from a source of genuine interest and caring. I assure you that I am not seeking to add to the pressure you already face by insisting that you attend class.

If you do miss a class, it is your responsibility to get caught up. Here you should draw on your group first, as neither the TA's nor me have the time to conduct a 1:1 review. Of course we are available to help with questions of theory or application.

**QSB Research Pool:** Comm 173 does not participate in the research pool.

**Academic Integrity:** I'm following the same policy that you've seen elsewhere in the business school. The Dean's Office provided the text that follows, and I've made no substantive changes to it.

**“Definition of Academic Integrity:** Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding

academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this course, note the following guidelines for individual and group work.

**If any doubt remains, ask the instructor. The onus is on you to ensure that your actions do not violate the standards of academic integrity that are expected at the Business School.**

**Individual Work:** Assignments and examinations that are identified in a course syllabus as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the Internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

**Group Work:** The instructor will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the Internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on each assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to it. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

**Consequences of a Breach of Academic Integrity:** Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on an assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

An instructor has a responsibility to investigate any suspected breach of academic integrity. If he/she determines that a departure from Academic Integrity has occurred, they are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Turnitin.com:** Turnitin is a plagiarism detection tool used by many educational institutions, including the Business School. Its purpose is to verify the originality of a deliverable (i.e., an assignment) and, in doing so, confirms the originality that each student or group puts into coursework via a rating score. Turnitin automatically verifies and scores all assignments sent through the dropbox feature of the portal.”

**Reaching Me:** I'm at the university on Monday, Tuesday till noon, and Thursday of each week during the term. I'm in Toronto on Wednesday and Prince Edward County (where I live) on Friday. Wednesday and Friday are days I use to catch up, or work on research and writing. I try to take Saturday off and usually work on Sunday on course-related activities.

While I will honour posted office hours, I encourage you to contact me without delay, any day of the week, about any questions to do with course content. It is important that you don't fall behind.

Questions of a more administrative nature should go to the TA who is the admin contact for your section. I'll provide that person's email address at our second class.

# COMM 181: Human Resource Management

## Fall 2015

### Course Information

COMM 181 provides students with an introduction to human resource management in Canada, focusing on the strategic importance of managing people in organizations. This course focuses on the role of individuals in creating dynamic, successful organizations by developing an understanding of how the principles and practices of human resource management help firms to attract, retain, and develop their human capital, with due regard to the legal context and labour relations realities. The course is designed to illustrate the importance of human resource management for all managers in an organization, not just those who work in the functional area of human resources.

Through this course, students will:

1. Explore the legal framework for employment and labour relations in Canada. Appreciate the rationale for, and the limits of, laws in the workplace setting
2. Understand and appreciate the fundamental human resource functions and how they contribute to the strategic and long-term success of an organization
3. Assess the value and relevance of a strong labour relations environment, as well as develop a solid grasp of the labour arbitration process
4. Cultivate an appreciation of, and an approach to: current issues in employee relations; the contemporary challenges of managing employees; and the changing nature of employee concerns.

---

### Learning Materials and Resources

Course website: the course website is our primary means of communication. I will post class topics, reading links and reminders, class slides, assignments and important announcements there. I rarely email students directly so please become accustomed to checking the course website every day for materials and announcements.

Textbook: *Essentials of Managing Human Resources*, 4th or 5th Canadian Edition (Nelson 2011 or 2013), by Stewart, Belcourt, Fitzgerald, Bohlander, and Snell at Queen's Bookstore. Page number assignments are included for both (SBFBS 5 – indicates 5th; SBBS 4 – indicates 4th edition).

Links: Required readings linked to the library or other sources via electronic outline and course website. These are not optional readings and they are testable. If you have trouble with any of the library links, you can use the search summons to retrieve them: <http://queensu.summon.serialssolutions.com/advanced/>

Course package: A small course pack is available in the Case Room at Goodes Hall. The package contains cases and chapters that are required for the course.

Class slides: I will post a student version of my powerpoint slides to the course website the day before class. Your version of the slides will be different than the set I use in class. I often include additional slides and/or answers in the in-class slide deck for pedagogical reasons. I will not post the additional or altered slides later – you need to take note of differences in class. The slides are not lecture notes on powerpoint. They are meant to guide discussion, not summarize the material for you. It is your responsibility to catch up on in-class slides if you are absent. If you are away please ask a classmate for the in-class notes.

Supplementary readings: Optional readings will also be made available for those who have particular interest in the subject. These will be posted to the course website; they will clearly be labelled as optional and are not testable.



## Course Requirements

### Overview

Reflective Learning Brief (individual)	10%
Mid-term Examination	20%
Arbitration Project (group)	30%
Participation and Professionalism	10%
Final Examination	30%

### Reflective Learning Brief – 10%

An individual assignment will be distributed in Class 3. An exercise will be conducted in class 3; students will then be required to submit a critical reflection on their evaluation of the state of human rights, privilege and/or discrimination in the workplace Canada. The brief is expected to be about three to four pages long (double-spaced).

Due: in class on Friday October 2; electronic copy to be uploaded to D2L by 11:59 p.m. midnight

Mid-Term Examination – 20% A mid-term exam consisting of short answers and fact scenarios will be written during mid-term exam week. Students will be tested on their understanding of concepts covered in modules one and two.

Held: During mid-term exam week (90 minutes); scheduled by the Commerce Office

### Group Arbitration Project – 30% (15% oral hearing, 15% paper)

This group exercise will give students the opportunity of arguing, both orally and in written form, a set of human resource management issues (usually precipitated by the discipline or discharge of an employee) on behalf of either an employer or employee in the context of a labour-management relationship and a collective agreement. Half of the groups will be assigned the role of union and half the role of employer. Each union group will be matched with an employer group, and each such pair of teams will be required to analyze, research, prepare, and then argue their case in front of an arbitrator. Groups will be graded on their research, oral and written presentations. Case packages will be distributed in mid-October. Hearings will be held during the last few weeks of the term (teams and arbitrators establish hearing times).

Due: Hearings will be held on various dates; written submissions uploaded to D2L the day of the hearing and rebuttals three days following.

### Participation & Professionalism – 10% (assessed each class)

Students are expected to contribute through critical analysis of the concepts presented in the cases, readings, and in class. To be successful, students should focus on:

Students are expected to contribute through critical analysis of the concepts presented in the cases, readings, and in class. To be successful, students should focus on:

1. Attendance with namecard: clearly, you must be in class and I must know your name to earn participation and professionalism marks.
2. Verbal contribution: answering questions, offering feedback, criticism, insights from the readings and sharing experiences during class.
3. In-class engagement and activities: students are expected to demonstrate their knowledge of assigned materials and course concepts through debates, exercises and activities conducted in-class.
4. Professionalism: being punctual, engaged in class, and respectful of the learning environment.

Assessed every class; optional self-evaluation is due to D2L dropbox on Friday, December 4 by 11:59 p.m.

### Final Examination – 30%

The final exam will consist of short answers and case analysis. Short answers require students to demonstrate understanding of concepts and not memorization of the text. Case analysis will require students to analyze an HR problem and make recommendations as to how to proceed.

Held: During fall exam period (3 hours); scheduled by the Exams Office

Late penalty: Students will lose one letter grade per day that an assignment is late; that includes the weekend - one

for Saturday, another for Sunday (for example, if the paper is due on Friday and you submit on Sunday, you will lose two letter grades; if you earned an A-, your final grade will be a B). Late assignments should be emailed to me and uploaded to the D2L dropbox: [ccoulter@business.queensu.ca](mailto:ccoulter@business.queensu.ca)

The lateness consequence exists to encourage students to manage time effectively and to ensure fairness for all students in the class who also have competing priorities and deadlines. Extensions are not given unless there are extenuating circumstances (i.e. beyond your control).

Extenuating circumstances: Unfortunately we all become ill at times and unforeseen events can interfere with academic commitments. If you miss a class due to illness or other circumstance beyond your control, a note is not required. I trust you to make the best decisions about your health and your time.

However, if you are seeking an extension to a deadline, documentation supporting your need for additional time may be required. Additionally, chronic absenteeism will have a negative effect on your participation and professionalism grade. Please get in touch with me to discuss illness and/or any accommodation required as soon as possible.

---

## Expectations

### Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php). Helpful FAQs about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity. Individual assignments: The reflective learning brief and both exams are individual in nature and must be the

result of your individual effort. Outside sources must be properly cited and referenced using APA format in your assignments. Exams will be written by you without any aids.

Group assignment: The arbitration exercise must be completed by your group, and your group alone. There is to be no collaboration with other groups, students, professors, parents, lawyers, or anyone else with knowledge of the arbitral process without prior written permission of the instructor. Any collaboration outside of these guidelines will be investigated as a possible breach of academic integrity.

Consequences of an AI breach: Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Class preparation: This course involves case studies, discussions, and class exercises. Classes require your active participation. It is expected that you will have completed the assigned readings and other preparation prior to class so that you can be actively involved in class exercises and discussions. As you prepare the material in advance of class, it is recommended that you not only summarize the main themes of the readings, but also reflect on the broader implications of the material.

Accommodation: If you require any accommodation related to a disability or other special need, please let me know as soon as possible. I will do my part to support you and ensure that your needs are addressed.

Personal technology: You are encouraged to use technology in ways that will enhance, and not detract from, your classroom experience and more importantly, the experience of those around you. Note that there will be times (e.g. during student and guest speaker presentations and at other times) when I will require laptops to be closed. You should not use your mobile device during class except in the case of an emergency.

Namecards and participation: I want to learn your names and for each of us to know to whom we are speaking. Each student is required to post a namecard during every class. It is your responsibility to post your namecard each and every class (without reminders from me). If you do not post a namecard, I cannot record your participation. To be very clear: if you choose not to post a namecard, you can expect a grade of zero for participation and professionalism.

Teaching style: My teaching style is a combination of lecture, discussion and in-class activities. I will not simply repeat what is in the readings, though I will emphasize and explain important themes and complex concepts. I will assume you have completed assigned readings before class. Full engagement and participation of students is required for the best learning experience.

Communication: I am available to meet in person during my office hours and by appointment if you have a conflict with my office hours. Simply send me an e-mail; I am available to meet most days during the week.

E-mail is the best way to reach me for non-urgent matters: [ccoulter@business.queensu.ca](mailto:ccoulter@business.queensu.ca). I will respond to e-mails by the end of the next business day Monday through Friday. Please include your full name and student number in the text of the e-mail. I prefer e-mail to telephone calls. I will not respond to e-mail on Saturdays.

Review of grades: Students who believe there is an error in the feedback or grading of their work (in other words, those who are contesting the grade) may approach me for a review of the assignment according to the following regulations:

1. Students/groups must submit a properly formatted memo explaining the basis for their concern (in hard copy or in pdf format to my email)
2. All students in the group must sign off on the memo and/or be copied on the email to me requesting a review
3. Memos may be submitted to me no earlier than one week (7 days) after the assignment is returned and no later than three weeks (21 days) after the assignment is returned
4. Reviews not requested within the window described in 3. and/or not following the rules set out in 1. and 2. will not be reviewed for a grade change.

Note that a re-grade could result in a grade increase, a grade decrease, or no change to the grade. Students/groups submitting their work for review acknowledge and accept that the outcome could be any of these scenarios.

## Class Schedule –Human Resource Management (2015)

### Module One: Human Resource Management in Context

#### Week One: September 14

Wed. Sept. 16 - class 1) Introduction to COMM 181

What is this course all about?

- No reading assigned; review course outline

Fri. Sept. 18 - class 2) Strategic Human Resource Management

How does HR support an organization's strategy?

- SBFBS 5 Chapter 1 [SBBS 4 Chapter 1]

---

#### Week Two: September 21

Wed. Sept. 23 - class 3) The Legal Framework for HRM: Overview

The legal framework for HRM. What are the rules governing the employment relationship?

- SBFBS 5 Chapter 2 [SBBS 4 Chapter 2]
- Link: [The Canadian Charter of Rights and Freedoms \(skim; review s.15\)](#)
- [Link: Ontario Human Rights Code \(Preamble and Part 1\)](#)
- Assignment 1 distributed in class

Fri. Sept. 25 - class 4) The Legal Framework 2: Human Rights

Job description or discrimination: what is a bona fide occupational requirement? What is reasonable accommodation, and what constitutes undue hardship?

- Coursepack: Canadian Human Rights Commission (Meiorin and Grismer case summaries)
- Link: [OHRC, Human Rights at Work "2. Setting job requirements"](#)
- Link: [Hicks-Morley FTR Quarterly winter 2015 "Top ten legal developments of 2014; & 2015 Compliance Challenge"](#) (pp. 5 – 10)

### Module Two: Human Resource Functions

#### Week Three: September 28

Wed. Sept. 30 - class 5) Job Analysis and Design

Understanding a job: is it designed for individual and organizational excellence?

- SBFBS 5 Chapter 3 - pp. 76 – 86 [SBBS 4 Chapter 3 - pp.67-75]

Fri. Oct. 2 -class 6) Recruitment

How do we identify, reach, and engage a pool of excellent candidates?

- SBFBS 5 Chapter 4 [SBBS 4 Chapter 4]

Assignment 1 due: Hard copy of Reflective Learning Brief due in class on Friday, October 2. Electronic copy to be uploaded to D2L dropbox by midnight on Friday, October 2.

---

#### Week Four: October 4

Wed. Oct. 7 - class 7) Selection

How do we choose the best candidate? What are some common challenges in selection?

- Coursepack: Jennifer Gaston (Stanford case)
- D2L link: The Wheel Group (Queen's case)

Fri. Oct. 9 - class 8) Performance Management (on-demand lecture – Happy Thanksgiving!)  
Performance appraisal or performance management? How do we manage desired performance and behaviours?

- SBFBS 5 Chapter 6 - pp. 191 – 202, 209 – 218 [SBBS 4 Chapter 6 – pp. 167-175, 181-191]
  - D2L Video: view e-lecture posted on course website (must be viewed prior to the mid-term as the material is testable)
- 

Week Five: October 12

Wed. Oct. 14 - class 9) Training and Development  
How do people learn in organizations?

- SBFBS 5 Chapter 5 – pp. 154 – 162, 167 – 173, 176 – 182 [SBBS 4 Chapter 5 – pp.132-140, 144-150, 154-158]
- Coursepack: Training & Development at RVA (Ivey case)

Fri. Oct. 16 - class 10) Compensation

What is the best way to reward employees? What are some compensation pitfalls? Should compensation be linked to performance?

- SBFBS 5 Chapter 7 - pp. 228 – 244; skim 244 – 256 [SBBS 4 - Chapter 7 – pp.199-214; skim 215-225]
  - Coursepack: Raleigh & Rosse (Harvard case)
- 

Week Six: October 19: COMM 181 classes 11 and 12 are cancelled for midterm week.  
The mid-term exam will be scheduled by the Commerce Office.

---

Week Seven: October 26 - Assignment: Arbitration exercise packages distributed this week

Wed. Oct. 28 - class 13) Employee Discipline; Ending the Employment Relationship

What are the principles of employee discipline? How should voluntary and involuntary separation be handled?

- SBFBS 5 Chapter 9 – pp. 319 – 331 [SBBS 4 Chapter 9 – pp. 282-293]
  - Link: [Ontario Ministry of Labour Termination Guidelines](#) (skim)
- 

### Module Three: Labour Relations

Fri. Oct. 30 - class 14) Introduction to Labour Relations and Unions

Why do employees unionize? Understanding unionization in Canada.

- SBFBS 5 Chapter 10 pp. 344 – 356 [SBBS 4 Chapter 10 – pp.302-313]
  - Coursepack: We provoked business students to unionize – pp. 180-193 (Taras & Steel; British Journal of IR)
- 

Week Eight: November 2: Tutorials on labour arbitration case research this week

Wed. Nov.4 - class 15) The Collective Agreement

Negotiating the collective agreement; management and employee rights.

- SBFBS 5 Chapter 9 – pp. 306 – 311 [SBBS 4 Chapter 9 – pp.270-274]
- SBFBS 5 Chapter 10 – pp. 356 – 372 [SBBS 4 Chapter 10 – pp.314-329]

Fri. Nov. 6 - class 16) Grievances and Arbitration I

Guest Speaker: Professor Rick Jackson

What is rights arbitration? How are decisions made about consequences for misconduct?

- SBFBS 5 Chapter 10 pp. 372 – 379 [SBBS 4 Chapter 10 – pp.329-335]
  - Coursepack: Grievance and Arbitration Process
  - Coursepack: Benchmark (D) (Queen’s case)
- 

Week Nine: November 9

Wed. Nov. 11 - class 17) Grievances and Arbitration II

How does arbitration work? In class arbitration hearing exercise.

- Coursepack: Reliable Insurance (Queen’s case)

Fri. Nov. 13 - class 18) Grievances and Arbitration III

- Work on arbitration projects.
- 

Week Ten: November 16

Wed. Nov. 18 - class 19) Unions in Canada: Challenges and Opportunities

Guest Speaker: Mr. Brad James, United Steelworkers Director of Organizing

Are unions still relevant in 2014? What is the future of collective bargaining in Canada?

- Coursepack: The future of unions (Hyman; Just Labour)
- 

Module Four: Topics in Employee Relations

Fri. Nov. 20 - class 20) Compensation: Low Wage Debate

Should organizations pay employees the least amount possible? Is there a business case and/or a social obligation to pay higher wages? Class debate; positions to be assigned. SKIM some of the suggested readings linked to website.

---

Week Eleven: November 22

Wed. Nov. 25 - class 21) The HR Professional: Work and Challenges

Guest Speaker: Ms. Melissa Kennedy, HR Manager, Centre for Addiction and Mental Health

- Link: [Ulrich \(2015\), Are we there yet? \(HR Management Review, 25:12\)](#)

Fri. Nov. 27 - class 22) Occupational Health and Safety

How can we ensure a safe, healthy and harassment-free workplace? What are employer and employee responsibilities for physical, psychological and mental wellness?

- SBFBS 5 Chapter 8 – pp. 268 – 297 [SBBS 4 Chapter 8 pp.236-261]
  - Link: [Bill 168: An Amendment to the OHS Act](#)
- 

Week Twelve: November 30

Wed. Dec. 2 - class 23) Off-Duty (Mis) Conduct

Where is the line between employees’ private lives and relevant off-duty conduct? Some recent cases in the news will inform this discussion.

- SBFBS 5 Chapter 9 - pp. 311 – 319 [SBBS 4 Chapter 9 - pp. 275-282]

Fri. Dec. 4 - class 24) Course Wrap-Up & Exam Review

What was this course all about? Did we meet our objectives?

**Course Outline for COMM  
190  
Empowering Business with Information  
Technology  
Fall  
2015**

**OVERVIEW**

In the information economy and associated hypercompetitive environment, the success of any organization depends on its ability to execute – translating strategy into specific practices, structures and capabilities. Information technology and systems (IT/S) play a critical role in enabling execution. The complexity, dynamic-nature and embeddedness of IT in organizational processes can create opportunities for organizations as well as vulnerabilities that must be controlled and mitigated. Thus, successfully executing with IT requires business managers to understand how to design processes, systems and controls so that IT-related opportunities and vulnerabilities are managed appropriately.

This course has been designed to provide all Commerce students with the knowledge, insights and frameworks necessary to execute with IT, resulting in effective IT-enabled business solutions. Information systems are not only the responsibility of the IT department, but require consultation, design input and oversight from all business managers. Therefore, understanding how to execute with IT is an important competency for all Commerce students.

**COURSE OBJECTIVES**

At the end of the course, students should be able to:

1. Understand what to consider in today's IT landscape and technology trends in terms of opportunities and pitfalls.
2. Enable you to design IT strategies and digital platforms that align with an organization's strategy and operating model.
3. Examine different IT and organizational capabilities that are important for executing effectively with IT, including governance, implementation, and evidence-based decision making.

We will meet these objectives by learning about:

- How IT impacts strategy and adds value to the organization;
- How to analyze and design business processes, considering how information flows through these processes;
- The importance of business architecture design, including an organization's operating models, digital platforms and the specific technologies underlying them;
- How to implement information systems, manage IS projects and work with IT consultants in doing so;
- The types of governance mechanisms that are important for executing with IT;
- The challenges (e.g., security and privacy) and opportunities (e.g., emerging technologies) faced by organizations in the digital world.

## GENERAL COURSE CONTENT AND INSTRUCTION

A mix of real world situations, conceptual models, exercises and current events and trends will be offered to assist in meeting the learning objectives of the course. The textbook and assigned readings are intended to help you learn the vocabulary of IS, key concepts, and how to apply them. Your classroom experience will significantly be enhanced if you do the readings and exercises beforehand. Keeping up with the readings and exercises will greatly increase your chances for overall success in this course.

A wide variety of material and approaches will be used in this course including: process mapping, student learning teams, simulations, case analyses, and guest speakers. The course website contains separate pages that outline the plan and preparation required for each class. In all classes, an interactive approach will be used to engage and involve students. Preparation before and participation during class are crucial.

## COURSE MATERIALS

**Course Website:** The COMM190 website contains the details for each class and assessment component so it is essential that you check the webpage for a particular class as you start preparing for that class. Electronic copies of articles, discussion questions and assignments for classes will be posted regularly (posted articles are not “optional” readings, unless specifically indicated). The details for a class will be finalized prior to the completion of the preceding class, if not earlier. Sometimes recent articles that could add to our understanding become available at the last minute and may be added to the course website.

### **Textbook (available in the campus bookstore):**

Wallace, Patricia (2014). Introduction to Information Systems, Second Edition.

**Case/Reading Package:** We will be using several cases in the course as well as many articles, some of which have been specifically written for the course. Therefore, there is a reading package that you need to purchase from the School (via Materials Management in LL132).

### **Technology Use in Class**

We will be using laptop computers for some in-class activities. Classes in which computers are required will be specified on the course website. Unless we specifically ask you to use your laptop computers for an activity during class, we will adopt a ‘screens down’ policy. This helps prevent laptop use from becoming a distraction. In addition, we ask that you not use smartphones or tablets in class. Your attention is your most valuable asset in class. Anything that disrupts your attention reduces the value you get from a class.

## EVALUATION

There are several assessment components in this course. Further details on each of these assessment components will be posted on the course website and will be discussed in class.

No.	Description	Due Date	Weight
1	Individual In-class Quizzes (2)	Classes (see course website)	6%
2	Individual Mid-term Exam	TBA by Commerce Office	15%



3	Team Process Analysis Project and RFP Project Peer Evaluation	October 9, 2014 and November 27, 2014 TBA (after November 27)	12% 14% 3%
4	Class Contribution	Ongoing	10%
5	Individual Final Exam	TBA (during the final exam period)	40%

**Quizzes:** There will be two, closed book, small in-class quizzes in the first half of the term. These quizzes will be multiple-choice, designed to test your understanding of the technology concepts discussed in class and in the textbook. The quiz schedule is posted on the course website. Students are expected to attend their regularly scheduled class in order to take the quizzes.

**Midterm:** There will be an open book midterm exam during midterm week covering the material from the first half of the course. More details regarding the scope and format of the midterm will be announced in class. In general, you can expect some applied short answer questions based on a case as well as modeling-related questions.

**Team Process Analysis Project and Business Case RFP Project:** At the beginning of the term, Learning Teams consisting of 5 students will be formed /assigned. Specific instructions regarding team formation will be provided in the first class. In many classes, you will spend some of the class working with your team on a specific assignment or discussion question. The Learning Team will be responsible for completing two medium sized projects during the term and for evaluating each member's contribution to the group activities.

After class session 4, you will start working on a team-based process analysis project and after session 11 a Request for Proposals (RFP) project. Details on these deliverables and hand-in dates will be provided in class.

For these team assignments, it is expected that all team members will contribute to the completion of the deliverables. There will be an opportunity to complete a peer assessment of each team member's contribution at the end of the term. As noted above, there is a peer evaluation grade component for these assignments.

**Class Contribution:** You are expected to be prepared for and attend all scheduled classes and, where appropriate, to participate by asking or answering questions, working on in-class exercises and refraining from disruptive activities. This will be tracked and assessed in class throughout the term. Why is your active participation in class so important? If you are active, you will learn more, and help others learn too. Most of the classes will be structured to discuss the assigned material and to wrestle with concepts that were confusing or controversial to you. If you do not prepare, you will get little out of the class. And if you do not actively participate in class, you will not reinforce your learning or contribute to the learning of others (which is a key goal of class participation).

Your class contribution mark is comprised of two parts: active participation in class discussions (50%), and two-person case preparation assignments (50%). Throughout the term, each professor will keep notes regarding students who participate actively, as well as who engages in disruptive

activities. These notes are used to create an assessment of your overall participation during the course. In addition, for three (3) of the assigned cases, you and a partner will be required to complete and hand-in (**via the electronic dropbox** on the course website) an answer to a short, case-specific question before the beginning of the class in which that case will be discussed. More details regarding the case preparation assignments and partner selection process will be discussed in class.

**Final Exam:** There will be an open book final exam, scheduled during the final exam period. The final exam will be cumulative, covering material from the entire term, but with emphasis on the second half. More details regarding the scope and format of the final exam will be announced in class. In general, the final exam's format is similar to the midterm, but also includes a case analysis.

### **Grading Appeals**

In line with the Commerce Program re-grading policies, if you have a grading concern and would like a specific question on a deliverable\* re-evaluated, please submit *a written request with reasons*. The written request must be submitted to the **Comm190 dropbox in the Commerce office**. We will not accept appeals until **1 week after** the scheduled return date and you have **1 week** from that point to submit your appeal. Any appeals submitted after this point (i.e., more than 14 calendar days after the scheduled return date) will not be considered. The written request must include details about the concern, your name, ID, and section number, and be attached to the appropriate deliverable. Note, the grader may re-grade the entire question, exam or assignment, not just the part requested. This may, in some cases, result in a lower grade. **\*applies to midterm and team projects only. Please refer to the Commerce Program academic regulations regarding deliverable and final exam re-grading requests and policy.**

### **Late Penalty**

We expect things to be handed in on the due dates. Extensions will only be granted in very unusual circumstances (i.e. a very good, unavoidable reason). The penalty for being late without prior approval is a loss of 10% of the value of the assignment per day late.

## **EXPECTATIONS OF AND FOR STUDENTS**

Students are expected to come to class prepared by completing any material that has been posted on the course website (we try to design a class so that preparation can be completed well in typically about 1 to 2 hours). Most of the classes will be structured to discuss the assigned material and to wrestle with concepts that were confusing or controversial to you. If you do not prepare, you will get little out of the class and contribute little to the learning of others.

Completing COMM 190 is part of your "job" as Queen's Commerce students. Having this job means that you are expected to behave in a manner that demonstrates professionalism and respect for your colleagues. The expected behaviours include *attending all classes, being prepared for class, coming to class on time, participating in class and being respectful of your colleagues and professors*. We can have fun and learn at the same time! However, learning can sometimes be difficult. Discussions can sometimes become heated. Remember, we want to encourage everyone to participate and that means occasionally someone may make a mistake or say something with which you disagree. Let's work hard to be courteous and respectful of

everyone in our class by expressing our opinions without resorting to disrespectful language and negative behaviours. Unacceptable class behaviours include anything that distracts you or your colleagues from learning including using technology that is not relevant to the session and course. If we are aware of these behaviours, we will ask you in class to stop. We would all like to avoid this embarrassing situation so please give the class your attention.

It is also useful for you to have realistic expectations of the marking norms for Commerce classes. Below is an annotated copy of the guidelines received from the Commerce Office with respect to second year courses. As you can see, it is expected that the average mark for the course will be between a B and B-minus.

“Set out below are approximate typical grade distributions for Commerce:

First and Second Years

Mean = 70 – 74%  
15 – 20% in the 80 to 100% range  
50 – 60% in the 65 to 79% range  
15 – 20% in the 50 to 64% range  
0 – 15% in the 0 to 49% range”

### **GETTING EXTRA HELP**

Below we outline several avenues for getting extra practice and help on concepts and exercises we cover in class.

**Optional Working Sessions:** In addition to the assigned readings and cases, we will post extra practice questions periodically. **Optional Working Sessions** may be provided during the term to assist you with these practice questions if there is sufficient student interest. A working session is not a tutorial in the traditional sense, nor a lecture. It is an opportunity for you to work on practice questions in a setting where support is readily available from TA’s and/or instructors. We encourage you to attempt the questions and analyses by yourself and then collaborate with others to ensure that you have a solid understanding of the material.

**Office Hours and Email:** Brief office hours are detailed on the website. If you would like to meet outside of these hours, the easiest way to set up a meeting is to send an email requesting a meeting and suggesting a time. If your question is related to the concepts covered in an optional working session, our expectation is that you will attend the working session first, before meeting individually with your professor. If you continue to struggle after the working session, please reach out to your professor.

The easiest way to reach your professor quickly is by email. We will check email regularly and will respond within 24 hours (usually sooner) unless it is the weekend. We will be available many weekends, but there will be some times when we will be away with family and won’t be checking email during those trips.

We expect you to check your email frequently, as well as check the course website frequently.

We will use the News feature on the website to post announcements relevant to the entire class.

*Also, when we are communicating by email, if you send a message, please put your name at the end of the message (trying to decrypt your email ID's is time consuming) and include a meaningful subject header, for example "Question about Process Mapping Solution from Class 10" ("COMM190" is too general!). Also include the course number and section somewhere in your email since we often teach multiple sections and other courses than Comm190. We will acknowledge all emails we get from you and would appreciate you doing the same (so we know you received the message that was sent) – unless it is a message directed to the entire class.*

**It is very important that you review and understand the policies regarding academic integrity below. Please note that every deliverable in this course is potentially subject to analysis with plagiarism-checking software.**

## ACADEMIC INTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation (e.g., allowing someone to copy your work and claim it as their own), forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, we provide the following guidelines for individual and group work. **If our expectations still are not clear to you, ask your professor! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

We will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As instructors, we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. As noted above, every deliverable in this course is potentially subject to analysis with this form of plagiarism-checking software.

## Commerce 200/600 – Business Fundamentals Course Syllabus – Fall 2015

### Course Goals

This course introduces students to the main functional areas of business and demonstrates how these areas interact to produce and market products and/or services in an economically-viable manner. An emphasis is placed on both strategic and tactical development and execution. The course also assists students in developing an understanding of the nature of the modern corporate enterprise in Canadian and international contexts, and of the tasks, practices, and responsibilities of its managers.

Of particular importance is the use of the Capsim Strategy Simulation, “Foundation”, whose focus lies in the development and application of fundamental strategic management and operations-based skills, and financial analysis interpretation for decision-making purposes. The approach of the course is to challenge students to strive to develop a base-level competency in business principles which they can effectively transfer to their future occupation within a business or organization-based enterprise.

### Workload Requirements

The expectations within Comm 200/600 are that students will actively engage themselves in the course and meet the ongoing deadlines established within its structure. Comm 200/600 requires the meeting of weekly obligations, on the part of students, especially with respect to the Capsim “Foundation” strategy simulation and the Investopedia investment simulation.

### Learning Tools

- “Foundation” Business Simulation
- “Investopedia” Investment Simulation
- Lectures and Class Discussion
- Individual & Team-Based Assignments
- Business Updates & Learning Tips (sidebars)
- In-class Situational Analysis via Mini-cases
- Mid-term and Comprehensive Final Examinations

### Team-Focused and Individual Learning Support

Additional course assistance will be offered to students throughout the semester. In cooperation with Comm 103, and/or the other sections of Comm 200, a series of workshops will be offered relating to both the Investopedia simulation and Capsim “Foundation” simulation. The workshops are designed to enhance student understanding of the key success metrics associated with these simulation-based course requirements.

### Course Note

Comm 200/600 provides students with an introductory overview of a variety of business concepts and models. Students are expected to enhance their understanding of the global marketplace and current managerial techniques by actively reading the business section of a preferred newspaper (or its website) on a daily basis, exploring business-related websites and/or blogs, reading periodicals, such as FT.com, Canadian Business, Bloomberg BusinessWeek, Economist, and/or Fortune magazines, and reviewing additional supplementary sources on specific topics via the internet or library searches.

Comm 200/600 is an interactive class with learning based predominantly from class discussions, situational assessment, and business simulation experience application and analysis. Students are expected to properly prepare for each class, attend class, and actively participate in the discussions which take place.

### Required Text & Support Material

Primary Textbook

**Business: Strategy, Development, Application, First Edition, Gary Bissonette, McGraw-Hill Ryerson Publisher, ISBN 9780071320580**

This textbook is used as a primary resource for this course. Although not specifically covered in class, textbook readings are required, fundamental to learning, and are included in the framework for developing examination questions. The purchase of a textbook, either new or used, is strongly recommended. This textbook is available in both hard copy and digital formats.

Students who purchase a new edition of this textbook will also have access to McGraw Hill's "Connect" website which offers exercises, sample test questions, and other materials in support of this textbook and Comm 200/600.

Students should not purchase prior soft cover manuscripts associated with past course sessions of Comm 200/600. These manuscripts are largely outdated. Likewise, the use of alternate business textbooks is not recommended, as such textbooks may not contain the breadth and depth of information required for successful completion of this course.

Business Simulation

**Foundation Business Simulation (2014/2015) by Capsim Management Simulations, Chicago, IL, ISBN # 9781933681351.** Purchased online at capsim.com.

Supplemental Reading Relating to Understanding Financial Statements

It is understood that some students may have trouble with the understanding of, and interpretation of, financial statements. Students, whose undergraduate focus has been largely non-quantitatively focused, are encouraged to read the following book:

- Warren Buffett and the Interpretation of Financial Statements, written by Mary Buffett and David Clark, published by Scriber

Copies of this book have been placed on "reserve" at the Stauffer Library under the course code Comm 200/600. Personal copies of this book can be purchased at Chapters or from their on-line book store, or Amazon.ca. This book is a very easy read and can be read over a one or two-night period.

**Course Website**

Please note that School of Business course websites are not located on Moodle. They are located on a management learning system referred to as D2L (Desire to Learn). The following link must be used to access this course's website.

Course Website: <https://commerce.queensu.ca> (click on courses and enter your Net ID and password).

Core course material is available online beginning the first day of the term. Updates and other materials may be added as the term progresses. Students are encouraged to access the website on a weekly basis.

Website Photo – please upload a **"head shot"** photo of yourself to the course website. Please follow passport rules for the photo to be placed on this website (front view, no sunglasses, hats, etc.).

Simulation Websites

Investment Simulation Assignment - [www.investopedia.com](http://www.investopedia.com)

Capsim "Foundation" Business Simulation – [www.capsim.com](http://www.capsim.com)

**Course Work Requirements and Point Allocations**

<u>Individual Work and Exams</u>	<u>Point/Percent Allocation</u>
Investment Portfolio Report (Investopedia Sim)	10
Foundation Business Simulation Quiz	03

Class Reflection Assignments (3 in total)	12
Mid-Term Exam	15
<u>Comprehensive Final Examination*</u>	30
Total Individual Work	70

<u>Team-based Work<sup>1</sup></u>	<u>Point/Percent Allocation</u>
FBS Company Reports 1 & 2 (5 pts each)	10
FBS Management Performance**	10
<u>FBS Presentation</u>	<u>10</u>
Total Team Work	30

Combined Total 100

\* Final Exam - You must write the final exam and receive a grade of 50% (15/30) or higher in order to pass this course. A grade of 14.99/30 or lower on the final exam results in a course grade of “F”, regardless of the quality of other submitted work.

\*\* “Foundation” Simulation Game Ending Position grade is determined by the instructor (no submission required).

---

<sup>1</sup> Individual student grades, which are earned via team-based grades, are subject to adjustment by Peer Evaluation Scores

#### Fully Competent Work

Please note that a final grade of a “B” is considered to be fully competent work in this course. To achieve a grade of “A”, the student must exhibit exceptional performance across all course components.

#### Important Notice – Peer Evaluation

As part of final grade computation for the Foundation Simulation, each member of your team will be required to evaluate each other member’s overall participation and contribution to the task of running your company. You will evaluate your peers, and they will evaluate you. The peer evaluation for the Foundation Simulation is located on the Capsim website ([www.capsim.com](http://www.capsim.com)). The instrument will be used two times during the simulation:

Peer Evaluation instrument will be used three times during the simulation. The peer evaluation will occur at the following times:

- Following completion of the Practice Rounds
- Following the completion of Competition Round #3
- Following the completion of Competition Round # 8 and the Team’s “Company Presentation”

The peer evaluation following the completion of the practice rounds is simply a benchmark evaluation to provide feedback on each student concerning his/her contribution to the team. Think of this as a “progress report” back to the instructor on the overall effectiveness of the team.

The peer evaluation following the completion of Competition Rounds #3 and #8 and the team’s “Foundation Simulation Presentation” is the key evaluation which impacts your final Simulation grade.

Failure to complete the peer evaluations associated with the Foundation Business Simulation will also result in a reduction to the points awarded for simulation participation.

#### Class Reflection Assignments

There are three (3) class reflection assignments associated with Comm 200/600. Specifics pertaining to each assignment, along with due dates and times, are posted to the course website.

#### Mid-term and Final Exams

There are two mandatory exams in Comm 200/600. The exams will consist of a combination of multiple-choice



and/or essay-style questions and/or could include a case study challenge. Examination questions will reflect information and ideas presented/discussed during class, case studies assigned and solutions presented, and assigned readings. As noted above, you must write the final exam and receive a grade of 50% (15/30) or higher in order to pass this course. A grade of 14.99/30 or lower on the final exam results in a course grade of “F”, regardless of the quality of other submitted work.

### *Makeup Exams*

Make up exams are given only for excused absences, or if the student has obtained the instructors’ prior approval. If you miss an exam with an unexcused absence you will receive a zero for the exam. Excused absences are considered: illness of the student or serious illness of a member of the student’s immediate family; death of a member of the student’s immediate family; University sponsored trips; or major religious holidays. In each foreseen case, written verification will be required a least one week before the scheduled exam and permission to miss an exam must be secured before the scheduled exam time unless the cause of the absence is unforeseen. If you miss an exam for an unforeseen reason you should contact the instructor as soon as you are physically able to pick up the phone or send an email.

### Foundation Business Simulation (FBS)

The Capsim Management “Foundation” simulation is currently used by over 500 colleges and universities across the world at both the undergraduate and graduate levels. The simulation is also extensively used across a number of industry sectors as a core component to managerial strategic and tactical training. Key outcomes associated with simulation training via “Foundation” include:

- The ability to demonstrate, to participants, the cause and effect relationships between decisions made within and decisions made across all departments of a multi-faceted business.
- The ability to provide clear and immediate feedback relating to strategic and tactical decisions made by its participants in the face of competitive pressures, time constraints and team-based decision making.
- The facilitation of competitor analysis and scenario testing.
- The ability to evaluate operational and strategic processes within an organization with the intent of correcting inefficiencies and developing sustainable competitive advantages.

The FBS exercise places each student team at the helm of a \$40 million company whose focus is the manufacturing of electronic sensors for the original equipment manufacturing (OEM) marketplace. These student teams, composed of up to five (5) members, will be responsible for the overall management of their assigned company. In addition to demonstrating the required business-focused competencies, the simulation will also challenge teams to utilize leadership, communication, organizational, and analytical skills in managing the simulation challenge.

Details associated with the “Foundation” business simulation are provided in the Team Member’s Guide, as well as the extensive documentation available on the Capsim website ([www.capsim.com](http://www.capsim.com)), which you are encouraged to study in detail. The simulation is administered via Capsim Management Inc.’s spreadsheet decision tools and website. Following the initial practice rounds, each team will manage their company, within the simulation, for eight (8) rounds (years).

### *FBS Strategy Submission Documents - Company Reports 1 & 2 (10 pts)*

In addition to the simulation decisions associated with managing your company, there are two (2) team-based assignment submissions associated with the Foundation Business Simulation. Each submission is worth five (5) points. Information relating to each assignment’s focus and its due date is found on the Comm 200/600 course website.

### *FBS Performance Evaluation (10 pts)*

Each FBS company will be competitively evaluated on the following six criteria, referred to as “success measures”: cumulative profits, ending stock price, average ROE, average ROS, average asset turnover, average market share. The FBS scoring algorithm assigns an overall performance score, which ranges from a low of one to a high of six, to each group. Your performance within each of these areas is measured by determining your company’s competitive within each of the above-mentioned areas versus that of the top company (your company score / top company score) within

your industry. In addition, the simulation also assesses your ability to manage your margins, cash flow and working capital requirements, sales forecasting capabilities, productivity and operational efficiencies, and profitable market share growth. Your competencies within each of these areas will also factor into the points awarded. Finally, the instructor reserves the right to modify upward an individual Company's Performance Score due to an outstanding effort by a team facing a significant turnaround situation.

Please note that, barring accepted mitigating circumstances, there will be a one and one half (1.5) point penalty subtracted from your Company Performance Score for each round where a team fails to submit a decision by the auto processing time for a given round.

#### *FBS Presentation (10 pts)*

All teams will give an in-class presentation during the final week of the course that reviews their experience with the simulation. Presentation guidelines and the associated rubric will be distributed in-class and posted to the course website in advance of the presentation date.

#### *FBS Team Set-up – Deadline for Team Requests is Friday, September 25, 2015, at 4:00 pm*

Each student within Comm 200/600 will participate in the "Foundation" business simulation. A team will consist of a maximum of five (5) students. Students will have an opportunity to choose the other students whom they would like to work with. Although friendships often form the basis of team affiliation, students are encouraged to think about the following when determining who they would like to work with.

1. Successful completion of the business simulation requires a positive team dynamic and effort. Students are cautioned to choose team members whom they can count on to do their fair share of the work, participate actively in team meetings, and contribute to the overall development of decisions and/or solutions for the benefit of the team.
2. Similar to #1 above, the business simulation requires students to interact with each other on a professional, cooperative and conciliatory level. Students are cautioned to choose team members who will accept the decisions of group consensus, recognize the expertise of their peers, and who will not try to dominate the team decision-making process (my way or the highway).

Students desiring to work with others in the same section of Comm 200/600 are required to submit their requests by **4:00 pm on September 25, 2015**. The composition of team members is to be submitted (by one member of the team) to the Comm 200/600 website "Dropbox" on, or before, this date and time. Students who have not joined a team by this date and time will be automatically assigned to a team by the instructor. The instructor, at his discretion, reserves the right to combine partial teams and/or reassign students to other teams.

#### Investopedia Simulation Exercise and Assignment

The simulation requires students to develop and manage a stock market portfolio consisting of both a USD \$\$\$ portfolio and a CAD \$\$\$ portfolio. The focus is on understanding the investment process versus whether a student actually achieves positive investment returns.

The Investopedia Simulation and its related assignment is worth 10 points. The assignment submission emphasis is to demonstrate key learning outcomes, based on your investment experience, which you realized as a result of participating in the Investopedia Simulation. The final grade awarded is based on the effort exhibited during the simulation and the quality of the reflection submitted.

Specific due date information relating to this submission, as well as its content requirements, will be posted to the course website.

## **Attendance**

Given the nature of the course set-up and the extensive involvement of the Foundation Simulation within the course, students are required to attend Comm 200/600 on a regular basis. Students are expected to arrange their personal obligations around Comm 200/600.

## **Bonus Bump**

Students have the opportunity to earn a “Bonus Bump” in Comm 200/600. A student who qualifies for the “Bonus Bump” moves up one letter grade designation in accordance with the Queen’s University Grading Scale. As an example, a student who qualifies for the “Bonus Bump”, and whose initial final course grade results in a B-, will see that letter grade adjusted to a B. Likewise, a student whose final grade is a B+, but qualifies for the “Bonus Bump” will see his/her grade adjusted to an A-. To qualify for the Comm 200/600 “Bonus Bump” all of the following conditions must be met:

- The student must attend at least 80% of the course’s class sessions. The signed attendance sheet, circulated by the instructor during each class session, will be the sole determinant of attendance credit for “Bonus Bump” purposes.
- The student must complete each of the following “getting started” exercises associated with the Foundation Business Simulation. The Capsim Management Inc. website’s administrative management system (capsim.com) will be the sole determinant for “completion” credit for these three exercises for “Bonus Bump” purposes.
  - Introductory Lesson
  - Rehearsal Tutorial
  - Situational Analysis
- The student must complete and submit the two peer evaluations, within the competition portion of the Foundation Business Simulation. These peer evaluations are administered via the Capsim Management Inc.’s website (capsim.com).
- The student must have no “reduced grade” implications, relating to the Foundation Business Simulation, due to lack of commitment or involvement, as reported by the “peer evaluation” instrument(s) located on the Capsim Management Inc. website (capsim.com).
- The student must complete and submit all Class Reflection Assignments.

## **Assignment Due Dates**

Assignment due dates are published with each assignment, and are also posted on the course website. Assignments, unless agreed upon in advance with the instructor, are not accepted beyond the assignment due date.

## **Returning Assignments/Exams and Appeal Procedure**

Assuming that unforeseeable events do not inhibit the grading process, graded assignments/exams will be returned within two weeks after their submission. In returning assignments/exams to students, it is recognized that some students may feel that the grade received does not truly reflect the quality of the work submitted. Students feeling that a dispute exists after the grading of an exam or assignment may submit a written appeal requesting a review of the initial grade assigned. This appeal should identify the item/question in dispute and arguments supporting the student’s position for a reconsideration of the grade awarded. The appeal should be stapled to the assignment/exam and must be submitted within one week following the return of the exam or assignment in question. The instructor agrees to return a written response to the student’s appeal within two weeks from the receipt of the appeal. It should be noted that in reviewing an appeal of a grade assigned, the instructor has the option of leaving the grade unchanged, adjusting the grade upward, or reducing the grade (based solely on an assessment of the quality of the original submission) as a result of the appeal review.

Appeal submissions are limited to one (1) page, double-spaced, 12-point font, and should state your argument as succinctly as possible. Appeal submissions cannot include additional information which is intended to supplement or enhance the student’s response to the previously-submitted work.

### **Late “Course Drop” and “Grade Modification” Policy**

Please note that the instructor will not support student requests for a late “course drop”, to his/her various department disciplines, due to the failure of students, as a result of poor time management, to meet course commitments and/or workload. The instructor will also not support requests for the modification of a numerical grade received in this course to that of a non-numerical reference in order to enhance a student’s average for other academic purposes.

### **Students with Disabilities**

If there is any student in this class who has special needs because of a learning disability or other kind of disabilities, please feel free to come and discuss them with me. You can also contact an Academic Advisor. You can make an appointment with an Academic Advisor at the Commerce Office, Goodes Hall 314 (613-533-2301). Additional information is available at [http://www.queensu.ca/calendars/business/Counselling\\_for\\_Commerce\\_Students.html](http://www.queensu.ca/calendars/business/Counselling_for_Commerce_Students.html)

### **Academic Integrity (Honesty)**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by the Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student’s responsibility to become familiar with Queen’s School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from these standards: [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php). Helpful FAQ’s about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, we provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask us! The onus is on you to ensure that your actions do not violate standards of academic integrity.

#### *Individual Work:*

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen’s University library: <http://library.queensu.ca/help/cite-sources>

#### *Group Work:*

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group’s solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of your group’s solution. Likewise, you are **prohibited from utilizing the internet or any other means** to access others’ solutions to, or discussions of, the assigned problems. The names of each group member **must** appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits. No team member should act in a manner which jeopardizes the integrity of the team’s work.

Team assignments must be your team’s work and only your team’s work. No aspect of your work should be revealed to another team, nor should you or any member of your team discuss any aspect of the project with anyone outside of the team.

*Consequences of a Breach of Academic Integrity:*

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the Commerce Office to be recorded in the student file.

**Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

**Copyright Adherence**

"The material used within this course outline is copyrighted and is for the sole use of students registered in COMM 200/600. This material shall not be distributed or disseminated to anyone other than students registered in COMM 200/600. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."

## **COMM 201: Into to Business for Entrepreneurs**

This is a new course.

A more detailed course outline is not available at this time.

**COMM 211 – Section 001**  
**INTRODUCTION TO FINANCIAL ACCOUNTING**

**Fall 2015**

**Websites:** Course Website: <https://gsblearning.ca>  
(you will access the homework website through our course site)

**COURSE DESCRIPTION**

This course is the introductory financial accounting course offered in the School of Business. Many students find that an understanding of business starts with an understanding of Accounting. This course is may be the first of several accounting courses that you will be exposed to during your undergraduate career and forms the basis for those who are interested in pursuing a professional designation in accounting.

Accounting is the language of business. In this course you will learn how to "speak" and "read" this new language. The course is designed to provide an overview of financial accounting so that, upon completion of the course, you will be able to read, interpret and analyse corporate financial reports. For those of you planning to follow a career path in Accounting or Finance, this is the first of a number of courses you will require.

For those of you not pursuing a career in Accounting or Finance, this course will provide a solid, and very necessary, introduction to the accumulation of the numbers that will be the basis for business decisions in whatever field you choose to pursue.

By the end of the course students should be able to:

- Understand the categories: assets, liabilities, equities, revenues and expenses;
- Understand how an accounting system keeps track of information;
- Understand how generally accepted accounting principles (GAAP) influence what is recorded in the books of the company;
- Prepare a balance sheet, income statement and cash flow statement; and
- Read, interpret and analyse a set of accounting statements.

In any accounting course, the key to success is working through the examples, the assigned problems and the assignments. This course is designed around working through assigned questions in Class, which will be used to illustrate the concepts covered in the chapter materials. As a result, each student will be expected to come to class, having read the assigned materials, being prepared to ask questions to clarify the materials and having prepared the assigned questions. If you do not come prepared, you will get very little out of the examples covered in class.

There is no substitute for working through a large number of problems to gain an appropriate understanding of the material. In addition, students should remember that there are no "Stupid Questions". If you don't understand something, ask about it in class; chances are there are many of your classmates who also don't understand but will not ask.

I expect you to act professionally in class. Unprofessional conduct such as coming to class late, leaving class early, interrupting class with talking, texting, emailing, etc. and engaging in activities not related to this course, should be refrained at all times. I reserve the right to ask a student to leave the classroom should his/her unprofessional behavior continue after the first warning.

Students have an obligation to take responsibility for their own education; get your money's worth by ensuring you understand the material. Position yourself to succeed.

### **TEXT AND REQUIRED MATERIALS**

The required textbook and notes for this course are as follows:

1. **Financial Accounting** Custom Queen's Edition, Harrison, Horngren, Thomas, Berberich, Seguin. Pearson Canada, 2015, including MyAccountingLab. See below for options.
2. **COMM 111 Notes Package:** You will be able to download copies of the PowerPoint slides, the PodCasts and other materials used in class from the COMM 111 Web Site. You should print the slides to facilitate note-taking in the course. These files will be posted to the website weekly. Slides for each week will be generally available for download on the website by the beginning of the week.

Textbook options:

- **Buy a new textbook with accompanying e-text and MyAccountingLab access: \$155.00**

<http://www.campusbookstore.com/Textbooks/Course/B02581-COMM211-002- FALL15> The textbook is available at the Campus Bookstore. It comes with an e-text and a MyAccountingLab access code. Both the e-text and the MyAccountingLab access are valid for 12 months.

- **Buy a used Textbook PLUS MyAccountingLab access with accompanying e- text: \$90 + used text cost**

You can purchase last year's used textbook ; however, you will still need to purchase the MyAccountingLab access for \$90 so please factor this you're your overall cost. In addition, the used textbook will be missing the complete Telus financial statements and a few appendices we will be using in the course. I will make these available on the course website. You can purchase the MAL access

here: <http://www.campusbookstore.com/Textbooks/AccessCodes/> Select Comm 211. The MyAccountingLab access and the e-text are both valid for 12 months.

- **Buy MyAccountingLab access with accompanying e-text: \$90**

<http://www.campusbookstore.com/Textbooks/AccessCodes/> Select Comm 211. The MyAccountingLab access and the e-text are both valid for 12 months.

### **COURSE GRADING SCHEME**

Your performance will be evaluated based on homework assignments, quizzes and examinations as shown below:



Homework assignments (best 5 of 6 * 20 points each * 50 points each)	10% Quizzes (3 15% Midterm examination
25% Final examination	50% Total
100%	

---

To make sure that you keep up with the materials, there are a total of six homework assignments and three quizzes throughout the course.

**Homework assignments:** You will use MyAccountingLab an online homework system, to complete your six homework assignments. The assignments will be graded by the system automatically to provide you with instant feedback. You can try the questions as many times as you wish provided that you submit the assignments by their respective due dates, which can be found in the tentative schedule of classes in this syllabus. The assignments are due at the BEGINNING of the indicated class meeting. No late assignments will be accepted. Only the five highest assignment grades will be counted toward your final course grade. The lowest one will be dropped.

Access to the MyAccountingLab website will be through our course portal.

**Quizzes:** You can find the dates of the three quizzes in the tentative schedule of classes. Quizzes will include short problems and may include multiple-choice questions and will cover the materials discussed in class up to the date of the respective quiz. Unless you have my prior approval, you MUST take quizzes in the section for which you are registered.

Quizzes are given at the BEGINNING of class. If you arrive after the quiz is finished, you may not take the quiz. If you come to class late but while a quiz is still in progress, you will not be given extra time; you must turn it in when time is called, irrespective of when you start. There will be no makeup quizzes given if you must miss one.

Your quizzes will be returned to you, along with a solution. The solution sheet will show the point breakdown used for grading the quiz, along with the correct answers. After each quiz is returned, you will have one week to challenge your grade in writing. After that, the grades become final. Additionally, I reserve the right to regrade the entire quiz.

**Midterm and final exams:** The examinations account for 75% of your course grade. The content of these exams is from the course text, lectures, homework assignments, and quizzes. A two-hour midterm is scheduled for the week of Oct 19-23<sup>rd</sup> (exact date and time TBD). The final exam will be held during the December exam period. Details about the format will be announced in class near the exam date. You are allowed to use a calculator for the exams. The calculator must be pre-approved by the Commerce Office. It is your responsibility to obtain the approval (a blue sticker) before the exams.

Exams missed without my prior approval or without adequate documentation of the reason for missing the exam will result in a recorded grade of zero for the missed exam. A conflict with your travel plans is not a sufficient reason to take an exam at another time.

Because of the commitment to providing you with adequate feedback and the large numbers of students taking this course, you should not expect instantaneous grading of your midterm exam. Grades on your midterm should be available, however, by two weeks after the midterm date. Your midterm exam will also be returned to you for review. After the midterm exam, you will have one week to challenge your grade in writing. After that, the grade becomes final. Additionally, should you ask for a re- grade, I reserve the right to regrade the entire exam.

Final exams, which must be graded quickly due to the need to report grades to the University, are not returned to students. Consequently, these exams will be graded without taking the additional time to provide written feedback on questions. Should you have any questions about your final exam grade, you should request an appointment with me to review your exam in the first month of the following semester.

### **RESEARCH CREDITS**

There is a Research Pool of students who are willing to participate in research carried out by QSB professors. In order to encourage students to participate, a Grade Bump is offered in those courses for which the professor decides to participate. This course is included in this participation, so you can apply your Research Credit to this course.

### **STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with the Disability Services Office every academic year. A letter of verification for approved accommodations can be obtained from the Disability Services Office. It is your responsibility to ensure that this letter is delivered to me as early in the semester as possible, not immediately before any quiz/exam. The Disability Services Office is located in La Salle Building, 146 Stuart Street and is open 9:00 a.m. – 5:00 p.m., Monday through Friday. The phone number for the Disability Services Office is (613) 533 2506.

### **ACADEMIC INTEGRITY**

#### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort.

#### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation

to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

TENTATIVE SCHEDULE OF CLASSES (FALL 2015)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Quiz/Homework</b>
<b>1</b>	<b>15-Sep</b>	<b>Course Introduction &amp; The Financial Statements</b> Read: Chapter 1 Review: Telus Annual Report (Appendix A)	
<b>2</b>	<b>22-Sep</b>	<b>Recording Business Transactions</b> Read: Chapter 2 Prepare: P2-50A; P2-55A; Case 1	
<b>3</b>	<b>29-Sep</b>	<b>Accrual Accounting &amp; The Financial Statements</b> Read: Chapter 3 Prepare: P3-54A; P3-68B; P3-69B;	<b>Homework 1 due</b>
<b>4</b>	<b>06-Oct</b>	<b>Internal Control; Cash; Short-Term Investments; Receivables</b> Read: Chapter 4, 5 Prepare: P5-48A, E5-23	<b>Quiz 1 (30 mins)</b>
<b>5</b>	<b>13-Oct</b>	<b>Inventory and Cost of Goods Sold</b> Read: Chapter 6 Prepare: P6-54A, P6-55A	<b>Homework 2 due</b>
<b>6</b>	<b>MIDTERM EXAM - WEEK OF OCTOBER 19-23 (DATE/LOCATION TBD)</b>		
<b>7</b>	<b>27-Oct</b>	<b>Property, Plant and Equipment and Intangible Assets</b> Read: Chapter 7 Prepare: E7-23, P7-56A	<b>Quiz 2 (30 mins)</b> <b>Homework 3 due</b>
<b>8</b>	<b>03-Nov</b>	<b>Liabilities &amp; Time Value of Money</b> Read: Chapter 8 (pg 386 Bonds to 397 only), Chapter 9, Appendix D & E We will not cover long-term investments	
<b>9</b>	<b>10-Nov</b>	<b>Shareholders Equity</b> Read: Chapter 10 Prepare: P10-60A, P10-62A	<b>Homework 4 due</b>
<b>10</b>	<b>17-Nov</b>	<b>The Income Statement, the Statement of Comprehensive Income and the Statement of Shareholder's Equity</b> Read: Chapter 11 Prepare: P11-42B, P11-43B	<b>Quiz 3 (30 mins)</b>
<b>11</b>	<b>24-Nov</b>	<b>The Statement of Cash Flows</b> Read: Chapter 12 and Appendix 12A, pgs 600-607 Prepare: P12-40A, E12A-12	<b>Homework 5 due</b>
<b>12</b>	<b>01-Dec</b>	<b>Financial Statement Analysis</b> Read: Chapter 13 Prepare: P13-49B	<b>Homework 6 due</b>
<b>FINAL EXAM (DATE/LOCATION TBD)</b>			

## **Fall 2015, Comm 221 Section 001**

### **Introduction to Finance**

This is an introductory finance course. The course provides students with a framework with which to analyze individual and corporate investment and financing decisions. We will introduce the notions of both time and risk to the valuation of individual securities, such as stocks and bonds, and to capital investments undertaken by corporations. Through this framework, we will gain an understanding of financial markets and the process by which companies make their investment decisions.

#### **Course Materials**

##### Financial Calculator

A financial calculator that complies with the school's "blue sticker" requirement.

##### Required Textbook

Ross, Westerfield, Jaffe and Roberts, **Corporate Finance**, Seventh Canadian Edition, McGraw-Hill Ryerson

##### Optional textbook recommended for this course

L.Booth, S. Cleary, **Introduction to Corporate Finance**, Third Edition, John Wiley & Sons Canada, 2013.

##### Other recommended material

Subscription to the Wall Street Journal and/or the Financial Times. Some other excellent financial magazines such as The Economist and Business Week also provide good applications of what you will learn in the class.

#### **Course Website**

The course website provides valuable information related to the course. On the website you will find:

- Lecture slides
- Suggested problems
- Important Announcements

#### **Review Sessions and Tutorials**

There will be a review session before the mid-term and another one before the final exam. The purpose of such review sessions is to provide extra examples and

solve previous exams. Bi-weekly tutorials will be held in Room 151 every Tuesday from 2:30pm to 4:00pm and in Room 120 every Thursday from 5:30pm to 7:00pm (except for Thursday October 30 when the tutorial will end at 6:30pm for logistical reasons). Tutorials will begin on Tuesday, Sept. 16. The purpose of these tutorials is to provide extra help to solve suggested problems. The review sessions and the tutorials will be run by a TA Ph.D. student. You are encouraged to attend both the review sessions and the tutorials.

### **Recommended End-of-Chapter Problems**

Every week end-of-chapter problems will be available on the connect website. I encourage you to work through the problems. Please note that these problems will typically *not* be discussed in class. It is each student's responsibility to check his/her answers.

### **Evaluation**

Assignments (4)	10%
Quizzes (2)	20%
Midterm Exam	25%
Final Exam (Cumulative)	45%

### **Course Policies**

1. Office Hours: I encourage you to visit my office during office hours. Email should only be used as a means to coordinate appointments only or ask brief questions. In depth questions about course content should be addressed in office hours or at TA sessions.
2. Assignments: The assignments are designed to give you practice applying the concepts learned in class to financial problems. They are primarily a learning tool rather than a means of assessment. You are permitted to submit assignments on your own, or in groups of up to 3 members. If you submit your assignment as a group, clearly indicate the members of the group. Assignments should be dropped off in the Commerce office (there is a box there) prior to 4:00 PM on the due date. Late assignments will not be accepted. Faxed or e-mailed assignments are not acceptable.
3. Re-grading of Assignments and Midterms: If a student wishes to have an assignment or midterm re-graded, they must contact the instructor five days after receiving the mark, but not later than 15 days after receiving the mark. Please note that re-grading can result in an increased grade, a decreased grade, or an unchanged grade.
4. Calculator Policy: For quizzes and exams, your calculator must comply with the School's "blue sticker" requirement. It is your responsibility to learn how to use calculator.
5. Formula Sheet: For the examinations and the quiz you will be provided with a formula sheet and will not be allowed to bring in any personal notes.

6. Missed Exams: Students who miss exams will be assigned a mark of zero for that exam unless they contact the instructor or Commerce office **prior** to the exam. The instructor has the right to request that appropriate documentation, such as a medical note, be provided. In special circumstances (e.g. sickness proved by medical note) students will have the possibility to take a make-up exam (only one time).
7. Quiz: There will be two quizzes during class time on September 28 and November 9. There will be absolutely **no make-up quiz**. In special circumstances (e.g. sickness proved by medical note) students will receive their grade in the final exam as their grade for the quiz.
8. Laptops and Other Portable Devices: There is a closed-laptop policy. This policy also applies to other devices.
9. Minimum Course Average: The course will have a minimum average grade of 72 percent. If the course average is below this mark, we will curve the course grades to achieve this threshold. If the course average is above 72 percent, no action will be taken.

### **TENTATIVE SCHEDULE (FALL 2015)**

	DATE	TOPIC	READINGS
<b>Week 1</b>	September 14	1. Course Overview 2. Introduction to Corporate Finance Financial Markets & Net Present Value	Syllabus Chap. 1, (Sub sections: 1, 2, 4, 5, 6) Chap. 4 (Sub sections: 1, 2, 3, 4, 5, 6, 7)
	September 16	<b>Assignment 1 Available</b>	
<b>Week 2</b>	September 21	Time Value of Money	Chap. 5 (Sub sections: 1, 2, 3, 4, 5)
	September 23	<b>Assignment 1 Due, 4 p.m</b>	
<b>Week 3</b>	September 28	<b>Quiz 1</b> Net Present Value and Other Investment Rules	Chap. 7 (Sub sections: 1, 2, 5, 6, 7, 8)
<b>Week 4</b>	October 5	Capital Budgeting and Break Even Analysis <b>Assignment 2 Available</b>	Chap. 8 (Sub sections: 1, 2, 3, 4, 5, 6) Chap. 9.2

<b>Week 5</b>	October 12	THANKSGIVING WEEKEND (Class Cancelled)	
	October 14	<b>Assignment 2 Due, 4 p.m</b>	
<b>Week 6</b>	October 21	<b>MIDTERM EXAM: Wednesday, October 21 6:30pm to 8:30pm</b>	
<b>Week 7</b>	October 26	Valuing Bonds Term Structure of Interest Rates	Chap. 6 (Sub sections: 1, 2, 3) Appendix 6A
	October 28	<b>Assignment 3 Available</b>	
<b>Week 8</b>	November 2	Valuing Stocks	Chap. 6 (Sub sections: 4, 5, 6, 7, 8, 9, 10)
	November 6	<b>Assignment 3 Due, 4 p.m</b>	
<b>Week 9</b>	November 9	<b>Quiz 2</b> Introduction to Risk and Return	Chap 10 (Sub sections: 1, 2, 3, 4, 5, 6, 7) Chap. 11 (Sub sections: 1, 2)
<b>Week 10</b>	November 16	Risk and Return Continued CAPM & Factor Models	Chap. 11 (Sub sections: 3, 4, 5, 6, 7, 8, 9)
	November 18	<b>Assignment 4 Available</b>	
<b>Week 11</b>	November 23	Opportunity Cost of Capital Efficient Market Hypothesis	Chap. 13 (Sub sections: 1, 2, 3, 4, 5, 7) Chap. 14 (Sub sections: 1, 2, 3, 4, 5, 6, 7, 8)
<b>Week 12</b>	November 30	Catch-up and In-Class Review Session <b>Assignment 4 Due, 10 a.m</b>	

# Academic Integrity Statement

## ACADEMIC INTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect, and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery, and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information, and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.



# Comm231: Marketing Fundamentals (Fall 2015)

## Course Objectives

This course is highly interactive, designed to be fun, and provides the students with marketing experiences to enhance their career options and resumes. Comm231 introduces key marketing concepts and a basic overview of how these marketing fundamentals can help any business or organization. The objectives of the course are: a) to provide students with a working knowledge of the basic theories and concepts in marketing; b) to help students develop marketing-related decision making skills and abilities, and c) to help students gain experience in developing marketing-related strategies and plans. The course is taught using a combination of lectures, discussions, case analyses, student presentations, team projects, and tests.

## Tentative Course Evaluation

All professional marketing is a combination of both team and solo work. Comm231 provides evaluation inputs, seen below, that mirror this reality.

EVALUATION INPUTS	MARK VALUE	DUE DATES
• Marketing Team Chapter Leads	15	Weeks 2, 3, 7, 8 & 9
• 2 Mini Marketing Cases	12.5 12.5	Week 4 Week 10
• 2 Brief In-Class Marketing Quizzes	15 20	Week 5 Week 10
• Final Marketing Project	25	Week 12

## Required Textbook

- Marketing: An Introduction. 5th Canadian Edition. 2015, by Armstrong et al., Pearson Publishing. Only the 2015 version of the book can be used. (Note: Each book will include a unique key code for a companion student marketing site that contains slides, videos, chapter summaries, etc.)

## COURSE & CLASS EXPECTATIONS

Two hallmarks of a top-tier Comm231 student are that she or he is prepared and is also willing to share opinions. These two traits are the basis upon which our marketing class will be built. Therefore, class attendance and contribution are keys to doing well in Comm231. Be expected to be asked questions like:

- *What do you think are two major issues in Question X?*
- *What was your answer to Question Y?*
- *What makes business ABC's marketing successful?*
- *Based upon your financial analysis of the exhibits, what do you think is a reasonable target for next year's total revenues?*

You may not miss more than one class and should always email me and your TAs to let them know if you will not be in class. In class I expect you to take notes and to not be texting or emailing others because that is not professional or courteous. Lastly, I really appreciate when you ask many questions because that is a characteristic of top-notch thinkers; it improves the classroom dynamics; and it's simply more fun!

## EXPECTATIONS FOR YOUR TEAM & TEAM LEADER(S)

Team work is part of all marketing courses and professional life. In our course, each team will have and use a leader (or co-leaders). The purpose of the leaders is to communicate with me or the TAs, as needed.

It is assumed that everyone in a team will receive the same grade for a project. However, if anyone does not contribute equally to a team project, his or her marks will be adjusted, once it is brought to my attention. I prefer that each team project has a project leader. The project leader's name will be the first name listed on the front page of the submission in the section where team members' names are listed. For larger-team projects you may use co-leaders and then this should be noted by the names of the first two people listed on the front page of the submission (e.g., Sheila Murray: Co-Leader)

## **BE PUNCTUAL & NO LATE ASSIGNMENTS**

Successful marketing professionals value punctuality and so do I. To be fair to the entire class, assignments are due when scheduled. In other words, no extensions will be given and late assignments will not be accepted. Punctuality is also a key for the start of class. Always try to arrive at least 5 minutes before class.

## **SPELLING AND GRAMMAR**

Successful marketing professionals value well-written and well-edited submissions and so do your TAs and I. Therefore, we expect you to help edit and proof each other's work, especially for team submissions. **NOTE:** It will not be possible to get an "A" grade on submissions or presentations that contain obvious or numerous grammar and

## **ACADEMIC INTEGRITY**

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the

group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### Turnitin.com

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## TENTATIVE COURSE & CLASS SCHEDULE (FALL 2015)

WEEKLY CLASS DATES	TOPICS	CLASS CASES & ASSIGNMENTS	CHPT LEADS
<b>WEEK 1: SEPT 14 - 18</b> • 1st Class: Mon	Course Intro & Chpt 1		
• 2nd Class: Wed	Chpt 1	TBA	• 14 Teams Formed
<b>WEEK 2: SEPT 21 - 25</b> • 1st Class: Mon	Chpt 2	TBA	• 1st Mini Marketing Case Assigned
• 2nd Class: Wed	Chpt 3	TBA	<i>Team 1 (p: 79 – top of 93)</i> <i>Team 2 (p: 93 - 108)</i>
<b>WEEK 3: SEPT 28 – OCT 2</b> • 1st Class: Mon	Chpt 5	TBA	<i>Team 3 (p: 43 – top of 56)</i> <i>Team 4 (p: 56 – 70)</i>
• 2nd Class: Wed	Chpt 6	TBA	<i>Team 5 (p: 193 – top of 209)</i> <i>Team 6 (p: 209 - 227)</i>
<b>WEEK 4: OCT 5 – 9</b> • 1st Class: Mon		1st Mini Marketing Case (12.5%)	
• 2nd Class: Wed		1st Case Deeper Analysis	Discuss Final Project Options
<b>WEEK 5: OCT 12 – 16</b> • 1st Class: Mon	<b>NO CLASSES</b> <i>THANKSGIVING DAY</i>		
• 2nd Class: Wed	<b>1st In-Class Mini Marketing Test (15%)</b> (65 minutes)		
<b>WEEK 6: OCT 19 – 23</b>	<b>NO CLASSES: COMMERCE MID-TERMS</b> <b>TEAMS MEET TO BEGIN WORK ON FINAL PROJECTS</b>		

## 2<sup>nd</sup> Half of Course

WEEKLY CLASS DATES	TOPICS	CLASS CASES & ASSIGNMENTS	CHPT LEADS
<b>WEEK 7: OCT 26 – 30</b>		1 <sup>st</sup> Tests Returned Discuss Final Projects 2 <sup>nd</sup> Mini Case Assigned	
• 1ST CLASS: MON			
• 2ND CLASS: WED	Chpt 7	TBA	<b>Team 7</b> (p: 237 – top of 251) <b>Team 8</b> (p: 251 - 267)
<b>WEEK 8: NOV 2 - 6</b>	Chpt 8	TBA	<b>Team 9</b> (p: 275 – top of 291) <b>Team 10</b> (p: 291 - 307)
• 1ST CLASS: MON			
• 2ND CLASS: WED	Chpt 9	TBA	<b>Team 11</b> (p: 317 – 329 middle) <b>Team 12</b> (p: 329 - 341)
<b>WEEK 9: NOV 9 - 14</b>	Chpt 11	TBA	<b>Team 13</b> (p: 393 – 407 middle)
• 1ST CLASS: MON			
• 2ND CLASS: WED		Final Project Updates	
<b>WEEK 10: NOV 16 - 20</b>		<b>2<sup>nd</sup> Mini Marketing Case Due (12.5%)</b>	
• 1ST CLASS: MON			
• 2ND CLASS: WED		<b>2<sup>nd</sup> In-Class Mini Marketing Test (20%)</b> (65 minutes) (Chpt 7, 8, 9, 11)	
<b>WEEK 11: NOV 23 – 27</b>	Chpt 12	TBA	
• 1ST CLASS: MON			
• 2ND CLASS: WED	Chpt 14	TBA	
<b>WEEK 12: NOV 30 – DEC 4</b>		<b>Project Presentations &amp; Submissions (25%)</b>	
• 1ST CLASS: MON			
• 2ND CLASS: WED		Course Summary & Take-Aways	

# TENTATIVE COURSE EVALUATION INPUTS EXPLANATION

## MARKETING CHAPTER LEADS (15 MARKS)

- The class will be divided into 13 teams of five or six students. I will form these teams randomly.
- Two teams will be assigned the same chapter as per the course schedule, and each team will half the chapter.
- Each team should have a project lead with whom I, or the TAs, can communicate if needed.
- For your assigned chapter you will prepare a presentation that is between 4 (min) and 5 minutes (max). Make sure you rehearse and have someone time your delivery at least twice so you won't go overtime during your actual presentation. To be fair to teams who follow requirements, there is a 3 mark penalty if you exceed the time limit.
- The presentation should utilize at least 10 slides. It will be video-taped so you can get a copy.
- You should have 3 items/topics you want to share. These could be related to key marketing concepts or content you found most interesting and relevant from your assigned chapter section (e.g., it could relate to a story in the chapter, an update related to some themes covered, or a new marketing product or campaign that you found that integrates several concepts from the chapter). It could also be related to something online or current that connects with a topic or concept from the chapter.
- At least 4 people should be part of the presentation in class (e.g., topic 1, topic 2, topic 3, summary; or opening, topic 1, topic 2, topic 3 & closing). To be fair to teams who follow requirements, there is a 3 mark penalty if you don't follow this requirement.
- Team members not presenting receive the same grade because it is assumed they have worked on the project. All names of all team members should be on the first/cover slide of the presentation.
- Presenters should not read from slides but should have key points memorized
- At least 3 hours before your presentation, each team will email me a copy of their slide deck using the subject header (e.g., Comm231 Team 15 Chpt 25). I like to review the slides because that helps me gauge your format. To be fair to teams who follow requirement, if you miss the submission deadline there will be a 3 mark penalty.
- At the end of the class there will be a class vote to see if one team deserves a bonus mark for doing a better job with their assignment. If there is a winner, they will receive a 1 extra mark bonus.
- Max mark for this assignment is 16/15 for a superior presentation that also wins the class vote.
- In the past, grades for similar projects have ranged from 8/15 to 16/15 with an average of 12/15.

Grading will utilize the format below -

Chapters: 3 5 6 7 8 9 11	Teams: 1 2 3 4 5 6 7 8 9 10 11 12 13												
MARKETING CHAPTER LEAD GRADING CRITERIA	PENALTY	GRADE											
1. Slide content quality	-												
2. Presentation time limits met	no/yes												
3. At least 4 team members present	no/yes												
4. Topic choices, development & integration	-												
5. Copy of slides submitted before class as required	no/yes												
6. Quality presentation (e.g., opening, closing, delivery)	-												
Class Vote Winner	no/yes												

### **1<sup>ST</sup> MINI MARKETING CASE (12.5 MARKS)**

- The case will be assigned Week 2 and due Week 4.
- It is a team assignment and requires a brief presentation along with a short hard-copy submission.
- The purpose of the mini marketing case assignments is to give you and your team the opportunity of applying your marketing knowledge plus enhancing your marketing skill set.
- This case will have several specific questions that need to be answered.
- How you organize who does which questions is up to your team (e.g., each person can do all the questions and then you can compare; some people do some questions, etc.).
- Each team will have from 2 (min) to 3 minutes (max) to present their succinct answers to specific assigned questions.
- The presentation will be video-taped and worth 2.5 marks. Slides are expected to be used.
- Slides will not have to be submitted.
- Team members who present the case may not present in the Chapter Lead assignments.
- At least two team members should present.
- To be fair to all teams who meet these requirements, a penalty of 2.5 marks will be assessed if a requirement isn't met.
- Your case submission hard copy will be worth 10 marks and will be due at the beginning of class. Here is an example of previous hard-copy requirements, FYI:
  - *Title Page: first and last names of people working on the report, listed in alphabetical order. Also include date; course name, name of professor, name of project. Only use Arial 12-size font for cover page. May add a colour graphic or visual to cover page, but not required.*
  - *Content Pages: 3 pages max, single-spaced, 10-size Arial font, 8-size Arial font page numbers in bottom right hand corner. You may use a combination of paragraph and/or point-form style writing.*
  - *Project edited and proof-read. One staple in upper left hand corner of title page.*
- The mark allocation for the hard-copy submission, and the required format will be explained when the case is assigned.
- In the past, grades for similar projects have ranged from 7.5/12.5 to 13.5/12.5 with an average of 9.9/12.5.
- Note: There will be short questions related to this case on your in-class solo marketing test.

<b>Teams: 1 2 3 4 5 6 7 8 9 10 11 12 13 14</b>		
<b>1<sup>ST</sup> MINI CASE PRESENTATION</b>	<b>PENALTY</b>	<b>GRADE</b>
1. Slide content quality	-	
2. Presentation time limits met	no/yes	
3. At least 2 team members present	no/yes	
4. Case hard-copy submitted in class	no/yes	
5. Quality presentation (e.g., opening, closing, delivery)	-	

### **2<sup>ND</sup> MINI MARKETING CASES (12.5 MARKS)**

- The case will be assigned Week 7 and due Week 10.
- It is a team assignment and there will be no presentation for this case.
- Only the hard-copy will be required to be submitted at the beginning of class.
- In the past, grades for similar projects have ranged from 7.5/12.5 to 13.5/12.5 with an average of 9.9/12.5.

### **1<sup>ST</sup> MINI MARKETING TEST (15 MARKS)**

- In the 2<sup>nd</sup> class of the 5<sup>th</sup> week, there will be an in-class 65-minute mini marketing quiz.
- This test may comprise a variety of questions (T/F, or M/C, or short answer/discussion, etc.).
- It may also comprise a few questions about the mini marketing case study.
- The test is 'open book' and students may also use a calculator.
- The test will cover only the five chapters we have studied up until the time of the test.
- In the past, grades for similar tests have ranged from 6/15 to 15/15 with an average of 11/15.

### **2<sup>ND</sup> MINI MARKETING TEST (20 MARKS)**

- In the 2<sup>nd</sup> class of the 10<sup>th</sup> week, there will be an in-class 65-minute mini marketing quiz.
- This test may comprise a variety of questions (T/F, or M/C, or short answer/discussion, etc.).
- It may also comprise a few questions about the mini marketing case study.
- The test is open book and students may also use a calculator.
- The test will cover only the four chapters we have studied since the first test was written.
- In the past, grades for similar tests have ranged from 12/20 to 21/20 with an average of 15.5/20.

### **FINAL PROJECT (25%)**

This project is your way of applying the learnings from the course, along with your creativity, to a real life situation. For this project you will either write a case study or complete a social media campaign. Samples of cases written and social media projects from the past will be shown in class. Other options may also be possible. This is a large team project.

In the past, grades for similar projects have ranged from 16/25 to 26/25 with an average of 19/25.

#### ***Key Dates***

- In Week 4, we will discuss the final project options and format.
- After the midterm, in Week 7, each team will tentatively commit to their project
- In Week 12, teams will make formal 3 minute (max) presentation, worth 5 marks, discussing:
  - i. Two parts of the project they are most proud;
  - ii. Two things they'd do differently if they could re-do the project;
  - iii. Excerpts from case or demo of parts of video;
  - iv. One take-away from each team member about the marketing project.

#### ***Project Options***

It is a team project and may be completed only in your large teams from your section. You will select your own team members. At the completion of this project you and your team will have written a marketing case study or completed a social media campaign about a business (e.g., BMW dealership); a public organization (e.g., Queen's AMS); or a NPO (e.g., YMCA). You will also provide several key recommendations about how best to resolve the key issues within your study. A copy of your work will be submitted to the professor for grading and another copy to the key contacts in the organization being studied. Other options may also be possible.

### ***Marketing Excellence Awards***

Special recognition and a bonus will be awarded any submission that:

- Receives an A+ grade, and
- Receives very positive feedback from the organization/company sponsor.

This honour award can be added to your resume.

### ***Goals of the Project***

There are three goals for this marketing project, including:

- 1) Allowing you the opportunity to assume the role of marketing consultants whose first task is to gather the relevant facts about the organization being studied (i.e., writing the case);
- 2) Giving you the chance to utilize your marketing knowledge in writing and solving the case; and
- 3) Helping you to meet and interact with people involved in marketing activities.

### ***Project Requirements***

- 1) Organizations should have at least two employees, as a minimum, and should have been operating for at least one year and should be planning or have a website.
- 2) Cases should be between five and 10 pages, single-spaced, 10-size font pages, excluding exhibits. Case exhibits: there is no limit to the number of exhibits but typical exhibits include organization charts, financial statements, sample ads, screen shots of web sites, samples of competitor offerings, yellow page ads, sample surveys, photos of products, time line charts, etc., anything that can help add clarity to the story.
- 3) Grading will utilize tables like those below -



## FINAL MARKETING PROJECT:

### *Sample Grading Tables*

#### For Social Media Projects

<i>Criteria</i>	<i>Value</i>	<i>Details</i>	<i>Grade</i>
<b>In Class 3 – Minute Presentation</b>	<b>3.75</b>	<ol style="list-style-type: none"> <li>1. 3 minutes (on time)</li> <li>2. Submit one stapled copy of your presentation slide deck (black and white or colour: your choice)</li> <li>3. Submit one copy of the slide deck you are sending to the business partner</li> <li>4. Opening and closing memorable (vs. non engaging)</li> <li>5. Why choose this project?</li> <li>6. Steps taken to complete project...any surprises?</li> <li>7. What would you do differently if you could do it all over again?</li> <li>8. Take – aways with examples</li> <li>9. Most proud accomplishments with sufficient details</li> <li>10. Clip(s) from Youtube video of best work</li> <li>11. Integration of course concepts/tips?</li> <li>12. Good flow, no slide reading or pauses, use names to intro speakers, well – rehearsed</li> <li>13. Professional slides and transitions</li> </ol>	
<span style="color: blue;">+</span> Social Media Slide Deck	<b>6.25</b>	<ul style="list-style-type: none"> <li>▪ Slide notes format or regular Power Point format: your choice</li> <li>▪ Logic and testing of choice of social media tactics</li> <li>▪ Competitive analysis/insights</li> <li>▪ Integration of marketing materials and Buyology</li> <li>▪ References listed and well – used</li> <li>▪ good grammar, colour – schemes, professional layouts</li> <li>▪ easy to connect to video contents</li> <li>▪ Clients received copy via email</li> </ul>	
Social Media Online 4 – minute YouTube Video	<b>15</b>	<p>YouTube</p> <ul style="list-style-type: none"> <li>▪ Meets the requirements of slides submitted via email prior to class as per requirements</li> <li>▪ Demonstrates interactive nature of social media (i.e., two – way campaigns)</li> <li>▪ Compelling and interesting opening to video vs. generic</li> <li>▪ Compelling and interesting ending to video vs. generic</li> <li>▪ Isn't just a few videos or ads but an entire campaign</li> <li>▪ Discusses metrics/measurement</li> <li>▪ Client's received email with link to video</li> <li>▪ Meets labelling requirements for listing on Youtube so it is easy to find</li> <li>▪ Compelling idea (vs. copying other campaigns)</li> <li>▪ Competitive insights</li> <li>▪ Professional quality idea and execution</li> </ul>	

\*\*\*

## For Case Writing Projects

CRITERIA	VALUE	DETAILS	GRADE FARNEO
case	15 marks	<ul style="list-style-type: none"> <li>• Copy submitted <b>in class during presentation</b>, professionally bound</li> <li>• Background on <b>organization</b>, owners</li> <li>• <b>Competitive</b> analysis (who, what they do, how they compete, what they're good/bad at...)</li> <li>• Metrics (financials, others)</li> <li>• <b>Marketing</b> details               <ul style="list-style-type: none"> <li>○ Pricing</li> <li>○ Promo</li> <li>○ Products/services</li> <li>○ distribution</li> </ul> </li> <li>• <b>Sales details</b> (i.e., how do they provide the service or make the sale)</li> <li>• Info on clients, segments, etc.</li> <li>• Story well written, developed, easy to follow, good sub-headings</li> <li>• <b>Exhibits/charts</b> <b>integrated</b> well into the case; easy to understand</li> <li>• Submitted on <b>time</b>, format and page requirements met</li> <li>• Sample <b>letter</b> to business contact provided</li> </ul>	
Recommendations	6.25 marks	<ul style="list-style-type: none"> <li>• Issues addressed on case all resolved</li> <li>• <b>Sample</b> ads, promo <b>ideas</b></li> <li>• Proformas/<b>projections</b>/metrics set for targets or <b>goals</b></li> <li>• Beta test <b>ideas</b></li> <li>• Made sure <b>competition isn't already</b> doing suggestions</li> <li>• <b>Implementation</b> (who, what, how much), easy to follow and complete enough</li> <li>• <b>Risks identified</b></li> </ul>	
Presentation	3.75 marks	<ul style="list-style-type: none"> <li>• 3 <b>minutes</b> (on <b>time</b>)</li> <li>• <b>Coloured</b> copy of slide deck presented, <b>professionally</b> bound, to judges</li> <li>• Opening and closing memorable (vs. non engaging)</li> <li>• Take-aways <b>with</b> examples</li> <li>• Changes <b>if</b> done again <b>with</b> rationale</li> <li>• Most proud accomplishments with sufficient details</li> <li>• Integration of buyology &amp; examples of recommendations made</li> <li>• Good flow. no slide reading or pauses. use names to intro speakers*</li> </ul>	

The purpose of this course is to provide you with a coherent understanding of some of the causes and consequences of organizational behavior. These concepts can help explain the behavior of individuals and groups in organizations, and the behavior of organizations as institutions. Many of the concepts are about commitment, power and careers as tournaments.

We will use two books and two sets of readings. The books are Cialdini's Influence: Science and Practice (5th edition) and Pfeffer's Power: Why some people have it – and others don't. One set of readings is for sale as a course package in Goodes LL132 during September; the readings in the second are available on line via the library website (<http://library.queensu.ca>). Both sets of readings are listed on pages 6-9 of this outline.

**Grading Scheme**

Midterm Exam 25%  
Group Case 25%  
Final Exam 50%

**DATES (FALL 2015)**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Monday 14 September	Introduction	<b>Cases to be discussed in the first class:</b> Dealing with Richard Millar Worried in Vancouver The Winnipeg Case The speechwriter Stitch in time Tucker 2027 The party Tina Babcock The reference Brad and Carl Barbara Spector My first real job Dissed in Toronto Should I tell the truth? The new product launch
Wednesday 16 September	Organizational Behavior	Dealing with Richard Millar, Part 2 The remaining cases that were distributed in the first class

Course portal: Sign in and follow the steps to Commerce 251/651  
<https://commerce.queensu.ca>

**Exams will cover the two books, the two sets of readings, and class discussions  
The main cause of failure in this course is falling behind; we'll read about 800 pages**

Monday 21 September	Perception	Cialdini, Chapter 1 Gladwell. The locked door (course package Reading #1)
Wednesday 23 September	Impression Management	Gioia and Corley. Being good versus looking good (on line) Lemann. The kids in the conference room (on line) Pfeffer, Chapter 8
Monday 28 September	Managers	Pfeffer, Introduction Gawande. Big med (on line) Hamel. First, let's fire all the managers (on line)
Wednesday 30 September	Decision Making	Schwartz. When only the best will do (Reading #2) Kahneman. Prospect theory (Reading #3) Humphreys. The best of intentions (on line)
Monday 5 October	Motivation	Cialdini, Chapter 2 Pfeffer, Chapters 1 and 2 Canabou. John Wood turns the page (on line) Magretta. Will she fit in? (on line)

Tuesday 6 October	The Group Case, the Group Case Assignment and the Case Groups to be posted	
----------------------	--	--

Wednesday 7 October	Ability and Individual Differences	Preview of the Midterm Introduction of Case Groups and Case Group Assignment <i>Pre-class exercise: Visit <a href="http://www.outofservice.com/bigfive/">www.outofservice.com/bigfive/</a> and do a short version of the Big Five personality test</i> Gladwell. The 10,000 hour rule (Reading #4) Macnamara et al. Deliberate practice and performance in music, game, sports, education, and professions (on line)
------------------------	---	--

Monday 12 October	No class (Thanksgiving)	
----------------------	-------------------------	--

Wednesday 14 October	Commitment	Cialdini, Chapter 3 Wolfe. Lab rat (Reading #5) Hassan. An arsenal of believers (on line) Schlosser. Kenny (Reading #6) Corporate securities lawyer (Reading #7)
-------------------------	------------	--

Monday 19 October	Conformity and Deviance	Cialdini. Chapter 4 Surowiecki. Bankers gone wild (on line) Osland. What's your eccentricity ratio? (Reading #8) Pfeffer, Chapter 3 Thomas Bluefield's dilemma (Reading #9)
----------------------	----------------------------	---

Wednesday 21 October		Midterm 15+ short answer questions My February 2015 Midterm, Results and Grading Key are posted
Monday 26 October	Liking	Cialdini, Chapter 5 Casciaro and Lobo. Competent jerks/lovable fools (on line) Pfeffer, Chapter 4 Rivera. Hiring as cultural matching ( <i>pp. 1006-1015</i> ) (on line)
Wednesday 28 October	Networks	Ferrary. Gift exchange in the social networks of Silicon Valley ( <i>pages 120-124 and 128-138 only</i> ) (on line) Pfeffer, Chapter 6 Gladwell. Small change (on line)
Monday 2 November	Innovation	Hamel. Waking up IBM (on line) Gawande. Slow ideas (on line) Mathews and Wacker. From freak to chic (Reading #10) Gladwell. Million dollar Murray (on line)
Wednesday 4 November	Jobs	Q and A on the Group Case Assignment Schmenner. Treating patients faster but safely (on line) Bourette. Butchered (on line) Hewlett and Luce. Extreme jobs (on line) Thompson. A world without work (on line)
Monday 9 November	Teams and Conflict	Pfeffer, Chapter 9 Gawande. The learning curve (on line) The Cellex Case (Reading #11)
Wednesday 11 November	Power	Cialdini, Chapter 6 Pfeffer, Chapter 5 Gordon Brasco (Reading #12)
Monday 16 November	Values and Ethics	Zuboff. A starter kit for business ethics (on line) Gladwell. The engineer's lament (on line) Watkins. Ethical conflicts at Enron (on line) Pfeffer, Chapter 12 Bearden. Is it ever OK to break a promise? (on line)
Wednesday 18 November	Leadership	Pfeffer, Chapter 7 Meyerson. Radical change, the quiet way (on line) Barling. Are leaders born or made? (Reading #13) Antonakis et al. Can charisma be taught? (on line)

Monday 23 November	Scarcity	Preview of the Final Exam Cialdini, Chapter 7 Gladwell. Getting in (on line) McKeough. Fauxclusivity (on line) Haberman. In life's race, the hurdles come earlier/Nolan. In Delhi, getting into nursery school is harder than Harvard (on line) Lasser. Time on the street (on line)
-----------------------	----------	---

Tuesday 24 November	The Group Case Assignment is due by 1:00 to <a href="mailto:bcooper@business.queensu.ca">bcooper@business.queensu.ca</a>	
------------------------	--	--

Wednesday 25 November	Stress and Satisfaction	Course Evaluation Peters. The brand called you (on line) Michel. (pages 335-351 <i>only</i> ) of Transcending socialization: A nine-year ethnography of the body (on line) Pfeffer, Chapter 10 Fifty pieces of unsolicited career advice (posted) Widdicombe. The higher life (on line)
--------------------------	-------------------------	--

Monday 30 November	Review: Organization Cultures	Pfeffer, Chapter 13 Gelfand et al. Tight and loose cultures (on line) Hambrick. Letter to a newly-tenured professor (on line) Toffler. Billing our brains out (Reading #14)
-----------------------	-------------------------------	--

Wednesday 2 December	Review: Careers	The price of ambition (Reading #15) Cialdini, Chapter 8
-------------------------	-----------------	--

Wednesday 9 December 11-12 AM	The Group Case Assignments will be returned from Goodes 453 (along with copies of one or two of the better Group Case Assignments)	
----------------------------------	--	--

Sometime in December	Final Exam	15+ short answer questions on material since the midterm plus a short case drawing on material from throughout the term
<b>My April 2015 Final, Results and Grading Key are posted</b>		

## The Group Case Assignment

The dual purpose of the Group Case Assignment is to (1) give you some practice in applying your ideas to a specific situation, and (2) provide you with an opportunity to work on consensus-building with others. The case to be posted on 29 January is a situation about which there are likely to be differing views.

To begin the process, you should read the case before the midterm, think about it, re-read the case, and then meet with your group, the members of which will be posted on 29 January. When you have your first group meeting you should talk about both the content of the assignment and the process through which your group will produce a high quality product that meets the deadline. After your group has worked its way through the case and clarified any matters that need clarifying during the in class Q & A session of 7 March, you can then turn to the harder job of organizing your group's ideas into a coherent, original memo, the terms of reference for which follow.\*

### Group Case Assignment

Prepare an original, thoughtful, well-organized, and clearly written memo addressed to XX that persuasively answers the question: **What should XX do?**

By the end of your memo, I should be convinced that I would follow your advice. Keep the following in mind as you prepare your Group Case Assignment:

1. There is a firm length constraint: < 1,000 words (approximately 4 double spaced, typed pages; the title page does not count in the word count). Make sure someone does a final word count. Don't violate this constraint; the penalty is a full letter grade.
2. I've read the case; do not spend your words summarizing the case.
3. Be specific; tell XX exactly what to say and do.
4. There are no premiums for using jargon. There are premiums for ideas that are clearly presented. Poor writing will be penalized. And don't just rely on spell-check: Proofread!
5. Make sure that any assumptions you make are ones that make your job harder.
6. XX wants to know what to do by 1:00 PM on Thursday, 26 March. Memos after that time will be treated harshly.

To reiterate: think about the case, work towards consensus within your group, organize your thoughts and produce a timely, persuasive and high quality Group Case Assignment that tells XX exactly what to say and do by 1:00 PM on Thursday, 26 March.

\*Groups occasionally run into free rider problems. See the note on page 7 of the course outline.

### A note on free riding

Free riding sometimes occurs on the Group Case Assignment. This is unfortunate, particularly since the espoused culture of the Queen's School of Business is to encourage teamwork and develop your teamwork skills. Nevertheless, some people do choose to let other members of their group do the work.

Here are some things you should know about my treatment of the free rider problem.

1. I am prepared to help if your group runs into a problem with free riding.
2. I am also comfortable with giving free riders a zero on the Group Case Assignment.
3. If you do run into a problem the free rider should be informed -- as clearly and as early and as often as possible -- that your group is dissatisfied with the person's contributions.
4. Make sure that your group's free rider problem is documented by e-mails.
5. In the end, if there is clear evidence of no substantive contribution (see 3 and 4 above), leave the person's name off the title page of the Group Case Assignment.
6. I will then inform the free rider that s/he has received a zero on the Group Case Assignment.

### Fall 2015 Commerce 251/651 Course Package

(available for purchase in Goodes LL132 during September)

1. Malcolm Gladwell (2005). The locked door: The secret life of snap decisions. Chapter Two from Malcolm Gladwell's Blink: The power of thinking without thinking. New York: Little Brown.
2. Barry Schwartz (2004). When only the best will do. Chapter four from Barry Schwartz's The paradox of choice: Why more is less. New York: Harper Perennial.
3. Daniel Kahneman (2011). Prospect theory. Chapter 26 from Kahneman's Thinking, fast and slow. New York: Anchor.
4. Malcolm Gladwell. The 10,000 hour rule. Excerpt from Chapter two of Gladwell's Outliers: The story of success. New York: Little Brown.
5. Tom Wolfe (1979). Lab rat. Excerpt from Tom Wolfe's The right stuff. New York: Farrar, Straus & Giroux.
6. Eric Schlosser (2002). Kenny. From Fast food Nation: The dark side of the all-American meal. New York: Harper Perennial.
7. John Hart (2000). Corporate securities lawyer. From Bowe, Bowe, and Streeter (Eds.) Gig: Americans talk about their jobs at the turn of the millennium. New York: Crown.
8. Joyce Osland (2007). What's your eccentricity quotient? Organizational behavior: An experiential approach, 8<sup>th</sup> edition.
9. Thomas Bluefield's dilemma
10. Ryan Mathews and Watts Wacker (2002). From freak to chic: The evolution of the devox. From Ryan Mathews and Watts Wacker. The deviant's advantage: How fringe ideas create mass markets. New York: Crown.
11. The Cellex Case.
12. Gordon Brasco.
13. Julian Barling (2014). Are leaders born or made? Chapter 5 from Barling's The science of leadership: Lessons from research for organizational leaders. New York: Oxford University Press.



14. Barbara Ley Toffler (2003). Billing our brains out. From Barbara Ley Toffler's Final accounting: Ambition, greed, and the fall of Arthur Andersen. New York: Broadway Books, pp. 101-126.

15. The price of ambition.

**Fall 2015 Commerce 251/651 Course Readings Available online via**

**<http://library.queensu.ca>**

1. Dennis Gioia and Kevin G. Corley (2002). Being good versus looking good: Business school rankings and the Circean transformation from substance to image. Academy of Management Learning and Education, 1, 107-120.

<http://proxy.queensu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=7373729&site=ehost-live>

2. Nicholas Lemann (October 18 and 25, 1999). The kids in the conference room: How McKinsey & Company became the next big step. The New Yorker, 209-216.

[http://www.newyorker.com/archive/1999/10/18/1999\\_10\\_18\\_209\\_TNY\\_LIBRY\\_000019363](http://www.newyorker.com/archive/1999/10/18/1999_10_18_209_TNY_LIBRY_000019363)

3. Atul Gawande (13 & 20 August 2012). Big med. The New Yorker, 53-63.

<http://proxy.queensu.ca/login?url=http://go.galegroup.com/ps/i.do?id=GALE%7CA300243688&v=2.1&u=queensulaw&it=r&p=LitRC&sw=w>

4. Gary Hamel (December 2011). First, let's fire all the managers. Harvard Business Review, 48-60.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=c4b96f15-a8a5-454d-ad70-29da1b030d02%40sessionmgr198&hid=118>

5. John Humphreys (July 2002). The best of intentions. Harvard Business Review, 31-42.

<http://web.b.ebscohost.com/ehost/detail/detail?vid=4&sid=3fd3f013-e6a7-44b9-80eb-bc3ec51cc6e6%40sessionmgr114&hid=108&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=6899188>

6. Christine Canabou (December 2002). John Wood turns the page. Fast Company, 128-130.

<http://www.fastcompany.com/45643/john-wood-turns-page>

7. Joan Magretta (March 1997). Will she fit in? Harvard Business Review, 18-22.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=c4b96f15-a8a5-454d-ad70-29da1b030d02%40sessionmgr198&hid=118>

8. Brooke N. Macnamara, David Z. Hambrick and Frederick L. Oswald (2014).

Deliberate practice and performance in music, games, sports, education, and professions: A meta-analysis. Psychological Science, 25, 1608-1618.

[http://journals2.scholarsportal.info/pdf/09567976/v25i0008/1608\\_dpapimseapam.xml](http://journals2.scholarsportal.info/pdf/09567976/v25i0008/1608_dpapimseapam.xml)

9. Nasra Hassan (19 November 2001). An arsenal of believers. The New Yorker, 36-41.

[http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2001/11/19/011119fa\\_FACT1](http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2001/11/19/011119fa_FACT1)

10. James Surowiecki (30 July 2012). Bankers gone wild. The New Yorker, 25.

[http://proxy.queensu.ca/login?url=http://www.newyorker.com/talk/financial/2012/07/30/120730ta\\_talk\\_surowiecki](http://proxy.queensu.ca/login?url=http://www.newyorker.com/talk/financial/2012/07/30/120730ta_talk_surowiecki)

11. Tiziana Casciaro and Miguel Sousa Lobo (June 2005). Competent jerks, lovable fools, and the formation of social networks. Harvard Business Review, 92-99.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=c4b96f15-a8a5-454d-ad70-29da1b030d02%40sessionmgr198&hid=118>

12. Lauren A. Rivera. Hiring as cultural matching: The case of elite professional service firms. American Sociological Review, 2012, 77, 999-1022.

<http://asr.sagepub.com/content/77/6/999.full.pdf+html>

13. Michel Ferrary (Summer 2003). The gift exchange in the social networks of Silicon Valley. California Management Review, 45, 120-138.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=6cb1e98b-e389-4ae5-9c08-c3460a5fcb4e%40sessionmgr114&hid=118>

14. Malcolm Gladwell (4 October, 2010). Small change. The New Yorker, 43-49.

[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)

15. Gary Hamel (July-August 2000). Waking up IBM: How a gang of unlikely rebels transformed Big Blue. Harvard Business Review, 137-146.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=15625b73-feaa-417f-ab26-c594d24c1b17%40sessionmgr113&hid=118>

16. Atul Gawande (29 July 2013). Slow ideas. The New Yorker, 36-45.

[http://www.newyorker.com/reporting/2013/07/29/130729fa\\_fact\\_gawande](http://www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande)

17. Malcolm Gladwell (13 & 20 October 2006). Million-dollar Murray. The New Yorker, 96-107.

[http://proxy.queensu.ca/login?url=http://www.newyorker.com/fact/content/articles/060213fa\\_fact](http://proxy.queensu.ca/login?url=http://www.newyorker.com/fact/content/articles/060213fa_fact)

18. Roger Schmenner (24 July 2012). Treating patients faster but safely. Financial Times, 8.

<http://proxy.queensu.ca/login?url=http://search.proquest.com/docview/1027602996?accountid=6180>

19. Susan Bourette (December 2003). Butchered. Report on Business Magazine, 46-56.

<http://proxy.queensu.ca/login?url=http://search.proquest.com/docview/194453787?accountid=6180>

20. Sylvia Ann Hewlett and Carolyn Buck Luce (December 2006). Extreme jobs: The dangerous allure of the 70-hour workweek. Harvard Business Review, 49-59.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=50b839c3-f374-4566-a54a-1578b241eab2%40sessionmgr112&hid=118>

21. Derek Thompson (July/August 2015). A world without work. The Atlantic, 51-61.

<http://search.proquest.com/docview/1694815894/7C96E98A8E544E0PQ/19?accountid=6180>

22. Atul Gawande (28 January 2002). The learning curve. The New Yorker, 52-61.

[http://www.newyorker.com/archive/2002/01/28/020128fa\\_fact\\_gawande](http://www.newyorker.com/archive/2002/01/28/020128fa_fact_gawande)

[http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2002/01/28/020128fa\\_fact\\_gawande](http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2002/01/28/020128fa_fact_gawande)

23. Shoshana Zuboff (January 2005). A starter kit for business ethics. Fast Company, 91.

<http://www.fastcompany.com/51763/starter-kit-business-ethics>

24. Malcolm Gladwell (May 4, 2015). The engineer's lament. The New Yorker, 46-55.

<http://archives.newyorker.com/?i=2015-05-04#folio=46>

25. Sherron Watkins (Summer 2003). Ethical conflicts at Enron: Moral responsibility in corporate capitalism. California Management Review, 45, 6-19.

<http://proxy.queensu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=10899803&site=ehost-live>

26. Neil Bearden (September 2014). Is it ever OK to break a promise? Harvard Business Review, 119-123.

<http://web.a.ebscohost.com.proxy.queensu.ca/ehost/detail/detail?vid=2&sid=5dfbfe0a-8f4f-4818-b674-7e29f61fef4a%40sessionmgr4002&hid=4209&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=buh&AN=97509533>

27. Debra E. Meyerson (October 2001). Radical change, the quiet way. Harvard Business Review, 92-100.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=50b839c3-f374-4566-a54a-1578b241eab2%40sessionmgr112&hid=118>

28. John Antonakis, Marika Fenley and Sue Liechti (2011). Can charisma be taught? Tests of two interventions. Academy of Management Learning and Education, 10, 374-398.

<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=1322c714-b369-423d-8cbe-b816745c2e4b%40sessionmgr198&hid=118>

29. Malcolm Gladwell (10 September 2005). Getting in. The New Yorker, 80-86.

[http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2005/10/10/051010crat\\_atlarge](http://proxy.queensu.ca/login?url=http://www.newyorker.com/archive/2005/10/10/051010crat_atlarge)

30. Tim McKeough (March 2006). Fauxclusivity. The Walrus, 89-91.

<http://walrusmagazine.com/articles/2006.03-fashion-indie-shoes/>

31. Clyde Haberman (18 October 2000). In life's race, the hurdles come earlier. New York Times.

<http://proxy.queensu.ca/login?url=http://search.proquest.com/docview/91779241?accountid=6180>), B1/Stephanie Nolen (September 14, 2009). In Delhi, getting into nursery school is harder than Harvard. The Globe and Mail, 1 & 15.

<http://proxy.queensu.ca/login?url=http://search.proquest.com/docview/347933894?accountid=6180>

32. John Lasser (23 April 2001). Time on the street. The New Yorker, 123-136.

<http://archives.newyorker.com/?i=2001-04-23#folio=136>

33. Tom Peters (31 August 1997). The brand called you. Originally published in Fast Company.

<http://www.fastcompany.com/28905/brand-called-you>

34. Alexandra Michel (2011). Transcending socialization: A nine-year ethnography of the body's role in organizational control and knowledge worker's transformation. Administrative Science Quarterly, 56, 325-368.

<http://proxy.queensu.ca/login?url=http://asq.sagepub.com/content/early/2012/01/30/0001839212437519>

35. Lizzie Widdicombe (July 6 & 13 2015). The higher life. The New Yorker, 40-47.

<http://archives.newyorker.com/?i=2015-07-06#folio=CV1>

36. Michelle Gelfand and 32 others (27 May 2011). Differences between tight and loose cultures: A 33-nation study. Science, 332, 1100-1104.

<http://www.jstor.org/stable/27977953>

37. Donald Hambrick (September 2005). Letter to a newly-tenured professor. Journal of Management Inquiry, 14, 300-302.

### Questions from Winter 2015 Midterm

1. Draw on the full account of the Langer et al. photocopying experiment (class of 13 January) to identify something specific that would reduce the number of raffle tickets that Joe would sell by giving participants a Coke (Cialdini, Chapter 2). (1)
2. Draw on what you noticed the first time you walked into Goodes to explain (a) the attention paid to the panhandler asking for 17 cents (class of 13 January) and (b) the results of the littering study in the parking garage (class of 13 January). (2)
3. Describe one consequence of information asymmetry (class of 23 January) in Pfeffer. (1)
4. Draw on Gioia and Corley (Reading #2) and the class of 16 January to identify the operation of (a) motive for business schools and (b) opportunity in the LIBOR market (Reading #17). (2)
5. There was quite a difference between what Gladwell's speed daters (Reading #1) said they were looking for and who they actually picked for a date. Assess the degree of similarity of the speed daters' behavior and that of the NBA General Managers who continued to play and keep underperforming high draft picks but denied they would ever do that (class of 23 January). (1)
6. Assess how well the findings reported by Kahneman (Reading #8) fit with (a) a behavior of the test pilots (Reading #13) and (b) a behavior of the kids at McKinsey (Reading #3)? (2)
7. Describe the operation of reciprocity in (a) Ethiopia's behavior towards Mexico (Cialdini, Chapter 2), (b) the CEOs' behavior towards security analysts (class of 27 January), and (c) what The Speechwriter might do (Short case #4). (3)
8. You are a water technician at Morning Star (Reading #5). You would like a co-worker to help you with calibrating some equipment over the next three months. Would you use Door-in-the-face (Cialdini, Chapter 2) or Foot-in-the-door (Cialdini, Chapter 3) (**circle one**)? Why? (1)
9. The history of tanning over the last 200 years has been that it has gone in and out of fashion, particularly among the Caucasians of Northern Europe. Having a tan was out of fashion for the elite (who did not work the farms) in the agricultural era that preceded the Industrial Revolution. Tans came back into fashion among the elite (who did not work in factories) during the Industrial Revolution, only to fade in and out several more times since then (pun intended). Explain how this history is consistent **or** inconsistent (**circle one**) with a **specific finding** in Cialdini's Chapter 4. (1)
10. In Chapter 3 Cialdini says that commitments are more likely to be honored and escalated when the commitment is publicly made. Assess the fit of his claim in these two settings: (a) Susan Carter's commitment towards Crowne Consulting (Reading #12) and (b) Kenny's commitment at the meatpacking plant (Reading #15). (2)
11. You are giving a speech at a major corporate event. You want it to go well. Draw on Cialdini's Chapter 4 to identify one thing you should ask your colleagues to do during your speech. (1)
12. Apply the eccentricity ratio (Reading #18) to (a) Frank the boss' reaction to Thomas Bluefield (Reading #19) and (b) Peter the boss' reaction to Steve, the candidate (Reading #9). (2)

13. Apply the Attraction-Selection-Retention model (class of 20 and 30 January) as follows:

(A) Apply the attraction portion to the candidate (S) in “Arsenal of believers” (Reading #14); (B) Apply the selection portion to McKinsey (Reading #3); (C) Apply the retention portion to John Hart, the corporate security lawyer (Reading #16). **[You do not need to draw diagrams]** (3)

14. My interest is in helping you develop a coherent understanding of some of the causes and consequences of organizational behavior -- not your organizational behavior but the behavior of others. What is the single piece of organizational behavior we have seen in this course that you find the most difficult to understand? Explain why it is hard for you to understand? (1)

15. Draw on two specific ideas in Pfeffer to provide useful advice that might help Dissed in Toronto (next page). (2)

### **Dissed in Toronto**

A human resources manager made a passing comment to me the other day that he and the CEO had been talking and were wondering if I still worked for the company as they didn't see anything happening.

I am extremely disturbed by this comment. I was promoted eight months ago to a management position and have had to start from scratch to take the department forward in an organized manner, with a minimum of resources.

I asked my manager about what had been said. Although she was there when the comment was made, she said nothing in my defence. She merely said: “Yes, he was taking a dig at you.”

I am a dedicated, hard worker and I get things done. But I feel there is a lack of support from my boss. I am not happy with the comment made and feel it completely unjustified as the HR manager doesn't know the details of what my team and I are working on.

### **Questions from Winter 2015 Final**

1. In Chapter 5 Cialdini says that likability is one route to influence. But in Chapter 4 Pfeffer says “Likability is overrated”. Why does Pfeffer say that? (1)

2. Three questions from Cialdini's Chapter 5: (A) According to Cialdini, likeability aids electability. There are will be a Federal election in 2015. Draw on **something specific** from Cialdini's Chapter 5 that can help a candidate to be more likable (and maybe electable). (B) Kingston has lots of prisons and recidivism (prisoners reoffending after they are released) is as much a problem here as it is elsewhere. Draw on Cialdini's Chapter 5 to suggest **something specific** that might reduce recidivism. (C) What is **something specific** in Chapter 5 that Loretta (the Canadian consultant in Reading #34) could use to help her in her relations with Savine? (3)

3. Would you expect the payoffs to tacit knowledge (Reading #33) in basketball to be stronger/the same/weaker (**circle one**) in this sport of your choice: \_\_\_\_\_? Why? (1)

4. Two questions about homophily (Cialdini, Chapter 5): (A) Tell me a **specific way** in which Rivera's recruiters (Reading #21) produce homophily. (B) Describe the operation of homophily in Gladwell's civic action groups (Reading #23). (2)

5. Two questions from The Valley (Reading #22): (A) Describe the operation of information asymmetry in The Valley; (B) How are reputations built and protected in The Valley? (2)

6. Some innovations come from marginals playing at the fringe (Reading #26) and some come from high status players at the centre (class of 3 March). Draw on any course material of your choice to provide a clear example of each. (2)
  7. Draw on Gawande's discussion of slow and fast ideas (Reading #25) to explain (A) the **comparative** speed of adoption of new anesthetics ideas and sanitation ideas; (B) the speed at which Housing First programs have spread (Reading #27 and class of 3 March). (2)
  8. Two questions about Taylor (Reading #28). What would Taylor say about (a) the design of Juan's job at Maple Leaf (Reading #30) and (b) 3M's 15% free time rule (class of 3 March)? (2)
  9. What change would you make to the design of the charisma experiments (Reading #41) that would make the experiments more convincing to both aspiring leaders and skeptical academics? (1)
  10. Four questions about Resource Dependence Theory (or RDT; classes of 13 and 31 March): (A) Use RDT to explain why Gil hasn't fired Gordon Brasco (Reading #35); (B) Use RDT to explain management's response to David Grossman (Reading #24) ; (C) Use RDT to explain Western nations' foreign policies regarding Saudi Arabia; (D) A mining company lobbies government regulators to toughen environmental standards and succeeds in convincing regulators to enforce the tougher regulations that the competitors then can't meet. Explain how this fits/doesn't fit (**circle one**) with RDT. (4)
  11. Draw on the Barling reading (#40) to explain why class is a predictor of being a leader. (1)
  12. Why would poor air, little useable farm land, hostile neighbors, etc. (Reading #50 and class of 31 March) lead to little patience for the freak part of "From freak to chic" (Reading #26)? (1)
  13. What would Pfeffer's response be to (a) Zuboff's idea (Reading #36)? (b) Sherron Watkins' situation (Reading #37)? (c) Sameer Hopskin's dilemma (Reading #38)? (3)
  14. Gladwell (Reading #42) draws on the Dale and Krueger study of the relationship between the status of the university attended and long-term earnings. A question that arises from the study: For those who go to elite universities, why are the economic payoffs relatively higher for those from lower Socio-Economic Status backgrounds, compared to the economic payoffs for wealthier students who go to the same schools? (1)
  15. Draw on the idea of punctuated equilibrium (classes of 20 and 27 March) to explain (a) when transformational leadership matters most (class of 20 March) and (b) the beneficial effects of one of Meyerson's quiet leaders (Reading #39). (2)
  16. Draw on any course material to provide good advice to the writer of "My first real job". (2)
- You have been assigned to work with a colleague, Pat. The two of you are to complete a complex project by the following Monday. The days creep by but you are unable to pin Pat down so that you can confer, start the research, analysis and writing. By the end of the week you are frantic. As you stew in your office, Pat stops by on the way back from a meeting. The telephone rings just as you are telling Pat that you've left it too late. You answer the phone only to discover it's the boss calling to ask how the project is coming.*
17. Use reactance theory (Cialdini, Chapter 7) to explain these behaviors: (A) Wu in lower Manhattan (Reading #43) and (b) the parents in upper Manhattan and New Delhi (Reading #44). (2)

18. More than 90% of Michel's investment bankers (Reading #47) strongly agreed with the statement "My goals and the bank's goals are completely aligned"; yet many suffered one or more of these: back pain, alcoholism, drug addiction, heart problems, insomnia, and crippled immune systems. Draw on course material of your choice to explain the 90% agreement. (1)

19. Identify one idea from Pfeffer that Tera Chang (Reading #52) might use to solve her problem at work. (1)

20. Finally, the SR parts of the ASR model: (A) Use Boo (Reading #48) to show how the Selection process operates; (B) Use Michel's own career (Reading #47 and the class of 27 March) to show how the Retention process operates. [**You do not need to draw diagrams**] (2)

21. "The Museum" case follows. Answer this question in the separate exam booklet.

**The question: What should Linda Davidson say and do? (14)**

Be specific. Tell Linda exactly what to say and do, including to whom she should speak, when she should act and any contingency plans she should have ready.

Re assumptions: be explicit about any assumption you make; be sure that any assumptions that you do make are ones that make the situation more difficult for Linda Davidson and for you.

## **COMM 290: Empowering Business with Info. Tech.**

This is a new course.

A more detailed course outline is not available at this time.



# **BUSINESS AND ETHICS**

## **COMMERCE 303 Section 001 – FALL 2015**

### **I INTRODUCTION**

Business ethics is increasingly important as public expectations of corporate social responsibility keep rising, as do the negative consequences for not meeting those expectations. Public, NGO, institutional, regulatory and government pressures have resulted in efforts to improve coverage of ethics in business, academic and professional activities. Ethics decisions can now literally be matters of corporate, career and professional survival, yet they are often complex and demand resolution of dilemmas involving conflicts of values. Recent, ongoing serious Canadian, American and International business scandals reinforce the need for all the above trends.

This course is designed to provide students first with an increased awareness of (a) the ethical dimension of business and its decision making across all functions and levels, (b) the social standards, values, ethical principles and moral philosophy which provide criteria for this decision making, (c) the current issues and stakeholders involved, in business and the related professions, and (d) the role of business ethics today and historically.

Secondly the course is structured to move on from the awareness phase to helping the students learn how to better analyze ethics issues and, with moral intent, make ethical decisions in the workplace. Several ethical decision models will be explored. Third, the course will emphasize how to design ethics programs to develop, maintain and enhance an ethical corporate culture, now a needed core skill for today's business professionals and leaders, as the recent scandals have shown again. Fourth, a number of critical issue areas will be explored in depth, both domestic and international.

Last, the course is not only intended to produce ethically aware and capable graduates, but also individuals engaged by, and committed to addressing, business ethics issues in their careers. It is a credit toward the Certificate in Socially Responsible Leadership, given by the Queen's School of Business.

### **II COURSE MATERIALS AND APPROACH**

The course work will consist of required readings (from the text, coursepack and handouts), class and group discussions, case analyses and lecture material. Class discussion will encourage students to listen carefully and respectfully to the views of others and thus to test their own. Case analyses will allow the student to experience the decision maker role in difficult, complex and real situations. Lectures will provide content, structure and focus and allow for input based on the business and ethics experience of the lecturer. The text and courseware materials have been chosen to cover North American material, with significant international exposure. A guest lecturer, news items and handouts will also be used.

Coursepack: Goodes Hall – LL132

Text: Ethics & Governance – Class Handout

As supplementary material for engaged students, I have added a Business Ethics booklist at the end of this course outline. Some of these books will be used in class, in summary form.

### III ASSIGNMENT AND PARTICIPATION APPROACH & GRADE ALLOCATION

The three written assignments must be typed, double-spaced and one sided. One-inch margins must be used. In addition to grading the content of your assignments, they will also be assessed as business writing. Appropriate use of headings, page numbering, references linked to your textual material and editing will be expected. They should be carefully edited, as if you were marking them, before submission. Wikipedia is not an acceptable reference. Your ability to clearly and concisely present your ideas without spelling or grammatical errors is an essential business management skill. Each assignment must have a Title Page, showing the topic, the student name and number and date submitted.

It is expected that you will submit your assignments during the class period on the date assigned in the course outline. Late assignments will be assessed a significant and growing penalty, unless an appropriate reason and documentation are given. There will be no assignment deadline extension for extracurricular activity. You will need good time management to meet each of the three deadlines. The assignments must be only your own or your team's effort. Also you must not make your assignment or any part of it available to any other student, other than those formally participating on a team with you. You must not look at or discuss any aspect of another student's or another team's work, including that from another year. Cite all your sources and reference them in your assignments. If you violate these criteria, you can be charged with academic dishonesty, penalized and have a note put in your student file. Do not use email or the commerce office box for your submission. Present it personally to me at class or in my office. The class teaching assistant will be responsible for marking and student feedback for assignments 1 and 2. Marks will be numerical.

For Disabilities Accommodations Statement, see last page.

**(1) Retirement Speech (Due Oct. 21) 15%**

You are to write the retirement speech that you want to be given about you, by the person at work who knows you best, at the end of your career. Try to challenge and inspire yourself with words to live by, setting noble objectives and standards.

Be sure to cover and identify the following four topics: (a) personal achievement, including the recognized difference you made, (b) your contribution made to other stakeholders, specifying the type of contribution and to whom, (c) your contribution to the workplace environments you shared and (d) your personal values, i.e. give voice to what you stand for, want to be measured by and remembered for.

After the speech, under a separate heading, describe what you learned about ethics (personal and business) by doing this assignment, including about your own values.

The assignment is to be 4-5 pages in length. No references are required.

Remember, eventually we all write our own real retirement speeches, by our own actions and

values shown at work. Hopefully this assignment and course will help you to make the career decisions which will make your desired retirement speech in this assignment a reality!

**(2) Business Case Analysis (Due Nov. 11)**

**25%**

Papers should be 12 to 14 pages in length. You are to analyze a significant ethical issue faced by a company or industry recently, that has received public exposure. Specific references will be expected. Topic review with the instructor is necessary to avoid duplication and ensure appropriateness. Political, NGO and government issues are not acceptable. International topics are valued, especially for the home country of an exchange student.

Provide a case description of the situation, covering the issue(s) involved, important ethical principles/standards/values used or that should have been used in making the decision, stakeholders involved and the impacts on them, options available and the final decision taken. Then students will use the Modified Tucker Framework (replacing the 5 Questions), Moral Standards and Pastin ethical decision-making models from the courseware and text material for session 11, to analyze the company or industry issue and the ethics of its behaviour. You will be graded on (1) the clarity with which you developed the case, (2) your understanding of the workings of the models, and (3) demonstration of originality of thought and insight in the application of the models, (i.e. were shortcomings in the models recognized, were improvements suggested, or were points developed about why the models were effective?)

In the final and critical section of the assignment, the student describes how to use the insights gained from doing this paper to achieve ethical behaviour within their future employers' organizations, when they become managers.

**(3) Team Research Project: Presentation & Report**

**45%**

Students will be formed into teams by me (likely 6 members per team) to fully research the ethical implications of practices arising within different business functions, companies, industries or sectors. Team members will be diverse, providing an opportunity to learn from each other. An environmental scan of relevant history, context, issues, standards and stakeholders is expected. A list of topics will be suggested during class, including Development of An Ethics Program for a company or Queen's School of Business. The topics must be reasonably current and reviewed and approved by the instructor. You must select a topic and presentation date with timing no later than Nov. 4.

The team will make a presentation to the class of their research. Presentation dates (Nov. 30 or Dec. 2), timing and topics will be confirmed by the instructor on a first come first served basis. Presentations (including set up and questions) are to be 20 - 25 minutes in length, and the time limit will be strictly enforced. The presentation can take any form that the students believe will improve the understanding by other class members of the issues (eg. role playing, re-enactments, demonstrations, debates, or traditional presentations). Students may, as background to their presentations, provide handouts. The class and instructor will participate in discussion relating to the presentations, in a question and answer session at the end or throughout, at the option of the presenting team. An agenda and team introduction are professional and expected. Presentations are critical to effective business decisions, warranting a significant mark. Clear conclusions and recommendations are essential.

On the day of their presentation, each team must submit copies of the overheads to be used in their presentation. They also must hand in a written report outlining their research, by Dec. 2. The body of the report should be at least 18 but no more than 25 pages in length, excluding the other items identified in the expected report format below.

### **TEAM RESEARCH PROJECT REPORT FORMAT**

1. Title Page (name of project, names and student numbers of report authors, date submitted)
2. Executive Summary
3. Table of Contents
4. List of Tables, Exhibits and Appendices
5. Body of the Report, including Conclusions and Recommendations
6. Tables, Exhibits and Appendices
7. List of References

Executive summaries are to be one to two pages in length, single spaced. Remember to double space between paragraphs. An executive summary is a synthesis of the main points covered in your full analysis. The executive summary should make sure that the reader understands the essence of the situation and your recommendations. The executive summary should contain enough information that a reader who is familiar with the situation would fully understand your analysis. Set priorities and include only that information from the report that is essential to support your line of reasoning.

Use headings to highlight the key sections of your report. These help your instructor to read and mark the report. When you write your report, you will likely paraphrase external sources. Most researchers use this technique. Good background research helps add credibility to your ideas. However, you must remember to cite your sources and clearly link them to your text in an appropriate and consistent manner. Failure to do so is plagiarism and academic dishonesty.

The presentation will be worth 20% and the written report 25%.

### **PEER EVALUATION BY PROJECT TEAMS**

A peer evaluation will be used as part of the grading process for the members of the team project. The scale that is to be used in the peer evaluation is provided below. Students who receive a grade of 5 consistently will be allocated a 4 point bonus. Students who receive a grade of 4 consistently will be allocated a 2 point bonus. Members of the team will receive the same grade as the team if they receive a grade of 3 consistently. Students who are given a grade of 2 consistently will have their grades reduced by 2 points. If the student consistently receives a score of 1, their grade will be reduced by 4 points. Students who receive a grade of 0 consistently will not be given any credit for the project. However, teams who feel that a member of their team is not contributing to the project should inform the free rider early, clearly and often. Document your communication by e-mail, to be shared with the instructor, if necessary. The instructor will meet with any team that has a free rider concern, after the team's best efforts to solve the problem.

**Students are reminded that the peer evaluation is a formal academic document.**

**Any reporting of false or misleading information on the peer evaluation will be considered a case of academic dishonesty. The peer evaluation form must be clearly signed.**

The following scale will be used in this evaluation:

5. Made an outstanding contribution, exhibiting strong leadership, above that of other members of the team..
4. Made an above average contribution i.e., expended significantly more and better effort than other members of the team.
3. Did excellent work up to the normal Queen's standard, came to scheduled team meetings, did their fair share on time, contributed suggestions.
2. Made a lower than average contribution i.e., came to most meetings but offered few suggestions, put limited effort into assigned tasks.
1. Made a minimal contribution to the project. Attended some meetings, but missed many others. Failed to do what they had agreed to perform, to offer helpful suggestions or to meet deadlines.
0. Failed to make any significant contribution to the project.

**Members of the team will evaluate all members, including themselves, in confidentiality. Failure to provide a peer evaluation will be penalized.**

(4) **Class Participation** **15%**

The success of this class will depend significantly on the ability of the class members to share ideas with their peers and debate them respectfully. Each student who is silent loses the chance to explore ideas and to share their experiences. Furthermore, those who do not express their ideas and concerns deny others around them the possibility of learning from them. If you have difficulty with participation, please discuss it with your instructor, especially if you are an exchange student. In general, I will listen to your questions and hear out your concerns.

Since participation in class discussions helps us all to learn, it will be rewarded and is a significant part of the grade allotment. Students are expected to be familiar with all reading material assigned prior to coming to each class. I will come prepared for class and expect you to be, as well. Advance preparation enables students to better participate in class discussions. Informed and effective participation is a key to future career success.

Remember, only you can draw attention to yourself. I try to learn your names, but it is your responsibility to ensure that I can put your name and face together. Always exhibit your name card in class.

The participation grade will be based equally on class attendance, frequency of participation in

class discussions and quality of contribution, as assessed by the instructor. Providing interesting news items for class discussion will also be valued. Advance notice of planned absences with an appropriate explanation is professional and will support an appropriate mark. To aid effective participation, arrive and leave on time, unless you provide an appropriate explanation in advance. For the same reason, turn off phones and leave your laptop at home or closed. Both can be distracting, disrespectful and have no use in the classes of this course.

#### IV **COPYRIGHT**

Course materials, including those on its website, are copyrighted and for the sole use of students registered in this course. These materials shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity.

Besides, it would be a terrible failure in a Business and Ethics course!

V **ACADEMIC INTEGRITY:** See the last two page of this course outline for QSB's and my position, instructions, and penalties in more detail than outlined already.

#### VI **COURSE SCHEDULE (FALL 2015)**

Class	Session	Content
Sept. 14	1	Course and Administration Overview
Sept. 16	2	Introduction, Definitions, Importance - Courseware: Bhopal Union-Carbide Case - Text: Chapters 1 & 2
Sept. 21	3	Business Ethics Environment
Sept. 23	4	Historical Context, Canada & USA - Courseware: The Social Responsibility of Business, Franklin D. Roosevelt Inaugural Address - Text Reading: Managing For Organizational Integrity, P. 156-72
Sept. 28	5	Current Context, 2000-2015, Canada & International - Courseware: Conflicts of Interest on Wall Street Case, The Morally and Ethically Responsible Corporation, Subprime Mortgage Example, Subprime Lending Case, Moral Courage & Toronto-Dominion Bank Case. The New ROE, Tylenol Recalls (2010)
Sept. 30	6	Professional Ethics - Courseware: Livent-When Maria? Case, Andersenitis – Is It Contagious?, Andersenitis – The Sequel, Ethics Bar is Rising for Professionals, Ethics & The Academy
Oct. 5	7	Ethics Theory - Courseware: Ethics & Business, P.145-148, Introduction to Ethical Theory, P. 35-58
Oct. 7	8	Standards, Principles, Values and Codes - Courseware: Link Between Ethical Standards and Professional Obligations, Codes of Ethics(and Case), Codes of Professional Conduct, Queen's School of Business Strategic Framework
Oct. 12		Thanksgiving Holiday – No Class
Oct. 14	9	Stakeholders & Their Management - Courseware: Betaseron Decision Case

Oct. 19	10	Conflict of Interest, Ethical Issues & Decision Process - Courseware: Coalition To Protect Amherst Island, Inventory of Ethical Issues, Suggested Ethical Issues List, Decision Making – The Ethical Way, Handling Shades of Grey & Case (Role Play) - Text: Chapters 8&9, P. 78-101
Oct. 21	11	Decision Making Models - Courseware: Rules & Conduct Protocols, Responsibilities of Participants, Stakeholder Impact Analysis P. 196-199, Ford Pinto Case - Text: Chapter 8, P. 84-85 <b>First Assignment Due</b>
Oct. 26	12	Tours of Pittsburg and Frontenac Prisons (voluntary)
Oct. 28	13	Business Ethics & The Law Guest Speaker – Graham Reynolds, Senior Counsel, TD Bank Group, Former Partner In Osler, Hoskin and Harcourt LLP, former Federal & Provincial Prosecutor
Nov. 2	14	Attaining an Ethical Workplace - Courseware: Building an Ethical Workplace & Case (Role Play), ERC Tells US Congress Companies Can Reduce Their Ethics Risks, Prevalence of Ethics & Compliance Programs, Bringing Together Business Ethics & Social Responsibility, ERC New DOJ/SEC Guide, Warren Buffet Memo, Academic Integrity Policy Statement, Text: Chapter 3, P. 21-29, Chapters 4, 5 &6 Page 36-59
Nov. 4	15	Corporate Social Responsibility - Courseware: Definitions of CSR - Text: Chapter 7, P. 63-70 & Appendix A, P. 132-133 <b>Team Research Project Topics and Dates With Timing Due</b>
Nov. 9	16	Whistleblowing - Courseware: Whistleblowing, Federal Whistleblowers Must Be Protected, Retaliation More Widespread, Roger Boisjoly & The Challenger Disaster Case, pg. 234-251 - Text: Chapter 6, Page 56-57
Nov. 11	17	Downsizing - Courseware: The Ethics of the New Economy, When Downsizing is Unethical, Responsible Downsizing & Case (Read First), Ethical Downsizing – How to Walk the Talk & Case, Downsizing – Still An Ethical Challenge, Downsize or Bonus Allocation Case (Role Play) <b>Business Case Assignment Due</b>
Nov. 16	18	Workplace Issues – General - Courseware: Workplace Ethics P. 476-480, Fraud & White Collar Crime, P. 480-485 ,The Ethics of Overtime & Case, Alcohol and Drug Testing, Making It Family Friendly, Fairness in the Workplace & Case
Nov. 18	19	Safety in the Workplace - Courseware: Safety & Case, When The Bridge Fell, After the Fall, The Westray Story,
Nov. 23	20	Environmental Challenges and Successes - Courseware: Caretakers of the Environment, Environmental Ethics and Business, pg. 253-283, Exxon Valdez Case, Brent Spar Decommissioning Disaster Case

Nov. 25	21	International Ethics & Globalization - Courseware: Values in Tension: Ethics Away From Home P. 519-528, Why Tone At The Top Can Be Off-key, Give Corruption A Chance, Global Standards, Global Compact Nine Principles, CAUX Round Table Principles, Transparency International Corruption Perceptions Index, Italian Tax Mores Case P. 425-426, Wal-Mart Bribery in Mexico Case P. 168-169 - Text: Chapter 10, P. 106-117 & Reading P.185-190
Nov. 30	22	Team Research Project Presentations
Dec. 2	23	Team Research Project Presentations Course Summary and Informal Feedback Opportunity <b>All Project Reports, Presentations Copies and Peer Evaluations Due</b>
<b>Dec. 9 - 23</b>		<b>EXAM PERIOD</b>

## **COMM 303 BUSINESS ETHICS BOOKLIST**

The Better Angels of Our Nature – Steven Pinker

Bre-X, The Inside Story – Diane Francis (Cdn)

Business Ethics, Seventh Edition – Richard T. De George

Business Ethics, Concepts & Cases, Seventh Edition – Manual G. Velasquez

Business Ethics: Decision Making For Personal Integrity & Social Responsibility – L. Hartman, J. Desjardins

Business Ethics, Ethical Decision Making and Cases, Ninth Edition – Ferrell, Fraederich, Ferrell

Business Ethics & Values, Second Edition – C. Fisher & Alan Lovell (British)

Business & Professional Ethics, Seventh Edition-L.J. Brooks, P. Dunn (Cdn)

Canadian Business and Society, Ethics & Responsibilities – Robert W. Sexty (Cdn)

Collapse, How Societies Choose to Fail or Succeed – Jared Diamond

Cool It: The Skeptical Environmentalist's Guide to Global Warming – Bjorn Lomborg

Corporate Responsibility, Second Edition – M. Blowfield, A. Murray (British)

Dark Age Ahead – Jane Jacobs (Cdn)

Defining Moments, When Managers Must Choose Between Right & Right – J.L. Badaracco

The Ethical Canary; Science, Society & The Human Spirit - Margaret Somerville (Cdn)

The Ethical Imagination – Margaret Somerville (Cdn)

Ethical Theory & Business, Ninth Edition – T.L. Beauchamp, N.E. Bowie, D.G Arnold

Ethics and The Conduct of Business, Seventh Edition - John R. Boatright

Ethics Across The Professions – C. Martin, W. Vaught, R. C. Solomon

The Ethics of the New Economy – Leo Groarke, Editor (Cdn)



Ethics in the Workplace-W.F. Roth  
 Final Accounting, Arthur Andersen – Barbara Ley Toffler  
 Free to Choose – Milton & Rose Friedmen  
 Global Crises, Global Solutions – Editor, Bjorn Lomborg  
 The Hard Problems of Management, Gaining The Ethics Edge – Mark Pastin  
 Heaven And Earth, Global Warming The Missing Science – Ian Plimer (Australian)  
 How to Spend \$50 Billion & Make the World a Better Place – Edited by Bjorn Lomborg  
 If Aristotle Ran General Motors, The New Soul of Business – Tom Morris (Terrific)  
 The Informant – Kurt Eichenwald  
 Investment Ethics – S. Peck  
 The Investment Zoo – Stephen Jarislowsky (Cdn)  
  
 Leading Quietly, Unorthodox Guide To Doing The Right Thing – J.L. Badaracco  
 The Money Machine – Daniel Stoffman (Cdn)  
 The Moral Case for Fossil Fuels – Alex Epstein  
 Myths, Lies and Downright Stupidity – J. Stossell  
 A Question of Ethics, 2006 Revision–M. Mancuso, M. Atkinson, A. Blais, I. Greene, N. Nevitte  
 (Cdn)  
 The Rational Optimist – Matt Ridley  
 The Rise of the Rogue Executive – L.R. Sayles, C.J. Smith  
 The Skeptical Environmentalist – Bjorn Lomborg  
 Smartest Guys in the Room ( Enron) – Bethany McLean, Peter Elkind  
 State of Fear – Michael Crichton  
 Systems of Survival, A Dialogue On The Moral Foundations Of Commerce And Politics – Jane  
 Jacobs (Cdn)  
 Take on the Street – Arthur Levitt  
 Taken By Storm – Christopher Essex, Ross McKitrick (Cdn)  
 Taking Sides, Clashing Views in Business Ethics and Society, Twelfth Edition – L.H. Newton,  
 E.L. Engelhardt, M. Pritchard  
 There’s No Such Thing As “Business Ethics” – John C. Maxwell  
 Thieves of Bay Street – B. Livesey  
 Value Shift – Lynn Sharp Paine  
 The Wizard of Lies, Bernie Madoff and the Death of Trust – D.B. Henriques

## **ACADEMIC INTEGRITY**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

**Disabilities Accommodations Statement:**

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for student with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAA website at: <http://www.queensu.ca/studentwellness/accessibility-services>

# **COMM305 – Introduction to Entrepreneurship**

Course Overview, Syllabus and Administrivia

## **Course Description**

This course introduces students to small business, what it means to be an entrepreneur, and the concepts of entrepreneurship. Key activities in the course include case discussions, first hand interaction with entrepreneurs, and an opportunity (business case) assessment - the precursor to a business plan.

This course will complement COMM 405.

**PREREQUISITE:** This course is restricted to students enrolled in the 3th year of the Commerce Program, registration of students from other faculties is permitted with the permission of the instructor, subject to enrolment capacity limits.

## **Course Schedule**

Section 1: Thursday Evenings 6:30pm – 9:30pm Goodes 103

Section 2: Mondays 11:30am – 1:00pm  
Goodes 120 & Thursdays  
1:00pm – 2:30pm Goodes 120

\*\*\* Please attend the lecture for your respective section and only attend the other section's lectures if you are absolutely unable to attend class that week for the other section. There are limitations on room capacity, and group assignments are made in-class.

Check the official course timetable for specific room location.

## **Course Website**

The course website can be accessed through the QSB Commerce

portal. The direct link is:

<https://qsblearning.ca/d2l/home/47011>

**\*\*\* Please note that the Course Website should be considered as the authoritative source of schedule-related information on the course \*\*\***

## **Sources and References**

There is no required textbook or course pack for this course.

Students will be expected to conduct extensive independent research from a wide variety of academic and industry sources in support of the coursework.

Specific readings will be assigned in advance of certain classes. These references will be posted on the Course Website.

### **Lecture Slide Availability**

The lecture slides are generally available approximately 24 hours before each lecture and are provided in PDF format. As some of the lecture slides depend on previous lectures, the content is developed dynamically in advance of each lecture. The slides will be posted on the course portal under the “Content” section of the corresponding lecture week. Students are encouraged to download the slides and annotate them.

The slides for Section 2 are reviewed over the 2 lectures held in each week.

### **Course Objectives**

- Develop an understanding of the challenges faced by entrepreneurs in creating and managing new ventures.
- Identify key elements of the core business case that makes a potential new venture a compelling opportunity for the entrepreneur, investors and other key sources of support for start-up companies.
- Develop and present an investor “pitch” based on the business case.
- Develop an understanding of the new venture financing process, including sources of capital, typical investment structures, key investment terms from the perspective of both the investor and the company, and be able to perform basic venture finance-related calculations related to share issuance, dilution, investor exit, equity conversion, and capitalization.
- Understand key sources of risk and “failure modes” in start-up companies and develop risk mitigation strategies to manage these risks.

### **Course Organization**

This course is organized into 4 key sections as follows:

**Section 1:** Intro to Entrepreneurship and Business Case Development (3 class lectures)

**Section 2:** Strategy: Entrepreneurial Business Design and Risk Management (2 class

lectures) **Section 3:** Venture Finance (3 class lectures + in-class mid-term quiz)

**Section 4: Execution and Risk Management, Presentations (In-Class), Wrap-Up and “Bonus” Material (3 class lectures)**

**Business Team Formation**

While in many cases, a founding start-up team may know each other – often having worked together in the past at other companies – it is often necessary to recruit others to the start-up team to fill out critical skills or gaps in experience. As a result, the founding team does not always know each other prior to the start-up of the business, which presents additional challenges of managing team dynamics. To simulate this in COMM305 – you will randomly be assigned to a team of 3 or 4 people.

**Guidelines for Selection of Business Idea**

The Business Case and the Business Case Presentation are to be based on a business idea that your group identifies or develops independently. While the business idea can be practically anything – from a new product to a new service model to an improvement on an existing business model, the nature of the course (involving business that require external investment and venture financing) dictates the following restrictions on the business idea:

1. The business idea must be national or global in nature. While local businesses such as restaurants and hair salons can be lucrative and successful in their own right, they are typically not eligible for venture capital investment of the type to be studied in this course.
2. The business idea cannot involve obtaining a franchise from an existing franchisor (though it may be a franchise opportunity where the business would be franchise-based).
3. The business idea cannot involve gambling, pornography, multi-level marketing, illegal or unethical practices.

The instructor reserves the right to approve the business idea prior to submission of the Business Case and the business case presentation. Please have a member of the group email me as soon as possible with a brief (3-4 sentence) summary of the business idea for review. If your group is having difficulty in deciding on a business idea before the business case document is due, please contact me.

**The Business Plan Beyond COMM305**

In some cases, you may have a business idea that you are interested in actually starting up postgraduation, or after additional education and/or several years of work experience. COMM305 provides an excellent opportunity to develop and vet the underlying business case that will be developed as part of this course.

Business cases (subsequently expanded into full business plans) developed for COMM305 are eligible for consideration for venture financing through:

1. The Queen’s Tricolour Fund – a venture fund created by School of Business Alumni donations and administered by Queen’s MBA students (approximately \$2 million fund).
2. Other venture funds based in the Queen’s and Kingston communities, including government- sponsored funds and programs such as those provided by the Ontario Ministry of Research and Innovation.
3. Networks of private “angel” investors.
4. Regional and national venture capital funds in Canada and abroad. Most of the major venture funds in Canada are members of the Canadian Venture Capital Association (<http://www.cvca.ca>). Business plans can also be entered in various business plan competitions that are held annually throughout Canada.
5. Several COMM 305/405 graduates have successfully gained admission to the “Next 36” entrepreneurship competition hosted by MaRS in Toronto.

### **Grading Scheme**

Evaluation will be an equal combination (50% each) of group and individual work. There is no final examination in this course. However, there will be an in-class midterm quiz (see detailed class schedule below for specific dates), as well as a presentation that will be graded on an individual basis, plus a peer evaluation process and an individual assignment based on your business case.

<b>Item</b>	<b>Group or Individual</b>	<b>% of Overall Grade</b>
Initial Business Case Idea	Group	10%
Full Business Case	Group	40%
Business Case Presentation	Individual	15%
In-Class Mid-Term Quiz	Individual	15%
Team / Peer Evaluation Process	Individual	10%
Individual Assignment	Individual	10%

### **Document Format and Citations**

Unless otherwise indicated, assignments are to be single-spaced and written in Times New Roman or similar 12-point font and use a minimum 1 inch margins (note: the default in some versions of Microsoft Word is 1 ¼ inches. 1 inch=2.54 cm).

In addition, assignments must be readable. This means that paragraphs and headings should be used as appropriate. For example, an entire document written as a single paragraph in order to adhere to the page limit is not acceptable.

Finally, all documents must be properly cited. Individuals may choose any appropriate format to cite their sources (endnotes, footnotes, author name and date in brackets following the sentence), but should be consistent throughout. For websites, the title of the article and the author (or organization if no explicit author is given) should be provided in addition to a

website. Citations are not included in page limits.

## **Key Policies**

**Course Registration:** This course is open to commerce students only unless specific permission has been obtained. Only students who are pre-registered and appear on the official class list are considered to be in the class. If you are not registered but wish to take this course, please see the instructor and check SOLUS to see if a registration spot opens up.

If you have attended the initial lecture and decide not to continue in the course, please formally drop the course and advise the instructor immediately so that another student may take the spot in the course and that groups can be adjusted as required.

**Personal Contact Information:** It is up to each student to provide contact information to other group members to facilitate contact. If you are not comfortable providing your home phone number, consider providing an email address or a cell phone number. The instructor is not able to provide any personal contact information.

**Use of Laptops:** To maintain a productive learning environment in class during lectures, I will request that laptops only be used to view and annotate lecture slides during the lecture portion of each class, not for instant messaging.

Lecture slides will be available on the course web site at least 24 hours in advance of each class and can be downloaded and annotated.

### **Individual Statements of Contribution:**

All group work submitted for evaluation by a group must include an Individual Statement of Contribution describing the work performed and the contribution made to the project by each individual member of the group. This form will be available on the Course Website near the end of September.

**Respect and Group Dynamics:** It is expected that students will work collaboratively and professionally in their groups. There is no need to appoint a “group leader” unless your group collectively decides to manage itself this way. It is expected that all group members make an active contribution to the group work that is submitted for evaluation. As part of the evaluation process, each group member will be required to submit an Individual Statement of Contribution to the group assignments, and a peer evaluation process will be used to contribute to the evaluation of individual contributions to the group work.

Concerns about group dynamics, problems with habitually absent group members, or other issues should be immediately communicated to the instructor.

**Assignment Due Dates and Late Assignments:** Standard policies of the Queen’s School of Business Undergraduate Commerce program will apply to all assignment



due dates and grade reductions will be applied to late assignments consistent with these policies.

Failure of a group to submit the required business plan at the end of the course, or failure of an individual to submit the required Individual Statement of Contribution for all group work will result in assignment of a grade of incomplete (or equivalent) in the course.

**Academic Integrity and Professional Conduct:** Students are expected to familiarize themselves with the relevant policies of Queen's University and the Queen's School of Business regarding academic integrity, plagiarism, citation of the work of others, and professional conduct.

## ACADEMIC

### INTEGRITY Definition

#### of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all

sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the

Queen's University library: <http://library.queensu.ca/help/cite-sources>.

#### Group Work

I will clearly indicate when groups may consult with one another or with other experts or

resources.

Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Detailed Course Topic Schedule (FALL 2015)**

**Note:** this schedule may be subject to revisions – see Course Portal for updated version of the schedule.

**Section 1: Entire weekly content included in Thursday evening lecture**

**Section 2: Lectures split weekly content – see section-specific notes under each week below**

**Week of**

**September 14, 2015: Week 1:** Organization/Administrivia and  
Introduction: Entrepreneurial  
Thinking

**September 21, 2015: Week 2:** Introduction to the Business Case Development Process (Part 1)  
**\*\*\* Business Case Working Groups to be assigned on Thursday in-class**

- September 28, 2015: Week 3:** Introduction to the Business Case Development Process (Part 2) **Section 2:** Note – Monday class may be cancelled or re-scheduled – Thursday class not affected.
- October 5, 2015: Week 4:** Key Entrepreneurial Business Design Strategies
- October 12, 2015: Week 5:** Financial Modeling, Risk Analysis and Risk Mitigation Strategies  
**Note: Section 2 – Monday – no class due to Thanksgiving holiday.**  
**Key Deliverable: Initial Business Case Idea due by start of class on Thursday**  
**(both sections – upload to the course portal group dropbox)**
- October 19, 2015: Week 6:** Venture Finance – Part 1 – “Nuts and Bolts”  
**Note: Section 2 – lectures to be held in GDS152 this week only.**
- October 26, 2015: Week 7:** Venture Finance – Part 2 – Transaction Terms, Negotiation and Closing  

And Case  
Review
- November 2, 2015: Week 8:** Managing the Financed Venture
- November 9, 2015: Week 9: In-Class Mid-Term Quiz (both sections) – Thursday Nov 12, 2015**
- November 16, 2015: Week 10:** Execution and Risk Management
- November 23, 2015: Week 11:** Business Case Presentations (In-Class)  
**Note:** Depending on class size, some groups may present on an alternate date  
 this week – a sign-up list will be posted.  
**Key Deliverable:** Business Case Presentations (graded)
- November 30, 2015: Week 12:** Course Wrap-Up and “Bonus” Material  
**Key Deliverable: Individual Assignment due at 5:00pm Thursday Dec 3, 2015 (upload to individual dropbox)**
- Key Deliverable:** Full Business Case – due Thursday December 10 by 5:00pm by upload to group dropbox.
- Key Deliverable:** Individual Peer Evaluation Surveys – due Thursday December 10 by 5:00pm by upload to individual dropbox.

# CANADIAN BUSINESS-GOVERNMENT RELATIONS (COMM 307)

**COURSE WEBPAGE:** Lecture notes and other materials will be posted on the course webpage (<https://qsblearning.ca>).

**COURSE DESCRIPTION:** This course is an analysis of public policies as represented by laws and regulatory governmental activities, and their effects on business decision-making. The course will deal with such topics as: Canadian business environment, externalities and environmental policies, government interventions, corporate social responsibility, international trade, anti-competitive practices and competition policy, price and entry regulation, innovation and intellectual property, and labor unions.

## READINGS:

- **Textbook (Campus Bookstore):** James Brander: Government Policy Toward Business. 5th edition (price ≈ \$85).

I strongly recommend the 5<sup>th</sup> addition as it contains two new chapters, which are relevant for this course.

- **Course package (Material Management (Goodes Hall LL132))**

The course package contains two chapters from another textbook (Gunderson and Taras: Canadian Labour and Employment Relations).

- **Newspaper articles**

I will post [links](#) to various newspaper articles (which we will discuss in class) on the course webpage (articles cannot be posted on the webpage due to the copyright rules at Queen's University).

**EVALUATION:** Grading will be done according to the following system:

Government Consulting Case – team essay:	–	20%	
Government Consulting Case – team presentation:	–	15%	
Midterm Exam:	–	20%	(0%)
Final Exam:	–	30%	(50%)
<u>Constructive</u> Class Participation:	–	15%	
<b>Total</b>		<b>100%</b>	

**COURSE OUTLINE:** Please read the articles indicated by one asterisk (\*) as a preparation for the corresponding class. Keep in mind that coming to class unprepared will make it very hard to contribute to our class discussions, and will be reflected by your participation grade. You can find the links to all relevant articles on the course webpage. The book chapters are background readings, and should be viewed as a learning aide and **NOT** as an independent source of examinable material.

!!FALL 2015

Class:	Topics	Readings
Sept. 8	Introduction	

## PART I: CANADIAN GOVERNMENT AND PUBLIC POLICIES

Sept. 10	The Role of Government I: Normative Analysis	*Article: Highway 407, the El Dorado of Suburbia Brander, chapter 3
Sept. 15	The Role of Government II: Positive Analysis	*Article: Does Our System Need Lobbyists? Brander, chapter 5
Sept. 17	Externalities and Environmental Policies	*Article: IMF Calls on Canada to Raise Carbon Taxes, Cut Income Taxes Brander, chapter 9
Sept. 22	International Trade I: Theories	*Article: Tallying the Toll of U.S.-China Trade Brander, chapters 8.1-8.4
Sept. 24	International Trade II: Institutions	*Article: Canada-U.S. Trade War Over Labelling Rules Thawing Brander, chapter 8.5-8.8

## **PART II: CANADIAN BUSINESSES**

Sept. 29	Overview: Canadian Business Environment	*Article: Canadians Pay Hefty \$684B Bill in Business Subsidies over 30 Years Brander, chapters 7 and 12.7
Oct. 1	Business Ethics and Corporate Social Responsibility	*Article: Happy Meal Toys no longer Free in San Francisco Brander, chapter 15

## **PART III: CANADIAN COMPETITION POLICY AND REGULATIONS**

Oct. 6	Competition Policy I: Collusion and Mergers	*Article: Bell-Astral Merger Approved By Competition Bureau Brander, chapters 11.1-11.4
Oct. 8	<b>MIDTERM EXAM</b>	
Oct. 13	<b>No class</b> (Thanksgiving)	
Oct. 15	Competition Policy II: Abuse of Market Power	*Article: Regulator Bans Exclusivity in Roaming Deals Brander, chapters 11.5-11.7
Oct. 20	Price and Entry Regulation	*Article: The Problem with Price-fixing Prescription Drugs Brander, chapters 12.1-12.5
Oct. 22	Private Sector Regulations	*Article: Why It Costs So Much to Get Home for the Holidays Brander, chapter 12.6

## **PART IV: MISCELLANEOUS**

Oct. 27	Innovation and Intellectual Property	*Article: EU Trade Deal to Increase Cost of Prescription Drugs by Up to \$1.65-Billion Brander, chapter 13
Oct. 29	Labor Unions I	*Article: Quebec Unionized Wal-Mart Workers Win Supreme Court Victory Gunderson and Taras (CP), chapters 8
Nov. 3	Labor Unions II	*Article: Why Teachers across Canada are so Angry Gunderson and Taras (CP), chapter 14

## **PART V: APPLICATIONS**

- Nov. 5 Government Consulting Cases – Presentations I (**Team 1 & Team 2**)
- Nov. 10 **No class**
- Nov. 12 Government Consulting Cases – Presentations II (**Team 3 & Team 4**)
- Nov. 17 Government Consulting Cases – Presentations III (**Team 5 & Team 6**)
- Nov. 19 Government Consulting Cases – Presentations IV (**Team 7 & Team 8**)
- Nov. 24 Government Consulting Cases – Presentations V (**Team 9 & Team 10**)
- Nov. 26 Final Review

**COURSE MATERIAL:** The course material (lecture notes, handouts, etc.) is copyrighted and is for the sole use of students registered in COMM 307. This material shall not be distributed or disseminated to anyone other than students registered in COMM 307. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

**GOVERNMENT CONSULTING CASES:** Please form a group of 5-6 students to work on a “government consulting case”. If you cannot find a team, you can ask me to (randomly) match you with other students searching for team members.

The objective is to give the Government of Canada a well-founded recommendation on a (sometimes controversial) policy issue. The policy recommendations should be based on careful consideration of potential alternatives and their respective costs and benefits, drawing on appropriate economic concepts learned in this (or any other economics) course.

Below is a list of potential consulting projects; working on a topic not listed below requires my written permission. I will assign the topics on a first-come first-serve basis, starting in the first week of classes.

1. Should the production of oil from tar sands in Alberta be shut down?
2. Should the government of Ontario abolish the HST?
3. Should Hydro One be privatized?
4. Should the Canadian and US government jointly introduce a tax on all types of financial transactions?
5. Should the government of Ontario raise the minimum wage?
6. Should the government of Canada stop the production and export of asbestos?
7. Should the government of Ontario introduce a “fat tax” similar to the one introduced in Denmark in 2011?
8. Should the government of Canada provide tax credits to firms that locate their head offices in Canada?
9. Should the government of Canada extend the “ecoENERGY Retrofit” program by another year?

10. Should the City of Kingston provide free public transit?
11. Should the government of Canada reduce the duration of patents for pharmaceutical drugs to curb health care spending?
12. Should Customs Canada increase the personal exemptions for Canadian residents when returning from the US?
13. Should the City of Kingston allow Walmart to build a second store on the east-side of the city?
14. Should the government of Ontario increase gasoline taxes across the province to fund public transit in the Greater Toronto Area?

**CONSULTING CASE – PRESENTATION:** Each team will present its government consulting case at the end of the semester (see course outline above). Each team has **25 minutes** (maximum!) for its presentation, followed by **10 minutes of class discussion**. In your presentation, outline the underlying problem, elaborate on (economic) arguments for and against the proposed policy, and then make a final recommendation. *I will provide more details in the first class.*

**CONSULTING CASE – ESSAY:** Each team will also need to submit a short essay about its consulting case. The essay should be structured as follows: First, describe the underlying problem and provide background information. Then carefully explain and evaluate (economic) arguments for and against the proposed policy. Finally weight all arguments, and make a recommendation whether the government should implement the policy. The essay needs to be electronically submitted by the **beginning of the class** when your team presents the consulting case. Please use the **“Dropbox”** on the D2L course website to submit an **electronic copy** of your team essay (the system accepts various formats, including PDF, MS Word, and RTF). Your essay will automatically undergo an **originality check** (through Turnitin). Your essay should **not exceed five pages**, with **font size 12**. Given the page limit, try to be as concise as possible and focus on the key aspects of your consulting case. **Late submissions** are subject to the following penalty: the team grade will be reduced by **one-third letter grade** for every **24 hours** beginning after the official deadline. *I will provide more details in the first class.*

**CLASS PARTICIPATION:** All students are expected to participate in our class discussions. Your participation grade will reflect the **quality** of your contributions, and not just the quantity. Note that attending all classes is necessary, but not sufficient (!), to earn a decent participation grade. Also keep in mind that your participation grade reflects the quality of your contributions to the class discussions, and is not an assessment of your personality!

Please have a **name card** in front of you in **each class**. This will ensure that you get full credit for your contributions.

**MIDTERM EXAM:** A midterm exam (80 minutes in length) will be written during the regular class time on October 8. The midterm exam counts for 20% of your final grade, and the final exam counts for 30%. If your **final exam grade exceeds your midterm exam grade**, then your midterm grade will be dropped and your final exam will count for 50% of your final grade. All other weighting of grades are fixed and cannot be ‘renegotiated’.

**FINAL EXAM:** The final exam (2 hours in length) will be administered by the Office of the University Registrar. If you cannot take the final exam due to medical reasons, you must immediately contact the Commerce Office and provide appropriate documentation. The Commerce Office will then contact me to make arrangements for an alternative exam date. Note that the makeup exam will ask different questions.

In case of a conflict with another official exam at Queen's University, you need to contact the Commerce Office as soon as possible to make arrangements for an early or late exam. The early or late exam must then take place on the same day as the official COMM 307 exam, and their respective time slots must overlap.

The final exam will be **cumulative**, i.e., all pre- and post-midterm topics are relevant!

**ACADEMIC INTEGRITY:** Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviors may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. Every student is responsible for familiarizing themselves with the Queen's School of Business policy regarding academic integrity and to ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php)

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. Your professor has the responsibility to investigate any suspected breach of academic integrity. If your professor determines that a departure from Academic Integrity has occurred, he/she is required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.



---

## COURSE OUTLINE

### COMM 311 Financial Accounting Practices, Principles & Concepts Fall 2015

---

#### Course Content and Objectives

Commerce 311 is the first of two courses in financial accounting and reporting. Building on fundamentals learned in Introductory Financial Accounting, we focus on financial statements and their interaction, revenue recognition, and assets. At the conclusion of this course, a student should be able to:

- Understand the Conceptual Framework and basics of accounting theory
- Gain in-depth knowledge of financial statements and their interaction, as well as how they are affected by accounting policy choice
- Apply both International Financial Reporting Standards (IFRS) and Accounting Standards for Private Enterprises (ASPE) to account for revenue and assets

For those who intend to pursue a professional designation in accounting, COMM 311 covers much of the CPA Competency map and so what you learn in this course will be fundamental to your success in professional exams. Students are encouraged to study not only for passing course exams, but also for longer-term competency as a professional accountant.

#### Text and Required Materials

The required textbook and materials for this course are as follows:

1. **Intermediate Accounting, Volume 1, 2<sup>nd</sup> Edition, with MyAccountingLab**, by Kin Lo & George Fisher. (ISBN 978-0-13-296588-0). Available at the Bookstore.
2. **CPA Canada Handbook** (previously CICA Handbook) is available online. (<https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=3350118>) [CICA handbookonline](#) is the access point at the Queen's University Library. If you are off campus, you will need to sign in first by clicking "Log in to your account" link on upper right side. Click on "Access Now" link toward bottom of page to view full text on-line. This takes you to the Knotia site. Choose the second link under "Accounting & Assurance" called "CPA Canada Standards and Guidance Collection (CPACHB)". Open the Accounting tab. Here you will see Part I of the HB (IFRS) and Part II (ASPE) which will be our focus for the course.
3. **Other material** including slides, cases, and/or tutorials will be posted on the course website. Please remember to check our website on a regular basis.

#### Evaluation

Ref	Component	Weight	Due Date(s)
A.	In-class group problems and active participation	10%	Ongoing
B.	Problem Sets	10%	See schedule
C.	Midterm Exam (in class)	35%	Friday, October 30, 2015
D.	Final Exam	45%	Final Exam Period
	<b>Total</b>	100%	

**Note:** Grading will be determined and communicated as numerical percentages throughout the term. Final course grades will be calculated mathematically and then converted to letter grades following the Queen's Official Grade Conversion Scale.

### A. In-class group problems and active participation (10%)

**Class group assignments:** During the course, we will be using a combination of lectures and hands-on problems to understand and apply the accounting concepts learned in this course. This allows students a more experiential learning experience which, in addition to lectures, accommodates a wider range of diverse learning styles.

In-class group problems will be distributed in class, so no pre-reading is required. Group turn-ins based on class problems will count for 8% and attendance/active participation will count for the remaining 2%. The two lowest group problem marks will be discarded, so a student could miss two group problems with no penalty. Participation will be evaluated based on attendance and active participation in class exercises, in-class discussions, and willingness to answer questions.

**Group formation:** In-class group problems will be completed in groups of three or four. Your group will be very important to your learning in this class. You are free to choose your own groups by the start of class on **Friday, September 25, 2015**. Until then, we will use ad hoc groups. Each group should include one exchange student if possible.

You **MUST** be present in class to obtain a group mark for the day's activity. **The name of each group member present that day must appear on submitted assignments.** Group free-riding is discouraged. If a group decides that a member is not performing his or her fair share of the workload, upon written application of the group, the offending party will be removed from the group. Any member removed from a group will have their group assignment grade redistributed amongst the two exams.

To further discourage group free-riding, a peer-review survey will be conducted toward the end of term, where students can review their group members.

**Note:** Students will be advised of their current "*In-class group problems and active participation*" grade when the Midterm grades are released.

**Active Participation/attendance:** Each student will be given a **name card** to be clearly displayed in class.

As your instructor, I care about your learning in this course. In order to get to know each student and your individual needs, a short **survey** is posted on our course website, and here:

[http://queensbusiness.qualtrics.com/SE/?SID=SV\\_86bLqCCJPxyQHJz](http://queensbusiness.qualtrics.com/SE/?SID=SV_86bLqCCJPxyQHJz)

Please complete the survey as it will provide bonus marks for your final participation mark. The survey must be completed by **Tuesday, September 29, 2015**.

## B. Problem Sets (10%)

Each problem set includes a set of end-of-chapter problems from the textbook. Students will use **MyAccountingLab** ([www.MyAccountingLab.com](http://www.MyAccountingLab.com)), the online homework system that is packaged with the textbook, to complete your problem sets. Problems will be graded by the system automatically to provide you with instant feedback. You can try the problems as many times as you'd like, provided that you submit the problem set by its **due date (see below)**.

Problem sets are individual assignments, to be completed individually. While the percentage of grades assigned to problem sets is relatively low, the ability to understand and complete these problems is crucial to your success on the midterm and final exams. Consider it a tool to practice and apply concepts learned in class.

Problem set:	Due Date(s)	Problems
1	Friday, October 2, 11:55pm	P3-15, 3-17, 3-30, 3-36, 4-27, 4-35
2	Friday, October 23, 11:55pm	P5-8, 5-21, 5-30, 5-34, 6-25, 6-30, 6-36
3	Friday, November 13, 11:55pm	P7-16, 7-17, 7-29, 7-38
4	Friday, November 20, 11:55pm	P8-9, 8-17, 8-22, 8-38

## C. Midterm Exam (35%)

The midterm exam is scheduled for **Friday, October 30** during class time. The exam will be 80 minutes long and will start promptly at the start of class, so students are reminded to arrive at least 5 minutes early. You will be responsible for material on the course outline and material discussed in class for **Weeks 1 through 6 (up to and including Chapter 6, Inventories)**. A review session will be provided in-class on Tuesday, October 27. **Since the midterm will be written during class time, no make-up midterm will be offered.** The midterm will include multiple-choice questions and problems similar to those found in the textbook. It is a closed-book exam.

Any requests to re-grade a midterm question must be made within **one week** of the midterm. No re-grading of the midterm will be allowed after one week has passed.

## D. Final Exam (45%)

The final exam will be held at a date, time, and location to be assigned by the Examinations Office. Details will be posted on our course website, once known. The final exam will be **3 hours** (180 minutes) long and will be closed-book. All topics covered over the term will be subject to examination.

## POLICY AND PROCEDURES

### Copyright Issues

Lectures and course materials prepared by the instructor and/or posted on our website are an instructor's intellectual property (IP) covered by the Canadian Copyright Act. Any material on our website is copyrighted and is for the sole use of students registered in COMM 311. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in COMM 311. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

### Technology in Class

Students are encouraged to bring computers to class, in order to access class materials and complete in-class problems assigned. Students are also encouraged to avoid printing electronic documents where possible. Consider that the materials are always available electronically, so try to get used to working with digital rather than paper files—this will also be important for your professional careers.

Computers in class should be used only for course-related purposes, not for internet- surfing, checking email or social networks, etc. Please be respectful of the learning opportunities of other students, and turn off your phone and any other devices that may disrupt others. **We may have “laptops closed” sessions in class.**

### Missed Assignments/Midterms

If a student misses an assignment or midterm due to sickness or other reasons beyond their control, he or she should contact the instructor on the day of the missed deadline and, providing that adequate documentation is provided, no academic penalty will result. *The standard “Off Campus Physician’s Note” form, found on the Commerce portal under Resources/Program forms, **must** be used to provide documentation of illness.*

For a missed problem set, no make-up problem set will be arranged. If the above process is followed, the instructor may grant an extension or redistribute the assignment weighting, at her discretion. If a student misses the midterm for a legitimate reason (i.e. documented illness), a make-up exam will be offered.

### Late assignments

No late assignments will be accepted. If not submitted before the deadline, a mark of **zero** will be recorded.

### Accessibility

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities.

**Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations for course expectations to be made.** If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## **ACADEMIC INTEGRITY**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material.

The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

## **LECTURE SCHEDULE (FALL 2015)**

The schedule of topics and required readings by week are in the following table. In the unlikely event of a change to the schedule, any change will be communicated on our course website.

**COMM 311 Weekly Schedule Section 001 Instructor: Erin Webster**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Textbook Readings</b>	<b>Optional Readings</b>	<b>Extra Practice:</b>	<b>Problem sets submitted on MyAccountingLab:</b>
1	Sep 15, 18	Course Introduction Financial Accounting Theory Conceptual Frameworks	Chapters 1 and 2	IFRS Conceptual Framework ASPE s. 1000	P1-4, 1-9, 2-3, 2-22	
2	Sep 22, 25	Accrual Accounting	Chapter 3 Appendix A, Statement of Cash Flows	IAS 1, 7, 8, 10 ASPE 1400, 1506, 1520, 1521, 1540	P3-13, 3-19, 3-29 <i>Appendix: PA-10, PA-28, PA-14, PA-19</i>	
3	Sep29, Oct 2	Revenue Recognition	Chapter 4	IAS 18, IAS 11 ASPE s.3400 IFRS 15	P4-9+10, 4-12, 4-18+19, 4-29, 4-37	<u>Problem Set # 1:</u> P3-15, 3-17, 3-30, 3-36, 4-27, 4-35. <b>Due Oct 2, 11:55pm.</b>
4	Oct 6, 9	Rev Rec (cont'd), Cash	Chapter 5			
5	Oct 13, 16	Cash and Receivables	Chapter 5		P5-14, 5-23, 5-25, 5-33	
6	Oct 20, 23	Inventory	Chapter 6	IAS 2 ASPE s. 3031	P6-17+18, 6-26, 6-32, 6-35, 6-37	<u>Problem Set # 2:</u> P5-8, 5-21, 5-30, 5-34, 6-25, 6-30, 6-36. <b>Due Oct 23, 11:55pm.</b>
7	Oct 27, 30	Review and <b>Midterm</b>	n/a	<b>Midterm Oct 30 IN CLASS</b>		
8	Nov 3, 6	Financial Assets	Chapter 7	IAS 39, IFRS 9 ASPE s.3865	P7-22, 7-31, 7-36, 7-40	
9	Nov 10, 13	Financial Assets (cont'd)				<u>Problem Set # 3:</u> P7-16, 7-17, 7-29, 7-38. <b>Due Nov 13, 11:55pm.</b>
10	Nov 17, 20	Property, Plant & Equipment (PP&E)	Chapter 8	IAS 16 ASPE s. 3061	P8-11, 8-18, 8-31, 8-32, 8-33, 8-39	<u>Problem Set # 4:</u> P8-9, 8-17, 8-22, 8-38. <b>Due Nov 20, 11:55pm.</b>
11	Nov 24, 27	Revaluation model & Impairment	Chapter 10	IAS 36 ASPE s. 3063	P10-12, 10-21, 10-26, 10-27	
12	Dec 1, 4	Intangible Assets; Review for Final	Chapter 9	IAS 38 ASPE s.3064	P9-11, 9-12	

---

**COMM 312  
INTERMEDIATE MANAGERIAL ACCOUNTING  
COURSE OUTLINE  
FALL 2015**

---

**Course Content and Objectives**

This Course is the second in a three part series dealing with Management Accounting (COMM 112; 312; and 414). The intention of these three courses is to prepare a student to fully understand the nature of Management Accounting and its impact on managing an enterprise. This course will delve much deeper into Management Accounting than 112 in order to more fully understand the basic concepts.

We will be introducing contemporary research in management accounting into our discussions and examine the impact on managers' and employees' behaviour of various performance measurement approaches.

Management Accounting is a fundamental building block in making better management decisions. Whether you are pursuing a career in accounting or in other business areas, this course will assist you to understand how decisions can be analysed and made to improve profitability.

In any accounting course, the key to success is working through the examples and the assigned problems. This course is designed around working through problems in class, which will be used to illustrate the concepts covered in the assigned chapters. As a result, each student will be expected to come to class, having read the assigned chapter and prepared to ask questions to clarify the material. If you do not come prepared, you will get very little out of the examples covered in class.

Each week, I will record a PodCast of the lecture(s) so that you will have the opportunity to review the materials outside of Class. These PodCasts are not intended as a substitute for attendance at Class. Attendance is mandatory and I expect to be informed if you are unable to attend class and the valid reasons why.

There is no substitute for working through a large number of questions to gain an appropriate understanding of the material. In addition, students should remember that there are no "Stupid Questions". If you don't understand something, ask about it; chances are there are many of your classmates who also don't understand but will not ask.

Students have an obligation to take responsibility for their own education; get your money's worth by ensuring you understand the material.

**"Talent is a gift, but you can only succeed with hard work." Jean Béliveau.**

**Text and Required Materials**

The required textbook and notes for this course are as follows:

1. **Cornerstones of Cost Accounting**, First Canadian Edition, Hansen, Mowen, Gekas, McConomy. Nelson, 2013. The book is available from the bookstore.
2. **COMM 312 Notes Package**: You will be able to download copies of the PowerPoint slides, the PodCasts and/or Other Information used in class from the COMM 312 Web Site. You should print the notes and other materials to facilitate note-taking in the course. These files will be posted to the website weekly. Slides for each week will be available for download on the website usually by Sunday evening.

### **Grading Scheme**

During class, various problems will be reviewed as examples of the material being covered. You must prepare for class by attempting these problems prior to arriving at class. I will expect everyone to participate in solving these problems in Class, I will "Cold Call" if necessary to ensure full participation. Past experience has indicated that those students who work consistently throughout the term fare better in their overall course grade.

There will be two assignments to be completed by groups of four people each as outlined below.

There will be a two hour Mid Term Examination held on **Thursday October 29<sup>th</sup> at 6:30 PM**. This Exam will include all material covered in class up to that date.

The Final Examination will be held during the **December Examination Period**. All materials covered during the term will be covered in this exam, with an emphasis on the material covered since the mid-term exam.

The grading Scheme is as follows:

Assignments (2 x 15% each)	30%
Mid Term Examination	30%
Final Examination	<u>40%</u>
<b>Total</b>	<b>100%</b>
	====

### **Class Web Page, Use of Computers in Course**

COMM 312 has a course web page. This course outline, the PowerPoint slides, the weekly PodCasts and other materials are available and can be downloaded from the web page. Once you have the PowerPoint slides, you may print the slides and bring the printed slides to class with you to facilitate note taking. This course is a "screens down" environment, so no computers will be allowed to be used during Class. Personal communication devices must also be disabled during class.



## **Group Formation**

The Assignments in this class are to be completed in groups of four students, which will be the same for both Assignments. I will be assigning the Groups and will do so by the end of the second week of Class.

There is always a problem of Groups not getting along or some members not "pulling their weight". If you are experiencing a problem with your Group, please contact me before submitting the Assignment. I will try to deal with the situation as efficiently as possible and may reduce the mark assigned to a group member who does not participate appropriately. However, I cannot take action "after the fact". You are encouraged to discuss the course material with other students and other groups in order to help each other to understand the concepts and their application, but the submission must be the work of the Group and no one else.

## **Assignments**

The following two assignments will be due on the date and time indicated. As mentioned earlier, these assignments will be submitted to the Course Dropbox by the group. I recommend that each group member work on the assigned problems independently, and then the group members should share answers and jointly determine the appropriate solution for the group members to submit for marking. If approached in this manner, working on the assignments in groups will enhance your individual learning through what you learn from your group members, and, not surprisingly, substantially improve your assignment marks over what you would probably achieve working completely independently.

For some reason, students have assumed that if they are able to find the Solutions OnLine that it is acceptable to use such Solutions as a guide in submitting their work or in fact to copy the Solution word for word. This is totally unacceptable, is cheating and is a breach of Academic Integrity. In the event that we determine that a group has used such materials to assist in completing an assignment, the group will be given zero marks for the Assignment. In the past, when asking TAs to determine how many people have used unauthorized materials in preparing an Assignment, the numbers have been astonishingly high. Be warned that this behaviour will not be tolerated. All Assignments will be evaluated using an Originality Check software to verify compliance.

### **Assignment #1      Due by 4:00 PM Oct 23<sup>rd</sup> (DropBox)**

**Assignment Questions Will Be Posted By September 23<sup>rd</sup>.**

### **Assignment #2      Due by 4:00 PM Nov 27<sup>th</sup> (DropBox)**

**Assignment Questions Will Be Posted By October 30<sup>th</sup>.**

## **Research Credits**

There is a Research Pool of students who are willing to participate in research carried out by QSB professors. In order to encourage students to participate, a Grade Bump is offered in those courses for which the professor decides to participate. This course is included in this participation, so you can apply your Research Credit to this course.

## **Commerce Office Support**

The Commerce Office offers a wide range of support for all students. The Academic Advisors can be particularly helpful for you in navigating your way through the various program requirements, course selection and any academic issues that you may encounter. The Commerce Office should be your first stop if you have any issues of a general program nature.

## **Students With Special Needs**

Queen's University is very conscious of the needs of students in every aspect of their education. Some students have a requirement for extra time in writing Exams and Quizzes or require the use of computers to write exams. If you believe that you may require accommodation, you should visit The Wellness Centre to determine what alternatives are available to you. Our interest is to have you demonstrate your very best work and if you require accommodation, we will provide it to you.

## **Assignment and Exam Deferral**

From time to time, there may be a requirement for a student to be granted consideration in terms of assignment deadlines or timing of exams. You should approach me as soon as possible to make alternative arrangements. With a valid reason, I am prepared to work with you to find a solution. However, there are certain situations that will not qualify as a valid reason to make changes to deadline dates or exam timing. One of these is travel arrangements around the Christmas Break. This year, the Exam Schedule extends until December 23<sup>rd</sup>, therefore, travel arrangements should not be made until you are certain of your own personal exam schedule.

## **Copyright Issues**

### **Websites:**

The material on the course website is copyrighted and is for the sole use of students registered in COMM 312. The material on this website may be downloaded for a registered student's personal use, but must not be distributed or disseminated to anyone other than students registered in COMM 312. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## **ACADEMIC INTEGRITY (provided by the Commerce Office)**

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library:

<http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **Topics for Class Coverage (FALL2015)**

(subject to change)

<b>Week/Dates</b>	<b>Topic</b>
<b>1     Sept 16 – 18</b>	<b>Introduction and The Nature of Costs</b> Read:            Chapters 1 & 2 Prepare:        Problems 2-6; 2-13; 2-14; and, 2-23.
<b>2     Sept 23 - 25</b>	<b>Cost-Volume-Profit Analysis</b> Read:            Chapter 3 Prepare:        Problems 3-20; 3-25; 3-29; and, 3-31.
<b>3     Sept 30 – Oct 2</b>	<b>Job Order Costing Systems and Activity Based Costing</b> Read:            Chapters 4&6 Prepare:        Problems 4-20; 4-25; 6-15; and, 6-26.
<b>4     Oct 7 – 9</b>	<b>Process Costing</b> Read:            Chapter 5 Prepare:        Problems 5-23; 5-30; and, 5-33.
<b>5     Oct 14 - 16</b>	<b>Allocating Costs To Support Departments and Joint Products</b> Read:            Chapters 7 Prepare:        Problems 7-18; 7-27; 7-30; and, 7-33.
<b>6     Oct 21 - 23</b>	<b>Budgeting for Planning and Control</b>  Read:            Chapter 8 Prepare:        Problems 8-17; 8-23; 8-24; and, 8-28.
<b>7     Oct 28 - 30</b>	<b>Catch Up and Mid Term Exam</b>
<b>8     Nov 4 – 6</b>	<b>Standard Costing: A Functional-Based Control Approach</b> Read:            Chapter 9 Prepare:        Problems 9-14; 9-18; 9-22; and, 9-23.
<b>9     Nov 11 – 13</b>	<b>Responsibility Accounting, Performance Evaluation and Transfer Pricing</b> Read:            Chapter 10 Prepare:        Problems 10-12; 10-16; 10-17 and, 10-26.

- 10    Nov 18 - 20    Tactical Decision Making**  
Read:            Chapter 11  
Prepare:        Problems 11-10; 11-13; 11-15 and, 11-19.
- 11    Nov 25 - 27    Pricing and Profitability Analysis**  
Read:            Chapter 12  
Prepare:        Problems 12-17; 12-20; 12-23; and, 12-30.
- 12    Dec 2 – 4        The Balanced Scorecard: Strategic Based Control**  
Read:            Chapter 15  
Prepare:        Problems 15-11; 15-14; and, 15-20.

**Final Examination: December Examination Period**

**COMM 313  
FINANCIAL ACCOUNTING II  
COURSE OUTLINE  
Fall 2015**

---

**Course Overview and Philosophy**

This course is the second in of two parts (COMM 311 is the other course) dealing with Intermediate Financial Accounting. The intention of these two courses is to prepare you to fully understand the nature of financial accounting in Canada for for-profit organizations. Both intermediate courses build on the fundamentals learned in Introductory Financial Accounting (COMM 111), but take the concepts much deeper. For those of you who are planning to acquire an accounting designation, this course has been planned in part with reference to the new Chartered Professional Accountant Competency Map and Knowledge Supplement of which more later in this outline. This is not to say however, that the course is only useful for those pursuing a designation. All business persons need to have some understanding of accounting and the decision making that goes into the creation of the financial statements. If nothing else, the evolving nature of corporate governance makes this imperative.

We will be introducing some contemporary research and commentary on financial accounting into our discussions through the use of academic and professional accounting literature and we will build on the understanding of the importance of financial reporting and the application of Generally Accepted Accounting Principles that has been introduced in earlier financial accounting courses. As you know, as of January 1, 2011, the CICA (now CPA Canada) adopted International Financial Reporting Standards (IFRS). This represented the culmination of at least 10 years of working and thinking by the AcSB about how best to implement a more global approach to accounting standards. Practically speaking for the professional accountant in Canada, this ultimately means becoming familiar with several variations of GAAP. This course will focus on two of these: International Financial Reporting Standards (IFRS) for public companies and Accounting Standards for Private Enterprises (ASPE) for private companies. There are also separate GAAPs for not-for-profits and pensions and a separate Handbook for the Public Sector. We will not be studying these areas in Comm 313 in any detail; however there will be a speaker later in the term who will at least introduce you to the area of Public Sector Accounting.

This course has been developed around the ICE framework as described in the website of the Queen's Centre for Teaching and Learning. ICE stands for Ideas, Connections and Extensions. Intermediate Accounting is where you will develop an understanding of the details of recording and reporting the accounting information. These details come from the CPA Canada Handbook and for purposes of the course from your text. They represent the Ideas part of ICE.

It is intended that a lot of the learning about and practicing with these Ideas can be carried out on an individual basis. We will do problems in class but I also plan to post short video presentations on the course website throughout the term to demonstrate the solutions to particular problems. These videos can and should be supplemented by making use of the

practice problems available in the text book or through the MyAccountingLab website. On the website you can often do multiple versions of a problem with new numbers for each of the iterations. You will also have the opportunity to complete assignments using the same software if you wish to do so. If you are planning to use MyAccountingLab, my suggestion would be however to always try the problems first without the software and then use the MyAccountingLab software to check your answers. You won't have MyAccountingLab for the exams.

What I mainly hope to use the classroom time for is to review various sections of the CICA Handbook and to do some problem solving and to talk about cases which will involve some analysis and research and some student led discussion. This will serve to show what is meant when we speak of a principles based approach to GAAP as opposed to a rules based approach. One of the most important things that I hope to see happen during the course is the development of your professional judgment and your faith in your own thinking. Part of professional judgment is certainly to know the principles and rules. However, another important part is learning to deal with ill-defined situations particularly in a principles based system<sup>1</sup>. You will be asked questions at times that are open-ended and unfamiliar. There may not be a definitive answer in all cases. Sometimes, the point will be to make a case for a particular treatment by arguing from general principles. I hope that you will look at these situations as opportunities and that you will be prepared to enter into discussions of options with commitment and enthusiasm. Employers often tell us that one of the things they're looking for is the ability to make decisions with imperfect information and the ability to deal with ambiguity and uncertainty. Relating back to the ICE framework, the case discussions represent the Connections and Extensions.

---

<sup>1</sup> IFRS and ASPE are both essentially principles based. On other hand, US GAAP has been described in the past as rules based.

As well in class, we will discuss several articles from the academic and professional literature (CPA Magazine) and I will consider these as examinable material.

I hope you will take the opportunity to fully engage in the class discussions. If you tend to be quiet during class, you should push yourself to raise your hand and join the discussion or ask a question. On the other hand, if you are a regular participant, try to be aware that others need a chance to participate. I will try to provide an opportunity for everyone to participate. In calling on students who raise their hand, I will usually call first on students who participate less often. When the only raised hands I see are from frequent participants, I will often wait for others to be ready to join the discussion, or call on a non-volunteer. You don't have to be absolutely certain about an answer to contribute to the discussion. Often the best learning in class will occur from discovering how to think through a question to get to an answer or walking through the steps that led to a wrong answer.<sup>2</sup>

---

<sup>2</sup> This paragraph is modeled with permission after a paragraph by Carol Chomskey of the University of Minnesota Law Faculty.

You should remember that there are no “Stupid Questions”. If you don’t understand something, ask about it; chances are there are many of your classmates who also don’t understand but will not ask. I welcome questions during the class but I may have to move the class along at times. If I don’t fully answer your question then or you have other questions, I would be happy to see you during office hours or another mutually convenient time. Please don’t hesitate to come by and there is no need to wait until test time.

### **Course Content and Objectives**

This course will focus on the Financial Statements and the articulation among them and in particular the details of the Liabilities and Shareholders’ Equity side of the Balance Sheet. To successfully complete the course you will need to be able to

1. identify and define the elements of the various financial statements with emphasis on liabilities, and equities
2. understand the relevance of each of the individual financial statements that make up a set of audited financial statements. Statements specifically addressed in this course are The Statement of Cash Flows and The Statement of Changes in Equity
3. be able to analyze financial statement information in order to assess the viability of the entity,
4. be able to use a principles based system (specifically as articulated in the CPA Handbook) to solve open-ended, ill-defined problems
5. be able to articulate the main themes from the academic and professional articles that are introduced in the course.

For those of you who will be proceeding to a professional accounting designation, Intermediate Accounting is where you will develop your knowledge of the conceptual framework and your understanding of the details of GAAP for for-profit enterprises. This understanding will be fundamental to your success in all professional examinations. For those not pursuing a

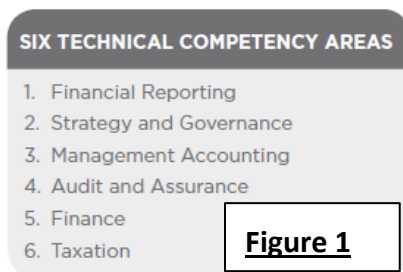
professional accounting designation, this course will prepare you to understand and discuss financial information as presented in the statements and the underlying accounting concepts and decisions much more thoroughly.

### **A Brief Note on the CPA Competency Map**

It was noted above, that one of the resources that was consulted in preparing this course was the CPA Competency Map [<https://cpacanada.ca/en/become-a-cpa/pathways-to-becoming-a-cpa/national-education-resources/the-cpa-competency-map>]. The competency map begins with five enabling competencies. These “*provide the essential skills for ethical behavior, decision making, problem-solving, communication, and leadership as a professional accountant.*”<sup>3</sup> They are grouped into five broad categories: 1. Professional and Ethical Behavior, 2. Problem-solving and Decision-making, 3. Communication (both written and oral), 4. Self-management and 5. Teamwork and Leadership. It is the intention of this course to allow students to develop and demonstrate skills in all of these areas. We will discuss cases



which will allow for practice in areas 1, 2 and 5 in particular. You will have assignments and exam material that will help you with areas 2 and 4. Throughout the course we will be modeling good communication skills (item 3).



Drilling further down in the competency map, there are lists of specific technical competencies listed under six headings (see Figure 1)<sup>4</sup>. Comm 311 and Comm 313 cover most of the specific competencies listed under financial reporting.

<sup>3</sup> ICAO, (2012): The Chartered Professional Accountant Competency Map, Understanding the competencies a candidate must demonstrate to become a CPA, page 8

<sup>4</sup> ICAO, (2012): The Chartered Professional Accountant Competency Map, Understanding the competencies a candidate must demonstrate to become a CPA, page 8

### **Text and Required Materials**

The required texts and notes for this course are as follows:

1. **Intermediate Accounting – Volume 2 – 2nd Edition (2014, 2012) – Kin Lo and George Fisher; Pearson, Toronto.** The book is available from the bookstore. This book was used last year (2014-2015) for Comm 313. It will also be useful if you are able to access to MyAccountingLab. For this you need an access code. This should come with the purchase of a new text or you may purchase an access code separately. Further instructions for enrolling in MyAccountingLab are outlined on a short PowerPoint presentation that is available on the course D2L website
2. **Financial Accounting II – Commerce 313 – John Wiley & Sons Canada, Ltd., Toronto** This custom publication is available at the campus bookstore. It contains the cases that will be used for the presentations and also the research Cases that will be discussed in class from time. It also has Chapter 19 from the Wiley Intermediate Accounting text by Kieso et. al. I have found that pensions seems to be a difficult topic for Intermediate Accounting students and this chapter, I think, provides a useful supplement to Lo and Fisher.
3. We will often look at sections of the CPA Handbook and I suggest that you become familiar with checking treatments using the Handbook. This facility will prove invaluable if you do undertake a career in accounting. You may access the Handbook at the website <http://edu.knotia.ca/knowledge/Home.aspx?productid=1>
4. **Supplementary Readings** – I have referenced a few readings from the academic accounting literature and CPA Magazine [Appendix A is a list of these references]. You

can access all of these through QCAT (the Queen's library system) and read them on-line or download and print a copy for yourself if you so desire. I will consider these readings as part of the examinable material and you will have an opportunity to discuss them in class.

5. **COMM 313 Notes:** You will be able to download copies of the PowerPoint slides, used in class from the COMM 313 Web Site. I suggest that you print the slides and other materials to facilitate note-taking in the course. These files will be posted to the website weekly. Slides for each week will be available for download on the website usually by Sunday evening or Monday morning. Typically, I will not post the specific slides containing actual problem solutions until after the class because I think it is useful for you to try the problems first without knowing the solution. But after each class, I will post an updated slide deck. As well, you may find from time to time that I have made minor adjustments to the slide deck immediately before class. Again, if this happens, I will post the revised deck afterwards.

**NOTE:** When printing out the PowerPoint slides from the file, should you choose to do so, please select from the Windows Print Screen "Pure black and white" in the lower left hand portion of the screen. This will prevent you from getting totally unreadable slides and using more ink than is necessary. If you print Excel spreadsheets, be careful to ensure that the page breaks occur in places that will easily enable you to follow the work that is completed in class.

### **Copyright Issues**

Websites:

The material on the COMM 313 website is copyrighted and is for the sole use of students registered in COMM 313. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in COMM 313. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

### **Grading Scheme**

I will ask you to complete six assignments during the term and I will count the best four marks as part of your final grade. For the first assignment, so that I can get to know you better, I would like you to submit a brief "bio-rationale" to the drop box on the course website. I suggest that this consist of a one-page Word document that includes: your name, your picture (in a form that will allow me to recognize you), some biographical information (e.g., where you are from, what you are studying at Queen's) and a few words about your current goals. This assignment is strictly pass/fail. If you hand one on you will get 100%. Please note that the bio-rationale is optional. You can choose not to hand it in and just do more of the others.

For the other assignments, you have a choice of either problem assignments (as outlined in the course schedule) or writing a brief summary of one of the articles from the academic literature. The problem assignments may either be done as regular hand-in assignments or by completing them using the text software. The first problem assignment (Assignment Two) is due on October 2. The required problems are listed on the tentative schedule and if you choose to do the assignment electronically you should find it available as soon as you access the MyAccountingLab course site. You may discuss these assignments with other students in the class but to be counted, each student must complete an individual assignment. **Each student must do one article summary.** The article summaries are to be handed in via the drop box on the course D2L website and they will be screened using Turnitin.

As an example then, a student could choose to do the bio and a summary and two problem sets.

I will give you a rubric for the article summary as a separate document.

There will be two in-class tests during the Term. These tests will contain some short answer (theoretical) questions and also problems or cases. The problems relate to the *Ideas* portion of the framework. The cases and short answer questions (the theory) relate to the *Connections* and *Extensions* and to the type of work we will do in class. These tests will provide you with feedback on your progress during the term and will encourage you to keep pace with the material throughout the term. They will take place during regular class times. I have tentatively scheduled these tests for October 14 and November 13. If these dates appear to be problematic for you, please let me know via e-mail ASAP.

There will also be a group presentation and again, I will hand out a separate rubric for the presentations once the groups are set. Groups will consist of 4 or 5 students. You may choose your groups.

The Final Examination will be held during the **December Examination Period**. All materials covered from the beginning of the term will be considered examinable.

The grading Scheme is as follows:

Assignments (to be completed on-line or handed in at the commerce Office– best four of six to count)	20%
Case presentation (group)	15%
Tests (2 x 15% each)	30%
Final Examination	<u>35%</u>
<b>Total</b>	<b>100%</b>
	====

The final mark for the course will be a letter grade using the 4.3 GPA scale that was adopted by Queen's in 2011. Your final grade will be determined using the following method.

**“Numbers In, Letters Out”:** I will mark all assignment, quiz, test and exam grades with a numerical grading scheme. I will calculate a final course average mathematically from these grades. These number grades will then be converted to letter grades following the Queen’s Official Grade Conversion Scale shown below.

<b>Grade</b>	<b>Numerical Range</b>	<b>Grade Point Equivalent</b>
A+	90-100	4.3
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1.0
D-	50-52	0.7
F	49 and below	0.0

Past experience has indicated that those students who work consistently throughout the term fare better in their overall course grade.

### **Research Pool Credit**

This course is participating in the research pool, which means the final mark is eligible for research pool credit. If you choose to assign your research credit to this course it will bump your final grade by a single increment (e.g., from C+ to B-). The only restriction is that the credit cannot be used to raise a failing grade (F) to a pass. All details about the research pool can be found on the research pool website (<https://qsb-researchpool.sona-systems.com>), which is administered by Professor Laurence Ashworth ([lashworth@business.queensu.ca](mailto:lashworth@business.queensu.ca)). All questions about the research pool should be directed to him.

### **Disability Accommodations**

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at <http://www.queensu.ca/hcds/ds/>

### **Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments, tests and examinations identified as individual in nature must be the result of your individual effort. **Outside sources must be properly cited and referenced** in assignments; be careful to cite all sources, not only of direct quotations but also of ideas (N.B. for the article summaries in particular). Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of

time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I will ask you to submit the group assignments through Turnitin, which is easily done through the course portal.

### **Student Code of Conduct**

As of 1 July 2008 Queen's University adopted a new Student Code of Conduct, which sets the standards for student responsibility and behaviour. The document also identifies the various bodies within the University with jurisdiction to investigate student misconduct and explains the elements of procedural fairness to be observed in deciding matters of non-academic discipline. The new Student Code of Conduct is available on the Senate Policy web page at: ([http://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Cod\\_e\\_of\\_Conduct\\_final\\_2008%20\(1\).pdf](http://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Cod_e_of_Conduct_final_2008%20(1).pdf))

## **Appendix A – Reading References**

### **Reading References**

Bloomfield, R. J. 2008. Accounting as the Language of Business. *Accounting Horizons* 22 (4): 433-436. **[Sept 12]**

Dichev, I. D. 2008. On the Balance Sheet-Based Model of Financial Reporting. *Accounting Horizons* 22 (4): 453-470. **[Sept 19]**

Elliott, R. K. 1992. The Third Wave Breaks on the Shores of Accounting. *Accounting Horizons* 6 (2), pages 61-88. **[Sept 25]**

Lorinc, J. 2014. A Corporate Tax to Grind. *CPA Magazine* 1 (3): 46-52

Miller, P.B.W. and Bahnson, P.R. 2010. Continuing the Normative Dialog: Illuminating the Asset/Liability Theory. *Accounting Horizons* 24 (3): 419-440. **[Oct 3]**

Wensley, K. 2014a. Opaque Transparency. *CPA Magazine* 1 (3): 24.

Wensley, K. 2014b. When a Cash Deal is No Deal. *CPA Magazine* 1 (4):26.

## COMM 317, Audit and Assurance, Fall 2015 Course Outline

**Course Web site:** Accessed through [qsblearning.ca](http://qsblearning.ca).

**Check the course website frequently for announcements or changes to the schedule!**

**Co-requisite:** COMM 401. You must have either completed 401, or be taking it simultaneously with this course. If you haven't, please see me to discuss whether you can be in this class!

**Required Text and reference materials:** R. Knechel and S. Salterio, 2013. Auditing: Assurance & Risk 5<sup>th</sup> edition (in preparation). Available through QSB case sales.

Students are also required to access reference material for this course, as follows:  
International Auditing and Assurance Standards Board. *Handbook Of International Quality Control, Auditing, Review, Other Assurance, And Related Services Pronouncements*. FREE for downloading at <http://www.ifac.org/publications-resources/2013-handbook-international-quality-control-auditing-review-other-assurance-a> . After registering, you can download the complete handbook in two volumes with both the ethics and the audit and assurance standards (ISA's) in it.

*Canadian Auditing Standards (CAS)* are numbered the same way that IAASB standards are. All references in the textbook to ISA should be replaced with CAS in Canada but there is no difference in the standards. *CPA Canada* audit standards (CASs) are available through your CPA Canada membership. Additionally, they can be accessed through the Queen's library at the following link: <https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibld=3350118> Once on that page, click on "access now" at the bottom.

The US auditing standards are broken into two parts, those for public companies set by the Public Company Accounting Oversight Board (PCAOB) and those set for all others set by the Auditing Standards Board (ASB). Access the PCAOB standards through the [PCAOB website](#).

### Course description:

This course introduces students to assurance services provided by CPA firms. The majority of the course will be spent going through the stages of a financial statement audit using the business risk (strategic) audit approach. Key concepts behind auditing and assurance services will be continually highlighted, including *risk, evidence, materiality and judgment skills*. Students will work in groups during many of the classes. Most classes will consist of a mini-lecture followed by in class exercises. *The workload in this course is high, as are my expectations.*

### Learning objectives:

#### The Context and an Initial Application:

- To understand the factors that affect demand for auditing and assurance services.
- To understand and apply the principles underlying audit and assurance services.
- To understand the fundamental importance of independence and objectivity to all assurance services.
- To apply strategic management knowledge to gain an understanding of a client's business/risks.
- To identify and understand the role of management controls.
- To apply risk knowledge to auditing a business process's controls.
- To understand the nature of internal controls over financial reporting, including testing decisions.
- To effectively employ analysis and enquiry as tools to collect audit evidence.

#### Further Application and Integration to the "Big Picture":

- To identify and assess the strength of internal controls over financial reporting.

- To design and carry out tests of internal controls over an accounting cycle/business process.
- To design and carry out substantive tests over a process/cycle's related account balances.
- To understand evidence evaluation and integration to develop an appropriate audit report.
- To understand the key role of professional ethics and legal liability in enhancing audit quality.
- To understand the overall role that the audit plays in society and why society considers the audit such a crucial function.

## Course Policies:

### **Academic Integrity:**

#### *Definition of Academic Integrity*

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php)

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### *Individual Work*

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library:

<http://library.queensu.ca/help/cite-sources>

#### *Group Work*

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from



a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### ***Turnitin.com***

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### ***Exam deferral policy:***

Exam deferrals for COMM 317 are granted only by me (not the Commerce office), and only for extenuating circumstances. You must inform me as soon as possible and provide supporting documentation (e.g. a doctor's note).

### ***Re-grade policy:***

Many COMM 317 assignments require subjectivity in grading. I try my best to be consistent and provide helpful feedback to students. However, if you feel a grading error has been made or the grading has been unfair, the following procedure is followed:

1. You must submit, in writing, a "re-grade request", along with the original graded assignment/exam. You must provide evidence supporting your request.
2. You must wait two days before submitting the request (a cooling off period), and cannot submit it later than two weeks following receipt of the grade (a deadline).
3. After the two week / two day period has ended, I read each re-grade request and make any necessary and reasonable changes based on the request. It is important to note that I also look over the entire assignment again, and make any necessary changes. On occasion, I have lowered a student's grade upon discovering a grading error that was too generous.
4. Re-grade requests will not be accepted after the two week plus two day deadline.

### **Disabilities Accommodations Statement:**

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website

at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### ***Participation in Research:***

I encourage you to participate in research. You can earn a category increase in grade in one course, per the research pool instructions. When you participate, make sure you take it seriously. If you don't participate or don't pay attention when you participate, it negatively impacts faculty's research success, which can lower the status of Queen's as a preeminent university.

## Course procedures:

Please adhere to the following procedures:

1. I will provide name cards at the beginning of each class. Pick up your name card before class begins, place it in front of you, and return it as you leave class.
2. Be on time for class.
3. If you have any special needs (i.e. special exam arrangements, special seating in the classroom), inform me as soon as possible at the beginning of the semester (no later than September 23)
4. Students should form groups of 4 or 5 (4 is preferable) by Monday, September 28. Please be inclusive in forming your groups (I retain the authority to change group membership if some students are left out). Once your group is formed, please sit with your group-mates in every class, because you will work closely with them on many in-class exercises through the remainder of the term.
5. The best way to contact me is via email or during regularly scheduled office hours. I will respond to emails within 24 hours, except for weekends or during reading week. I like to get to know each of you and I welcome your visits!
6. Bring your textbook to class. At least one group member must also bring a laptop to every class for in-class group casework.
7. My lectures are NOT straight from the textbook; they are intended to build upon the readings. It is important that you carefully prepare (read the assigned readings) before class, not only to better appreciate the lectures, but also to be prepared for in-class cases or quizzes.

## Student Evaluation:

Students will be evaluated as follows:

Component	Due Dates	Weight
In-class cases or quizzes	Throughout semester	35%
Midterm exam	Wednesday, October 28	30%**
Final exam	TBA	35%**

***In-class cases or quizzes (35%):*** Throughout the semester, I will administer between 5 and 10 in-class cases or quizzes (to be written either individually or with your group during class). Some cases and quizzes will be handed in for grading while others will not. Some are noted on the course outline (in the “Case or other assignment” column) while others will be a surprise. If a case or assignment is available before class, read it carefully and be prepared to work on the case with your group in class. All graded cases and quizzes will be averaged at the end of the semester, each receiving equal weighting unless specified otherwise, and will constitute 35% of your overall mark in the course. There are absolutely no make-up cases or quizzes. I will drop the student’s lowest grade before calculating the average. If a student misses more than one case / quiz, one will be dropped and each of the remaining missed cases / quizzes will receive a grade of 40. If a case or quiz is assigned as a group one, all members of the group will receive the same grade. However, at the end of the semester, each group member will be asked to evaluate him/herself and each other’s participation with the group. Results from this evaluation will be applied to the group cases for each student and can lower a student’s final grade for in-class cases / quizzes.

***Important note about in-class cases:*** Some cases are in-depth and require advanced preparation. *If a case is posted to the course website (or handed out) for a particular class, read the case carefully before class and be ready to work on it during class.*

***Midterm exam (30%):*** The midterm exam will cover all materials assigned, presented and discussed through class 12. It will likely consist of a mix of multiple choice, short answer, and short essay questions. The exam is *closed book* and will be administered in class on Wednesday, October 28.

**Final exam (35%):** The final exam will be held at a time and location assigned by the Examinations Office. The exam will be closed book and three hours in length. The final exam is comprehensive, but emphasizes material covered after the midterm exam.

**\*\*Option:** If a student wishes to complete a term project that will reduce the weight of the midterm to 20% and the final to 25%, then you must make an appointment to see me by November 6. If a student chooses this option, the term project will account for 20% of the overall grade in the course.

### Course Schedule (Fall 2015):

The schedule below details the topic and required preparation for each class. All required readings in the last column are available in your case packet, through the web (e.g. CASs), posted on the course website, or handed out in class. ***This schedule may change; check the course web site frequently for announcements!***

Class	Topic	Required Reading and Preparation
1: Sep 14	Introduction Demand for assurance services Professional judgment	Read Chapter 1 Read article A
2: Sep 16	Managing risk through audit and assurance services Introduction to the audit environment	Read Chapter 2
3: Sep 21	Risk, evidence and materiality	Read Chapter 3 Read CAS/ISA 200 Scan CAS/ISA 315, 320 and 500
4: Sep 23	The audit process, Client acceptance	Read Chapter 4 Read CAS/ISA 210
5: Sep 28	Understanding the client's business Strategic risk and analysis Management controls	Read Chapter 5 Read CAS/ISA 315
6: Sep 30	Understanding client's business processes Risk assessment and process controls	Read Chapter 6 Read CAS/ISA 315
7: Oct 5	Documenting, evaluating and testing internal controls in a GAAS audit	Read Chapter 7 Read CAS/ISA 265
8: Oct 7	Internal controls in an integrated audit	Read Chapter 8 Read PCAOB AS 5
9: Oct 14	Audit inquiry	Read Chapter 9 Read CAS/ISA 500 (inquiry related material)
10: Oct 19	Analytical evidence	Read Chapter 9, including appendix Read CAS/ISA 520
11: Oct 21	Auditing accounting estimates	Read Chapter 9 Read CAS/ISA 540
12: Oct 26	Integration session	Bring questions to class (except "is this on the test?" or "do we need to know / read this?")
13: Oct 28	<b>Midterm exam in class</b>	
14: Nov 2	Ethical judgment, codes of conduct, independence	Read Chapter 16 up to page 19 Read articles B and C
15: Nov 4	Fraud, forensic auditing Biases in decision making	Read CAS/ISA 240 Read article D
16: Nov 9	Audit risk model Linking residual risks to FS assertions to audit procedures	Read Chapter 10 Read CAS/ISA 320 and 330

17: Nov 11	Revenue cycle: control tests	Read Chapter 11 to page 14
18: Nov 16	Revenue cycle: substantive tests	Read Chapter 11, from page 14 to the end Read CAS/ISA 505
19: Nov 18	Revenue cycle	Review Chapter 11
20: Nov 23	Completing the audit I	Read Chapter 14 Read CAS/ISA 260, 501, and 560 Scan CAS/ISA 580
21: Nov 25	Completing the audit II	Read Chapter 15 Read CAS/ISA 700, 705 Scan CAS/ISA 260, 265
22: Nov 30	Professional, civil and criminal sanctions	Read Chapter 16, from page 19 to the end.
23: Dec 2	Audit negotiations	In-class group negotiations case
Integration session, Monday Dec. 7, 6 to 8 p.m., Goodes 101		

**ADDITIONAL READINGS posted on the course web site and/or provided in class:**

- A. Senkow, D., M. D. Rennie, R. D. Rennie and J. W. Wong. 2001. The Audit Retention Decision in the Face of Deregulation: Evidence from Large Private Canadian Corporations. *Auditing: A Journal of Practice & Theory*. 20(2): 101-114.
- B. Moore, D. A., P. Tetlock, L. Tanlu and M. Bazerman. 2006. Conflicts of Interest and the Case of Auditor Independence: Moral Seduction and Strategic Issue Cycling. *Academy of Management Review*. 31(1): 10-29.
- C. Reply to Moore et al. (2006) by Nelson, M. 2006. Ameliorating conflicts of interest in auditing: Effects of recent reforms on auditors and their clients. *Academy of Management Review* 31 (1): 30-42.
- D. Wilks, J. T. and M. F. Zimbelman. 2004. Using Game Theory and Strategic Reasoning Concepts to Prevent and Detect Fraud. *Accounting Horizons*. 18(3): 173-184.

# Comm. 319– Canadian Income Taxation

## Course Outline – Fall 2015

### Course Description & Objectives

This course is designed to give a basic understanding of the *Income Tax Act* and its administration, with a focus on the taxation of individuals. Students will have the opportunity to consider corporate taxation to the extent necessary to understand more complex aspects of the taxation of individuals. Learning will be supplemented by applying the law to practical problems and cases. Topics covered include administration of the tax system, residence, employment income, business and property income, capital gains, other income and deductions, computation of taxable income and taxes payable for individuals. After taking this course students are expected to be able to

- identify personal tax issues,
- apply income tax principles to the determination of taxable income and tax payable
- analyse alternatives where they may exist,
- communicate the issues, tax implications, alternatives and recommendations.

The course has been designed to provide participants with coverage of the tax content required by the professional accounting bodies.

### Required Text

*Canadian Income Taxation – Planning and Decision Making*, 2015-2016 edition, by Buckwold and Kitunen, published by McGraw-Hill Ryerson. This text is required for successful completion of this course.

Students may also purchase a copy of the Federal Income Tax Act (Ernst & Young's Federal Income Tax Act, 2015) from the bookstore. While not necessary for successful completion of this course, a copy of the Act will be of interest to those who have decided on a career in tax.

**Text Online Learning Centre:** [www.mcgrawhill.ca/olc/buckwold](http://www.mcgrawhill.ca/olc/buckwold). This web site contains solutions to the end-of-chapter Review Questions from the text as well as over 500 interactive multiple-choice, true/false and short-answer questions with solutions. These questions are excellent for self-testing.

### Supplemental Materials

- 1) Ernst & Young's Federal Income Tax Act, 2015
- 2) Canadian Tax Journal & Conference Reports on TaxFind CD provided by the Canadian Tax Foundation
- 3) CICA electronic tax service
- 4) Newspaper articles

### Tax Related Web Sites

#### Government

Department of Finance Canada

[www.fin.gc.ca](http://www.fin.gc.ca)

CRA

[www.cra.gc.ca](http://www.cra.gc.ca)

Tax Court of Canada

<http://decision.tcc-cci.gc.ca/en/index.html>

## Chartered Accounting Firms

BDO Dunwoody	<a href="http://www.bdo.ca/library/publications/tax/index.cfm">www.bdo.ca/library/publications/tax/index.cfm</a>
Collins Blay LLP	<a href="http://www.collinsblay.com">www.collinsblay.com</a>
Deloitte	<a href="http://www.deloitte.com/sevices/tax/">www.deloitte.com/sevices/tax/</a>
Ernst & Young	<a href="http://www.ey.com/gobal/content.nfs/Canada/Home">www.ey.com/gobal/content.nfs/Canada/Home</a>
Grant Thornton	<a href="http://www.grantthornton.com/tax">www.grantthornton.com/tax</a> KPMG
	<a href="http://www.kpmg.ca/english/services/tax">www.kpmg.ca/english/services/tax</a>
PwC	<a href="http://www.ca.taxnews.com">www.ca.taxnews.com</a>

## Other

Canadian Tax Foundation	<a href="http://www.ctf.ca">www.ctf.ca</a> Chartered
Professional Accountants Canada	<a href="http://www.cpacanada.ca">www.cpacanada.ca</a> Chartered
Professional Accountants of Ontario	<a href="http://www.cpaontario.ca">www.cpaontario.ca</a>
Department of Finance – Canadian Tax Treaties	<a href="http://www.fin.gc.ca/treaties-conventions/in_force--eng.asp">http://www.fin.gc.ca/treaties-conventions/in_force--eng.asp</a>

## Evaluation and Grades

4 Quizzes	40%
Mid-term Examination	25%
Final Examination	30%
Class Participation	<u>5%</u>
<b>TOTAL</b>	<b><u>100%</u></b>

## Requirements and Criteria

Students are to bring the text to all classes. To prepare for class, students will be asked to complete assigned readings and, beginning with Chapter 3, answer the Demonstration questions and check their solutions. The chapter material will be discussed in class. Problems and cases from the reading may be assigned. Solutions to these problems and cases will be discussed in the following class.

## Conduct of Classes

We expect our students to be highly motivated in learning the subject matter and to dedicate adequate time each week to the readings and class preparation. Students are expected to be prepared for the class and to contribute to class discussions. Lecture notes in the form of power point presentations will be available before class on the course website along with background articles and media coverage relevant to the course. Part of each class will be dedicated to a discussion of new material and part will be dedicated to discussing problems/cases assigned for completion before class.

## Marks

Participation marks will be awarded based on the Student's participation as assessed by the instructor.

## **Use of calculators, smartphones etc.**

A non programmable calculator is allowed to be used in quizzes and exams. It is the responsibility of each student to bring to the quiz/exam his/her personal calculator.

## **ACADEMIC INTEGRITY**

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, we provide the following guidelines for individual and group work. **If our expectations still are not clear to you, ask one of us! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. In Comm 319 all assignments are individual in nature as the nature of the material to be learned does not easily lend itself to group work.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As instructors, we have a responsibility to investigate any suspected breach of academic integrity. If either one of us determines that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Standard of Conduct in this Course:**

Since this course is part of a degree designed to give you a broad understanding of the business world, we aim to run the course in a manner consistent with the world of business – a place where most of you plan to be employed after graduation. We will provide a professional level of instruction (up-to- date

relevant content, support materials, responsiveness to questions in class, etc.) and maintain an optimal learning environment (timely breaks and timely return of assignments and grades). We will also bring real world examples to class to illustrate the learning; these examples will be drawn from an international perspective to illustrate how Canadian Income Tax evolves in a global context and to better equip you for the broad thinking necessary in business. In return we expect that you will conduct yourself in a way that prepares you for the business world.

1. We start class on time, so please do not arrive late and disrupt others.
2. Turn off your cell phone, smart-phone and watch alarm before entering the classroom.
3. During class, respect the learning opportunities of others. Do not distract others. Our hope is that you will not only contribute in class to your own learning but to that of others as well.
4. Respect everyone's work: let's all feel comfortable asking questions and encourage others to do so too.

### Weekly Schedule 2015

Class #	Week starting	Class focus	Text Reading(s)
1	Sept 14	<ul style="list-style-type: none"> <li>• Course introduction and administrative issues</li> <li>• The fundamental income tax structure</li> <li>• Types of tax planning</li> <li>• Tax evasion and tax avoidance</li> <li>• Restrictions on tax planning (including GAAR)</li> </ul>	Chapter 1 Chapter 2
2	Sept 21	<ul style="list-style-type: none"> <li>• Liability for Tax</li> <li>• Residency for Individuals and Corporations</li> <li>• Income Determination</li> <li>• Administration of the Income Tax System</li> <li>• Income tax and the GST/HST</li> </ul>	Chapter 3
3	Sept 28	<p><b>Quiz 1 (20 Minutes – Start of Class)</b></p> <p>Income from Employment</p> <ul style="list-style-type: none"> <li>• Definition of “employed”</li> <li>• Determination of employment income, including benefits and allowances</li> <li>• Deductions from employment income</li> </ul>	Chapter 4



4	October 5	<p>Income from Business</p> <ul style="list-style-type: none"> <li>• Business income defined</li> <li>• Determination of business income – general rules</li> <li>• Exceptions to the general rules</li> <li>• Employed v self employed</li> <li>• Unincorporated vs incorporated – an introduction to integration</li> <li>• Personal service businesses</li> </ul>	Chapter 5
5	Oct 12	<p><b>Thanksgiving – No Classes</b></p> <p><b>Mid-Term Exam, all sections</b></p> <p>Thursday October 15<sup>th</sup>: Dupuis Hall Auditorium and room 217; 6.30pm to 9.00pm.</p>	
6	Oct 19	<p>Depreciable property</p> <ul style="list-style-type: none"> <li>• CCA, rates and methods</li> <li>• Pooling assets</li> <li>• Disposal – recapture and terminal losses</li> <li>• Involuntary and voluntary dispositions</li> <li>• Eligible Capital Property</li> </ul>	Chapter 6
7	Oct 26	<p><b>Quiz 2 (20 Minutes – Start of Class)</b></p> <p>Income from property</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• General rules for determination</li> <li>• Interest, dividend, rental and royalty income</li> </ul> <p>The individual as a shareholder and the theory of integration (benefits/costs of incorporation)</p>	Chapter 7
8	Nov 2	<p>Capital gains and losses</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Determination – general rules</li> <li>• Capital losses in more depth</li> <li>• Unique aspects of specific capital properties</li> </ul>	Chapter 8

9	Nov 9	<p><b>Quiz 3 (20 Minutes – Start of Class)</b></p> <p>Other Income, Deductions and Special Rules for Computing Net Income for Tax Purposes</p> <ul style="list-style-type: none"> <li>• RRSPs, RESPs and TFSAs</li> <li>• Non-arms length relationship matters and individual attribution rules</li> </ul>	Chapter 9
10	Nov 16	<p>Individuals: Determination of Taxable Income and Taxes Payable</p> <ul style="list-style-type: none"> <li>• Losses</li> <li>• Capital gains deduction for sale of QSBC shares</li> <li>• Tax credits</li> </ul>	Chapter 10
11	Nov 23	<p><b>Quiz 4 (20 Minutes – Start of Class)</b></p> <p>International Tax Overview</p> <ul style="list-style-type: none"> <li>• Residence</li> <li>• Transfer pricing and OECD Guidelines</li> <li>• Tax treaties</li> </ul>	<p>Canada-US Tax Treaty</p> <p><a href="http://www.fin.gc.ca/treaties-conventions/unit-edstates-etatunis-eng.asp">http://www.fin.gc.ca/treaties-conventions/unit-edstates-etatunis-eng.asp</a></p>
12	Nov 30	<p>Tax Morality – review of global issues currently driving tax policy making</p> <p><b>Guest Speaker</b></p>	
		<b>Final Exam – Date TBD</b>	

**COMM 321 Course Outline**  
**Derivative Securities**  
**Fall 2015**

**Course Description:**

This course provides a comprehensive overview of derivative instruments and markets. We develop the key relationships employed by practitioners to value derivatives (e.g. the cost-of-carry model, binomial trees, Black-Scholes-Merton model, etc.) and illustrate how they are used by financial institutions, as well as by non-financial firms, to manage risk and/or to enhance investment yields. The course covers plain-vanilla derivatives (e.g. futures, forwards, FRA's, swaps, and options) as well as more innovative instruments, such as exotic options and credit derivatives. We also explore best practices in market and credit risk management, as well as recent developments in the regulatory environment. This course is essential to anyone wishing to pursue a career in the field of finance, whether in sales and trading, investment banking, or corporate finance, but it will also be extremely useful to those targeting consulting or the broader corporate sector.

**Companion Textbooks:**

John C. Hull, *Fundamentals of Futures and Options Markets*, Eight Edition, Pearson Prentice Hall, Upper Saddle River, New Jersey, 2014.

Lawrence Galitz, *Financial Times Handbook of Financial Engineering: Using Derivatives to Manage Risk*, 3<sup>rd</sup> Edition, Pearson Education Limited, Harlow, United Kingdom, 2013

Neither textbook is required to complete this course successfully. A few copies of Hull's book are available at the Campus Bookstore. Galitz' text is available on Amazon.ca.

**Course Material:**

Lecture notes in PDF and supplementary readings will be posted to the course web site in PDF on the evening preceding each lecture.

**Course Web Site**

Course announcements, assignment questionnaires and associated datasets, as well as useful links will be posted to the course web site in timely fashion.

**Suggested Extracurricular Readings:**

George A. Akerlov and Robert J. Shiller, *Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism*. Princeton University Press, Princeton, 2010.

Bill Bamber and Andrew Spencer, *Bear Trap: The Fall of Bear Stearns and the Panic of 2008*. Brick Tower Press, New York, 2008.

Peter Bernstein, *Against the Gods: The Remarkable Story of Risk*. John Wiley & Sons Inc., New York, 1998.

Richard Bookstaber, *A Demon of our Own Design: Markets, Hedge Funds, and the Perils of Financial Innovation*. John Wiley & Sons Inc., New York, 2007.

Michael Lewis, *Liar's Poker: Rising Through the Wreckage on Wall Street*. W. W. Norton & Company, New York, 1989.

Roger Lowenstein, *The End of Wall Street*. Penguin Press HC, 2010.

Roger Lowenstein, *When Genius Failed: The Rise and Fall of Long-Term Capital Management*. Random House Inc., New York, 2000.

John Marthinsen, *Risk Takers: Uses and Abuses of Financial Derivatives*. Pearson Addison Wesley, New York, 2005.

Charles R. Morris, *The Trillion Dollar Meltdown: Easy Money, High Rollers, and The Great Credit Crash*. PublicAffairs, New York, 2008.

Frank Partnoy, *F.I.A.S.C.O.: Blood in the Water on Wall Street*. W. W. Norton, New York, 1997.

Andrew Ross Sorkin, *Too Big to Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System from Crisis – and Themselves*. Penguin Viking, New York, 2009.

Nassim Nicholas Taleb, *The Black Swan: The Impact of the Highly Improbable*. Random House, New York, 2007.

#### **Course Evaluation:**

Component	Type	Course weight	Date-2015
Assignment #1	Team	15%	October 21
Assignment #2	Team	15%	December 12
Mid –term exam	Individual	30%	October 14
Final exam	Individual	40%	TBA

The assignments may be completed in groups not exceeding three members and must be submitted in PDF, via the course portal's dropbox. Assignment papers should

be legible using no less than 12pt Calibri font. When questions are based on a dataset, please, do not include the original data in your submission. Outstanding class contributions may be rewarded in the form of bonus marks. The two exams are closed-book and confidential, so no cheat sheets will be allowed in the examination rooms.

### Academic Dishonesty

The team assignments must be completed without any assistance from third parties. Collaboration with third parties will constitute a departure from academic integrity. It is every student's responsibility to become familiar with Queen's School of Business' policy regarding academic integrity and to ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php)

### Expectations:

Each session entails a substantial time commitment on everyone's part and should be approached in the same way as a business meeting. Classes will start and end on time and attendance shall be compulsory. I expect everyone to browse through the lecture notes before each class and to contribute actively during class discussions. Class attendance is mandatory in this course. Please, notify me by e-mail if you miss a class. You will be responsible for any material covered during your absence.

### Course Schedule Fall 2015

Week	Date	Topics, Assignment Due dates, and Exam	Chapters in Hull's text
1	9/15	Overview of derivatives	1
	9/17	Institutional features of forwards and futures	2 & 6.1-6.3
2	9/22	Spot and forward interest rates	4
	9/23	<b>Team formation deadline Submit list of team members to me by email</b>	
	9/24	Forward and futures prices	5
3	9/29	Risk-minimizing hedges with futures	3
	10/1	Fixed-income hedging with futures	6.4-6.5
4	10/6	Swaps I	7.1-7.4
	10/8	Swaps II	
5	10/13	Valuing options with binomial trees I	9, 10, 11, 12
	10/14	<b>Mid-term exam, 18:00-21:00 Walter Light Hall rooms 205, 210, and 212</b>	
	10/15	Class cancelled	
6	10/20	Valuing options with binomial trees II	18
	10/21	<b>Assignment #1 due by 22:00h</b>	
	10/22	The Black-Scholes-Merton model	13, 15, 16

7	10/27	Volatility smiles	19
	10/29	Option Greeks	17
8	11/3	Market-making I	
	11/5	Market-making II	
9	11/10	Interest rate options I	21
	11/12	Interest rate options II	
10	11/17	Exotic options I	22
	11/19	Exotic options II	
11	11/24	Market risk measurement	20
	11/26	Credit risk measurement	
12	12/1	Credit derivatives	23
	12/2	<b>Assignment #2 due by 22:00h</b>	
	12/3	Lessons from past derivatives disasters	8 & 25

## **Fall 2015, COMM 322 - 001**

### **Financial Management: Strategy**

Financial strategies encompass those financial decisions that affect the long-run value of the firm. The principles and techniques of finance that were developed in Introduction to Finance courses will be applied in this course to the financial management of business enterprises. This course will examine contemporary financial theories and their applications in formulating corporate financial strategies in major areas such as corporate investment decisions (capital budgeting under certainty and uncertainty), corporate financing decisions (capital structure) and integration of investing and financing policies (corporate restructuring, dividend policy). Mini cases and problems will be used to facilitate the understanding of how the financial theories can be applied in the practical world. Students will be able to (i) understand the mainstream corporate finance theories and their recent developments; (ii) evaluate the strengths and limitations of the theories and practices in corporate finance; and (iii) apply financial theories in corporate financial management and decision making.

#### **Course Materials**

##### Required Textbook

*Financial Theory and Corporate Policy, Fourth Edition* by Copeland, Weston and Shastri, Pearson Addison Wesley, 2005.

##### Supplementary Text

*Corporate Finance, Sixth Canadian Edition* by Ross, Westerfield, Jaffe and Roberts, McGraw-Hill Ryerson, 2011.

##### Course Website

The course website provides valuable information related to the course. On the website you will find:

- Lecture slides
- Answers to assignments
- Announcements
- Discussion page

#### **Review Sessions and Office Hours**

There will be a review session before the mid-term and another one before the final exam. The purpose of such review sessions is to provide extra examples and solve more example questions. In addition, I will hold weekly office hours. The purpose of these arrangements is to provide extra help to assist in your understanding of the material.

## Evaluation

Assignments (2) .....	15%
Quizzes (2) .....	10%
Mini-case (1) .....	10%
Participation .....	5%
Midterm .....	30%
Final Exam (Cumulative) .....	30%

## Course Policies

1. **Get in Touch with the Professor:** I am here to help you to learn. You are welcome to drop in during my office hours. In the event where office hours need to be cancelled due to unanticipated events, an announcement will be made on the course portal. You can also email me to set up appointments. To excel at this course, it is important to understand every class. So, ask!
2. **Lecture Slides:** A pre-class version of slides will be posted on the course website before each class. You are advised to print a copy, bring it to the class, and insert more detailed notes during the class if you like. All updated slides used in class will be posted on the course portal after each class.
3. **Assignments:** The assignments are designed to give you practice applying the concepts learned in class to financial problems. They are primarily a learning tool rather than a means of assessment. As a result, you are encouraged to share your ideas and work in groups of up to 5 members. Only one copy of the assignment should be submitted per group and the names of all group members must be clearly indicated. Groups can be made up of individuals from any section as long as the section of each student is clearly indicated.  
Tentatively: assignments will be submitted online through the course's online "dropbox." This arrangement may be subject to change.
4. **Re-grading of Assignments and Midterms:** If a student wishes to have an assignment or midterm re-graded they must submit a written explanation for the request within one week of the time that the grade was returned. This explanation should focus on the reasons that the student believes his or her answer to be correct and why the grading is thought to be inappropriate.
5. **Participation and Course Discussion Page:** You are encouraged to respond to one another's inquiries in the course discussion page. Also, you are encouraged to answer my questions during class. Participation credit is a comprehensive assessment of how active you participate in class through attending class and responding to questions both in class and online.



6. Calculator Policy: Students may use a financial calculator for the purpose of exams and assignments in this course. The calculator must comply with the School's "blue sticker" requirement. It is your responsibility to learn how to use the calculator.
7. Formula Sheets: For the examinations, you are allowed to bring a letter size, single sided (for Midterm) and double-sided (for Final) "crib" sheet on which you may write down whatever you wish.
8. Missed Exams: Students who miss exams will be assigned a mark of zero for that exam unless they contact the instructor or Commerce Office prior to the exam. The instructor has the right to request that appropriate documentation, such as a medical note, be provided. In special circumstances (e.g. sickness proved by medical note) students will have the possibility to take a make-up exam (one time only).
9. Quizzes: There will be two quizzes during class time in week 3 and week 9. If you score higher on the Midterm (for Quiz 1) or the Final (for Quiz 2), the weight of the corresponding quiz will be transferred to that exam. Please note that students must go to their own session to attend the quiz unless they have permission from the instructor to do otherwise. There will be no make-up quiz.
10. Mini-case: Each team will make a presentation on the topic you choose. It is an "exploration" based on recent corporate merger & acquisition news. Each group needs to gather information from the internet, newspapers or any other resources you wish to use. The purpose of the exploration of a practical deal is to foster your ability to link your theoretical knowledge to the real world. I will provide a brief guideline for you to help you build up a basic structure. Each member in the team needs to actively participate in the project as "peer evaluation" partially contributes to your grade. Peer Evaluation forms can be downloaded from course portal.
11. Laptop and other portable devices: From time-to-time, in certain circumstances, we may use laptops in class, however, at all other times there is a closed-laptop policy. This policy also applies to other devices.

### Disabilities Accommodations

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.
- *Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:*

<http://www.queensu.ca/studentwellness/accessibility-services/>

## ACADEMIC INTEGRITY

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with

Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about\\_us/academic\\_integrity](http://business.queensu.ca/about_us/academic_integrity).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment or project, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**TENTATIVE SCHEDULE**  
**Fall 2015**

Week 1	September 14	Introduction and Course Overview	Course Outline <i>RWJR. Ch1, 4, 5</i> <i>Brief reading</i>
	September 16	The Tools I: Risk and Return Review of Portfolio Theory & CAPM	Ch5, Ch6: p147-158  <i>RWJR.</i> <i>Ch11,13</i>
Week 2	September 21	The Tools I: Risk and Return Introduce Leverage and WACC	Ch5, Ch6: p147-158  <i>RWJR.</i> <i>Ch11,13</i>
	September 23	The Tools II: Option Pricing Models (OPM) Valuation and Application	Ch7: p199-209, 217-222, 228-229  <i>RWJR.</i> <i>Ch23.1-8</i>
Week 3	September 28	The Tools II: Option Pricing Models (OPM) Valuation and Application  <b>Assignment 1 Available (this week)</b>	Ch7: p199-209, 217-222, 228-229  <i>RWJR.</i> <i>Ch23.1-8</i>
	<b>September 30</b>	<b>Quiz 1 (in class)</b>  Summary of the Tools	
Week 4	October 5	Using the Tools I: Investing with <i>Certainty</i> Capital Budgeting Techniques	Ch2: p24-40  <i>RWJR.</i> <i>Ch7</i>
	October 7	Using the Tools I: Investing with <i>Certainty</i> Capital Budgeting Techniques	Ch2: p24-40  <i>RWJR.</i> <i>Ch7</i>
Week 5	<b>October 12</b>	<b>Thanks Giving Day (Class Cancelled)</b>	
	October 14	Using the Tools II: Investing with <i>Uncertainty</i> NPV with uncertainty (NPV) Decision Tree Analysis (DTA) Real Option Analysis (ROA/OPM)  <b>Assignment 1 Due (this week)</b>	Ch9: p305-316, 321  <i>RWJR.</i> <i>Ch24.2-4</i>
Week 6	October 19	Using the Tools II: Investing with <i>Uncertainty</i> Strategic Investment decisions (ROA/OPM) Options to expand, defer and abandon New Investments and Start-ups	Ch9: p305-316, 321  <i>RWJR.</i> <i>Ch24.2-4</i>
	October 21	Information Asymmetry and Agency Theory	Ch12

Week 7	<b>October 26-30</b>	<b>MIDTERM EXAM: TBD</b>	
Week 8	November 2	Capital Structure: M&M Propositions and Revisit to Cost of Capital	Ch15: p559-588
	November 4	Capital Structure: The Use of OPM and More Practical Theories in Modern World	Ch15: p594-614, 617-622 <i>RWJR Ch17</i>
Week 9	<b>November 9</b>	<b>Quiz 2 (in class)</b> Capital Structure Continued	
	November 11	Mergers, Corporate Restructuring: Theories and Applications	Ch18: p753-790, 794-795, 802-804
Week 10	November 16	Mergers, Corporate Restructuring: Theories and Applications <b>Assignment 1 Available</b>	Ch18: p753-790, 794-795, 802-804
	November 18	Mergers, Corporate Restructuring: Applications of Option Pricing Models	Ch18: p753-790, 794-795, 802-804
Week 11	<b>November 23</b>	<b>Mini-case presentations</b>	
	November 25	Payout Policies: Modern Theories	Ch16
Week 12	November 30	Payout Policies: The Use of Payout in Firm Valuation	Ch16
	December 2	Catch-up and Review <b>Assignment 2 Due (this week)</b>	Notes

# COMMERCE 323 - CORPORATE FINANCIAL PLANNING

Fall  
2015

## COURSE DESCRIPTION

This course emphasizes the practical application of financial management principles using case studies. The course should help students relate the various approaches of modern financial theory to the functions that are the responsibility of financial managers in corporations as well as those consulting to, or lending to, corporations. It is expected that students will learn how to identify and analyze the key corporate financial planning/policy decisions by incorporating the insights provided by theory into their analyses of actual case histories. The application of the theoretical conclusions, and their modification to take account of features of the actual business environment or to explain observed behaviour, will be stressed throughout the course. Less emphasis will be placed on the development of the theory and its mathematical specification. The course will cover such topics as corporate goals, the roles of financial officers, the valuation of public and private firms, financial analysis and pro forma financial statement forecasting, bank borrowing and commercial paper financing, optimal capital structure, raising new long-term capital (designing, pricing, placing, and timing new security issues), the cost of capital, and capital budgeting decisions, including the analysis of mergers and acquisitions.

### Reading Materials:

Students are asked to buy a packet of cases and readings from the Materials Management Office in Room 132 in the lower level at the north end of the Goodes Hall Atrium. Additional items and study notes will be distributed in class.

### Expectations of Students:

This course is weighted toward case analyses and, as such, students are expected to attend all classes and participate in class discussions. Students will be responsible for making their own notes on the key points from each of the readings, and we shall concentrate in class on applying the insights and conclusions from the readings to the practical situations outlined in the cases.

Students are expected to read all of the cases and required readings in order to get full value out of each class session. The required readings are an integral part of the course, and students will be held responsible for the material in them whether or not the topics are covered in the lectures.

## EVALUATION PROCEDURE

Each student will be evaluated on the basis of his/her performance on 3 takehome case assignments, a short-answer mid-term exam, and a final exam, as well as on the basis of his/her overall contribution to classroom discussions. For the takehome written case analyses, students may work together in groups (maximum of 3 persons per group, except groups of 4 are permitted if they contain a mix of regular and exchange students) in preparing their analyses and make joint written submissions (based on questions distributed in hard copy and via the course website a week or so in advance of the due date). In connection with these case assignments, students are strongly advised to consult the guide to preparing written case analyses contained in the readings packet.

Each student's attendance at class and contribution to class discussions and case analyses

will be noted and used as the basis for awarding regular and bonus grades at the end of the course. A student who never speaks up or never answers questions during class discussions *cannot* expect to receive any grades for class participation. Asking questions of the instructor is **not**, however, a means of earning class participation grades.

In connection with the hand-in case assignments, students are encouraged to discuss the problems and potential solutions, in a general way, with others before formulating their own group or individual submissions. However, once you sit down to draft your response to the assignment, I expect it to be **composed independently** of all other papers. It is your responsibility **not** to consult or borrow from the draft responses of other individuals or groups or to make a draft of your response available to others. Consequently, if **plagiarism** across papers or from any other source is detected, the individuals/groups involved will forfeit the grades for the affected assignments and be subject to further academic penalties. "Plagiarism" means presenting work done – in whole or in part – by someone else as if it were one's own. "Blasting" is a serious academic dishonesty offence and will be dealt with accordingly.

**Summary of Evaluation Components and Due Dates\*:**

<b><u>Due Date</u></b>	<b><u>Evaluation Item</u></b>	<b><u>% of Final Grade</u></b>
Oct. 20 <sup>th</sup>	“Eldorado Energy Ltd.” written case analysis	17%
Oct. 29 <sup>th</sup>	Mid-term short-answer examination	20%
Nov. 12 <sup>th</sup>	“Ashfield Wood Industries” written case analysis	14%
Dec. 1 <sup>st</sup>	“Atlas Petroleum Inc.” written case analysis	14%
Dec.9-23 <sup>rd</sup>	Final examination	30%
	General class participation – pre-mid-term	5%
	– post-mid-term	5%
	Total	<u>105%</u>

**\* Notwithstanding the above normal grading scheme, if a student’s weighted-average exam grade – with a 40% weight on the mid-term and a 60% weight on the final – is less than 50%, the non-exam grade components will not be counted in the student’s grade determination and he/she will receive a failing grade for Commerce 323.**

## COMMERCE 323

### CORPORATE FINANCIAL PLANNING

Fall 2015

#### TOPIC OUTLINE

##### **I Corporate Goals and Financial Analysis**

- Sept. 15 Introduction, Issues, and Corporate Goals
- Sept. 17 Corporate Objectives, Corporate Control, and Valuation

##### **II Corporate Valuation and Merger Analysis**

- Sept. 22 Introduction to Stock Valuation, Real Economic Income, Growth, and Risk
- Sept. 24 Security Valuation in Efficient Capital Markets – The CAPM
- Sept. 29 Leverage Policy and Valuation, and Pro Forma Financial Forecasting
- Oct. 1 Dividend Policy and Valuation, Incl. the Gordon Model, and Cost of Capital
- Oct. 6 Buildwell Weighs Acquiring Kaplan Plumbing – DCF Approaches to Stock Valuation
- Oct. 8 The Fundamental Securities Analyst's Common Stock Valuation Model
- Oct. 13 Markle Waste Systems – Corporate Valuation, including DCF and FSASVM Models
- Oct. 15 Analysis of Share Exchange Mergers and the Sources of Merger Gains
- Oct. 20 Eldorado Energy Ltd. – Choice and Use of Valuation Models
- Oct. 22 Eldorado Energy Ltd. – IPO Pricing Decisions

##### **III Financial Analysis and Corporate Financing Policies**

- Oct.27 The Choice and Implementation of Corporate Financing Policies – I
- Oct.29 Cataraqui Building Supplies – Financing Small Business Growth
- Nov. 3 The Choice and Implementation of Corporate Financing Policies – II
- Nov. 5 Corby Distilleries Ltd. – Optimal Capital Structure and Dividend Policy
- Nov. 10 The Choice and Implementation of Corporate Financing Policies – III
- Nov. 12 Ashfield Wood Industries – FRICT Analysis & Corporate Financing Decisions

##### **IV Corporate Investment and Capital Budgeting Policies**

- Nov. 17 Strategic Aspects of Capital Budgeting
- Nov. 19 Corporate Cost of Capital and Hurdle Rate Estimation
- Nov. 24 Project Analysis and Optimal Investment Decision Rules
- Nov. 26 Northland Paper Company – Capital Budgeting Procedures and Formulas
- Dec. 1 Atlas Petroleum Inc. – Capital Budgeting Problems, Procedures, and Decisions
- Dec. 3 Atlas Petroleum Inc. – Capital Budgeting Problems, Procedures, and Decisions

## READING ASSIGNMENTS FOR EACH CLASS

### **Sept.15 Introduction, Issues, and Corporate Goals**

“How to Prepare and Present a Written Analysis of a Case,” instructor's note (in readings packet).

“Decision Hierarchy Framework,” instructor’s note (distributed in class).

### **Sept.17 Corporate Objectives, Corporate Control, and Valuation**

“Corporate Goals and Managerial Incentives,” instructor's notes and assorted clippings (in readings packet).

“The Dumbest Idea in the World: Maximizing Shareholder Value,” Steve Denning, *Forbes*, Nov. 28, 2011, and instructor’s appendix (in readings packet).

### **Sept.22 Introduction to Stock Valuation, Real Economic Income, Growth, and Risk**

“Cyclically-Normalized, Real Economic Earnings,” instructor's note (in readings packet) – **bring to class**.

“What Should Investors Be “Discounting” to “Value” Stocks, and How Reliable Are Corporate Accounting Pronouncements as an Indicator of the Level or Trend of This Desired Figure?” associated clippings (in readings packet).

### **Sept.24 Security Valuation in Efficient Capital Markets - The CAPM**

“The CAPM Approach to Estimating the Cost of Equity Capital,” instructor's note (in readings packet) – **bring to class**.

### **Sept.29 Leverage Policy and Valuation, and Pro Forma Financial Forecasting**

“Financial Leverage, Income, and Risk,” instructor’s note (in readings packet).

“Pro Forma Financial Statement Forecasting For Assessing the Impact of Strategic and Policy Choices and Environmental Changes,” instructor's note (in readings packet).

### **Oct. 1 Dividend Policy and Valuation, Incl. the Gordon Model, and Cost of Capital**

“Dividend Policy and Valuation, and an Introduction to DCF Valuation Models,” instructor’s note (in readings packet) – **bring to class**.

“Note on Cost of Capital,” instructor’s note (in readings packet).

### **Oct. 6 Buildwell Weighs Acquiring Kaplan Plumbing – DCF Approaches to Stk Val<sup>n</sup>**

“Buildwell Weighs Acquiring Kaplan Plumbing” case (in readings packet).

“Discounted Cash Flow (DCF) Approaches to Common Stock Valuation,” instructor’s note (in readings packet) – **bring to class**.

“Cost of Capital” classroom note (distributed in previous class) – **bring to class**.



**Oct. 8      The Fundamental Securities Analyst's Common Stock Valuation Model**

“The Fundamental Securities Analyst's Stock Valuation Model,” instructor's note (in readings packet) – **bring to class.**

“Financial Ratio Analysis For Stock Valuation Purposes,” instructor's note, (in readings packet).

“Instructions on How to Use Regression Analysis in the Excel Program Contained in Microsoft Office 2010,” instructor’s note (in readings packet).

**Oct.13      Markle Waste Systems – Corporate Valuation, Incl. DCF and FSASVM Models**

“Markle Waste Systems” case (in readings packet).

“Discounted Cash Flow (DCF) Approaches to Common Stock Valuation,” instructor’s note (in readings packet from Oct. 6<sup>th</sup> class).

**Oct.15      Analysis of Share Exchange Mergers and the Sources of Merger Gains**

“The Analysis of Mergers and Acquisitions,” instructor's note (in readings packet).

**Oct.20      Eldorado Energy Ltd. – Choice and Use of Valuation Models**

“Eldorado Energy Ltd.” case (in readings packet).

“Riding Herd on Oil Patch Numbers,” Jeff Hale, The Globe and Mail, Jan. 23, 2008 and attached clippings (in readings packet).

**Oct.22      Eldorado Energy Ltd. – IPO Pricing Decisions**

“Eldorado Energy Ltd.” case (in readings packet).

**Oct.27      The Choice and Implementation of Corporate Financing Policies - I**

“Capital Structure Theory and the Effect of Taxes, Return Variability, and Fin’l Distress Costs in Determining Optimal Capital Structures,” instructor's note (in readings packet).

**Oct.29      Cataraqui Building Supplies – Financing Small Business Growth**

“Cataraqui Building Supplies” case (in readings packet).

**Nov. 3      The Choice and Implementation of Corporate Financing Policies - II**

“FRICT Analysis Framework For Making Corporate Financing Decisions,” instructor's note (in readings packet).

“The Capital Structure Choices of Canadian Corporations,” instructor’s note (in readings packet).

“Some Review Notes on Long-term Debt,” instructor’s note (in readings packet).

- Nov. 5**      **Corby Distilleries Ltd. – Optimal Capital Structure and Dividend Policy**  
“Corby Distilleries Ltd.” case (in readings packet).
- Nov.10**     **The Choice and Implementation of Corporate Financing Policies - III**  
“Convertible Security Financing,” instructor’s note (in readings packet).  
“Preferred Share Financing,” instructor’s note (in readings packet).
- Nov.12**     **Ashfield Wood Industries– FRICT Analysis & Corporate Financing Decisions**  
“Ashfield Wood Industries” case (in readings packet).  
“FRICT Analysis Framework For Making Corporate Financing Decisions,” instructor's note (in readings packet from Nov. 3<sup>rd</sup> class).  
“Pro Forma Financial Statement Forecasting For Assessing the Impact of Strategic and Policy Choices and Environmental Changes,” instructor's note (in packet from Sept. 29<sup>th</sup>).
- Nov.17**     **Strategic Aspects of Capital Budgeting**  
“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note, pp.1-29 only (in readings packet) - **bring to class**.
- Nov.19**     **Corporate Cost of Capital and Hurdle Rate Estimation**  
“Note on Cost of Capital”, instructor’s note (in readings packet from Oct.1<sup>st</sup> class).  
“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note, pp.50-59 only (in readings packet) - **bring to class**.  
“The CAPM Approach to Estimating the Cost of Equity Capital,” instructor's note (in readings packet from Sept.24<sup>th</sup> class) - review only if necessary.
- Nov.24**     **Project Analysis and Optimal Investment Decision Rules**  
“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note, pp.29-50 only (in readings packet) - **bring to class**.
- Nov.26**     **Northland Paper Company – Capital Budgeting Procedures and Formulas**  
“Northland Paper Company” case (in readings packet).
- Dec. 1**      **Atlas Petroleum Inc. – Capital Budgeting Problems, Procedures, and Decisions**  
“Atlas Petroleum Inc.” case (in readings packet).
- Dec. 3**      **Atlas Petroleum Inc. – Capital Budgeting Problems, Procedures, and Decisions**  
“Atlas Petroleum Inc.” case (in readings packet).

**COMM 324**  
**Investments & Portfolio Management**  
**Fall 2015**

### **Course Objectives**

The purpose of this course is to examine valuation, risk assessment, and strategic management of financial assets, as well as the markets in which these assets trade. The major focus of the course will be on practical applications, with frequent reference to capital markets. An understanding of the underlying theory will make this approach meaningful.

The course assignments involve hands-on investment decisions, designed to make you use the concepts in the real world. Assignments will be presented in class, as we can all learn from the experiences of others.

My goal is for you to better understand the investment environment, the principal investing vehicles and some of the most common valuation methodologies. This knowledge will be useful for all students, in both your professional and personal lives.

### **Course Communication**

I encourage discussion in class, since we learn more together than by me just talking to you. If you have questions related to the course outside of class time, I encourage you to use our course chat line; that way we all share the same information.

### **Course Materials**

#### Required Textbook

The textbook is *Investments, Eighth Canadian Edition* by Bodie, Kane, Marcus, Perrakis and Ryan. There will also be selected readings either handed out or posted to the web site.

The textbook is the standard Investments text at the best business schools, and is closely aligned with materials and principles from the Chartered Financial Analysts (CFA) program. It acts as a supplement to and a complement of the lecture material. Please read through the assigned chapters prior to each session as they provide a broader view of the central principles. You will not be tested on any material in the text which has not been covered in class.

#### Optional Readings Recommended for this Course

Buffett, Warren, **Annual Letters to the Shareholders of Berkshire Hathaway, Berkshire Hathaway's Annual Reports.**

Graham, Benjamin, **The Intelligent Investor**, Revised Edition, HarperBusiness Essentials, 2003.

Kroijer, Lars, **Money Mavericks: Confessions of a Hedge Fund Manager**, FT Press, 2010.

Lynch, Peter, **Beating the Street**, Revised Edition, Simon & Schuster, 1994.

Malkiel, Burton, **A Random Walk Down Wall Street**, WW Norton, 10<sup>th</sup> Revised Edition, 2011.

Sorkin, Andrew Ross, **Too Big To Fail**, Allen Lane, 2009.

Swensen, David, **Unconventional Success: A Fundamental Approach to Personal Investment**, Free Press, 2005.

Swensen, David, **Pioneering Portfolio Management**, Free Press, 2009.

### Other Recommended Material

Subscription to the Wall Street Journal and/or the Financial Times. Some other excellent financial magazines such as The Economist and Business Week also provide good applications of what you will learn in the class.

### Course Website

The course website provides valuable information related to the course. On the website you will find:

- Lecture slides
- Answers to suggested problems
- Announcements
- Discussion page

### **Recommended End-of-chapter Problems**

End-of-chapter problems will be posted on the course webpage throughout the term. I encourage you to work through the problems. Solutions will be posted at the beginning of the following week. Please note that these problems will typically *not* be discussed in class.

It is each student's responsibility to check his/her answers.

### **Evaluation:**

Assignment 1:	15%
Assignment 2:	15%
Assignment 3:	20%
Mid-term:	20%
Final exam:	30%

Assignments are group work and a group must have between four and six members. Your group must all be from the same section. Please sign up your group on the group sign-up icon on the course web site by the end of the second week of classes.

### **Course Policies**

1. Office Hours: I encourage you to visit my office during office hours or for a scheduled appointment. I ask that you direct technical questions, problems, or comments to the course discussion page; so that we can all share the same information.
2. Assignments: The assignments are designed to give you practice applying the concepts

learned in class to financial problems. They are primarily a learning tool rather than a means of assessment. As a result, you are encouraged to share your ideas and work in groups of 4 – 6 members. Only one copy of the assignment should be submitted per group and the names and student numbers of all group members must be clearly indicated. Late assignments will not be accepted. Faxed or e- mailed assignments are not acceptable.

3. Re-grading of Assignments and Mid-terms: If a student wishes to have an assignment or mid-term re-graded they must submit a written explanation for the request **within one week** of the time that the grade was returned. This explanation should focus on the reasons that the student believes his or her answer to be correct and why the grading is thought to be inappropriate.
4. Email and Course Discussion Page: Email should be used as a means to **coordinate appointments only**. Any inquiries about course content (i.e., assignments, suggested problems, etc.) should be posted to the website under the discussion page. You are encouraged to respond to one another’s inquiries. The page will be monitored to ensure that questions are answered.
5. Calculator Policy: Students may use a financial calculator for the purpose of exams and assignments in this course. The calculator must comply with the School’s “blue sticker” requirement. It is your responsibility to learn how to use the calculator.
6. Missed Exams: Students who miss exams will be assigned a mark of zero for that exam unless they contact the instructor or commerce office **prior** to the exam. The instructor has the right to request that appropriate documentation, such as a medical note, be provided. In special circumstances (e.g. sickness proved by medical note) students will have the possibility to take a make-up exam (only one time).
7. Laptop and other portable devices: There is a close-laptop policy. This policy also applies to other devices.

### Comm 324 Fall 2015 - Tentative Course Plan

	Dates/Lecture	Topic	Reading
<b>Week 1</b>	Sept. 15/16: Lecture 1 - 3	Course Overview and the Financial Environment	Chapter 1 - 3
	Sept. 18: Lecture 1 - 3	Financial Environment and Asset Allocation	Chapter 1 - 3
<b>Week 2</b>	Sept. 22/23: Lecture 1 - 3	Financial Environment and Asset Allocation	Chapter 1 - 3
	Sept. 25: Lecture 4	Financing Vehicles	Chapter 1 - 3
<b>Week 3</b>	Sept. 29/30: Lecture 5 - 6	Return and Risk: Analyzing the Historical Record	Chapter 4
	Oct. 2: Lecture 5 - 6	Diversification and Markowitz Portfolio Selection	Chapter 6
<b>Week 4</b>	Oct. 6/7: Lecture 7 - 8	Technical Analysis; EMH; Behavioral Finance:	Chapter 9 - 10
	<i>Assignment One Posted (Due on Oct. 20/21)</i>		
	Oct. 9: Lecture 7 - 8	Technical Analysis; EMH; Behavioral Finance	Chapter 9 - 10
<b>Week 5</b>	Oct. 13/14: Lecture 9	Bond Prices and Yields <b>[Mid-Term Covers up to and including this Lecture]</b>	Chapter 12

	Oct. 16: Lecture 10	The Term Structure of Interest Rates <b>[Not on Mid-Term]</b>	Chapter 13
<b>Week 6</b>	Oct. 20/21	<b>Assignment One Presentations</b>	
	Oct. 23	<b>In Class Mid-term</b>	
<b>Week 7</b>	Oct. 27/28: Lecture 11	Duration and Convexity	Chapter 14
	Oct. 30: Lecture 12	Managing Bond Portfolios	Chapter 14
<i>Assignment Two Posted (Due on Nov. 17/18)</i>			
<b>Week 8</b>	Nov. 3/4: Lecture 13 - 14	Relative Equity Valuation Analysis	Chapter 15 - 17
	Nov. 6: Lecture 13 - 14	Relative Equity Valuation Analysis	Chapter 15 - 17
<b>Week 9</b>	Nov. 10/11: Lecture 15 - 17	Intrinsic Equity Valuation Analysis	Chapter 15 - 17
	Nov. 13: Lecture 15 - 17	Intrinsic Equity Valuation Analysis	Chapter 15 - 17
<i>Assignment Three Posted (Due Dec. 1/2)</i>			
<b>Week 10</b>	Nov. 17/18	<b>Assignment Two Presentations</b>	
	Nov. 20: Lecture 15 - 17	Intrinsic Equity Valuation Analysis	Chapter 15 - 17
<b>Week 11</b>	Nov. 24/25: Lecture 18 - 19	Portfolio/Fund Performance Measurement and Issues	Chapter 21 - 23
	Nov. 27: Lecture 18 - 19	Portfolio/Fund Performance Measurement and Issues	Chapter 21 - 23
<b>Week 12</b>	Dec. 1/2	<b>Assignment Three Presentations</b>	
	Dec. 4: Lecture 20	Course Wrap Up	

# ACADEMIC INTEGRITY

## Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

## Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library:

<http://library.queensu.ca/help/cite-sources>.

## Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each

group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Disability Accommodations**

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>



**Comm 333, Fall 2015**  
**Marketing Strategy – Sections 001 & 002**  
**Course Outline**

**1.0 COURSE FOCUS and OBJECTIVES**

Comm 333 has four learning objectives:

1. To ensure you have a firm understanding of marketing strategy theory, and how marketing strategy is developed (i.e. what key managerial decisions are made in developing marketing strategy and marketing implementation plans);
2. To help you develop critical thinking skills essential to making those strategy decisions, and allow you to critically assess the results and outcomes of using the chosen marketing strategy
3. To develop your ability to communicate complex ideas or solutions to a variety of audiences; and
4. To learn-by-doing with the objective that students internalize rather than memorize strategy-related issues, concepts, and approaches.

This course builds upon the concepts and principles learned in introductory marketing courses. It is designed to meet the needs of two groups of students:

1. Those who wish to understand how marketing strategy fits into the overall strategic and business planning and management function of the firm,
2. And those who intend to major in marketing and seek to increase strategic marketing insight, best practices and skills.

**2.0 PROGRAM DETAILS**

We have structured the course in 3 broad components to help simplify and deliver against the objectives – Conceptual to application to simulation: 1. Theories/Conceptual; 2. Applications/Case Studies; 3. Simulation Game

**2.1 Course Structure**

The course uses a laddering or scaffolding approach to our subject matter. We start with base theories and add complexity and deeper analysis as we move through the course. We use strategy-oriented readings and frameworks, case studies, and real-time (current marketing affairs) strategy experience and discussion.

The program is organized into three distinct modules (for mark weighing of all components, see Section 2.3):

**Module 1 – Theories/Conceptual:** In Module 1 we will review the fundamentals of marketing strategy and planning and then introduce the key strategic frameworks that marketers rely on for making marketing decisions. We will use a series of in-class lectures, discussions, 6 pre-class reading or lecture review assignments (these will each be worth 2 marks).

Assignment questions will be posted on the course website three days prior to class. Pre-class assignments will be due by 8:30 AM the day of class unless otherwise specified. In class, we will review answers and work through additional problems or case situations related to our key topics. Please note assignments may also require additional readings from online sources. These will be announced in class. During Module 1, we will begin preparing and presenting Marketing in The News (MIN), a short presentation on a topic of your choice that MUST be directly related to core 333 theoretical concepts. Presentations will be delivered using the [www.pechakucha.org](http://www.pechakucha.org) method (to be reviewed in class). MIN will continue across all three Modules.

**Module 2 – Simulation Game:** Module 2 features our signature marketing strategy simulation: MarkStrat. With the knowledge and skills gained in Module 1, you and your team (assigned by professor) will analyze and make strategic marketing decisions for a company with products in the durable goods and cosmetics/healthcare marketplace. Your team will be responsible for the following sequence of deliverables:

1. Making two practice decisions (P1-P2) and eight (8) formal decisions during the term (D1 – D8); the course schedule will provide these key due dates. Details of MarkStrat simulation operations will be covered in class. Following the first true decision (D1) and subsequent analysis of D1 market, company and brand performance, you will prepare a concise (3 page max.), written Marketing Decision Strategy (MDS) submission for D2. The decision strategy is a mini marketing plan outlining your planned strategy for the upcoming D2 period of the simulation. All deliverable dates are highlighted in the course schedule (posted on course website).
2. At the end of the simulation, each team will submit a comprehensive market and industry analysis (5 pages) reviewing the overall effectiveness of marketing strategies, exhibited by all the teams in your industry group – with specific focus on strengths and weakness of strategies taken, related to the final results of the simulation.

Detailed rubrics will be provided.

**Module 3 - Applications/Case Studies:** In the final module we will dig deeply into three formal cases (found in the 333 Course Package). With your MarkStrat team, you will be randomly assigned one of our three cases and will be responsible for preparing a formal case analysis document / marketing plan (6 pages), and for presenting the highlights of your plan in class (again, using the PechaKucha structure). Students NOT presenting on case days will be judging the presentations and answering short questions related to the case. Judging forms and answers to questions are submitted at each case class.

Please refer to the course schedule (under separate cover) for timing details.

## 2.2 Required Course Materials

1. **Marketing Strategy** (Walker & Boyd custom text): hard copies and digital versions available at the Campus Bookstore: <http://www.campusbookstore.com/Textbooks/Course/B02645-COMM333-FALL15>.
2. **333 Course Package** – two readings (Note on Marketing Strategy; Math for Strategies) and three cases (Dove; Air France; Droga5 & Jay-Z) available in Goodes RM LL132 (Materials Management).
3. **MarkStrat Simulation** – Digital access only – details to be provided in class and posted to course website.

4. *Other required readings* sourced from Queens Library (all available online).

## 2.3 Course Evaluation

### *Team [40%]*

#### 1. *MarkStrat Simulation [24 %]*

- Final position based on performance [8%]
- D2 Marketing Plan submission [6%]
- Final Report – Industry and Co. Analysis [10%]

#### 2. *Team Case Work [16% %]*

- a. Presentation [8%]
- b. Written Case Analysis and case diary [8%]

### *Individual [60 %]*

1. Six Pre-Class Hand-Ins (best 5 x 2 marks each) [10 %]
2. Mid-Term Quiz [20 %]
3. Marketing in The News (PechaKucha) [12 %]
4. Case Evaluation / Question Forms (2 x 4) [8 %]
5. Participation (including case diary evaluation and submission of personal participation rating) [10 %]

You must pass the Individual portion of the course to succeed. The Team portion cannot help push you into a passing grade.

## 2.4 Course Schedule

See Appendix A, and course website.

## 3.0 Course Breakdown

### **Format of Work**

Unless specifically stated, e.g. PechaKucha for MINs, ALL work must be submitted in Microsoft Word. Please do not use PDF's!! In Word document submissions, please use the following: Times Roman; 12 pt. text; Double spacing; Page #'s; 1" margin on ALL sides; Footer with Assignment Name, Student Name and Student #.

### **Midterm Exam – 20%**

An open-book midterm will be held in-class on Wednesday October 21. The exam will require each student to be able to apply the major concepts covered throughout the first half of the term. To fully prepare for this exam you will need to be familiar with both in-class materials as well as all assigned readings. The exam will last for one class session (80 minutes). The format of the exam will be discussed in class.

### **Case Presentations and Reports – 16%**

As noted previously, for the first 2/3 of the term, we will be intermixing Theory/Conceptual sessions with Application sessions, where we apply the concepts and theories to cases.

At the beginning of each 'Application' session, four teams will present the case. With your MarkStrat team, you will be randomly assigned a case and will be responsible for preparing a formal case analysis document / marketing plan (max. 6 pages, PechaKucha), and for presenting the highlights of your plan in class (max. 6 minutes plus 2 minutes for class questions). Presentations and case analysis documents should include the following key features:

1. Clear and concise problem statement
2. Summary of your environmental analysis
3. SMART Objectives to be attained
4. Brief summary and evaluation of the alternatives considered
5. Recommended course of action

Copies of the grading keys used to assess all aspects of the project can be found in the admin section of the course website.

Following these presentations, I will present one or two high level questions or issues for the in-class discussion of each case. During these sessions, you will spend 20-25 minutes working with your MarkStrat groups to respond to each of the key issues that are the focus of the discussion. Each class will end with 35-40 minutes of a larger class discussion around these key issues.

### **MarkStrat Simulation – 24%**

The simulation provides an opportunity to develop a marketing strategy approach with specific tactics, and then manage that strategy over time in response to market changes and exogenous influences. Each team will be assigned to one of two industries, Athena or Zeus, in which you will be competing with four other teams to market two kinds of products. During the course of the simulation, your team will be making two practice decisions (P1- P2) and eight (8) formal decisions during the term (D1 – D8); the course schedule will provide these key due dates. Specific details about using the simulation software and the process by which teams will compete in the simulation will be addressed in-class in tutorials, and relevant materials (such as reference documents) posted to the course website.

There will be three components of your grade on the simulation: a marketing decision strategy, a market and industry debrief, and your team's overall performance on the simulation relative to the competition. The third component is relatively straight forward, but a brief description of the other two components follows.

#### *Marketing Decision Strategy*

Prior to the second true decision (D2) and subsequent analysis of D2 market, company and brand performance, you will prepare a concise written Marketing Decision Strategy (MDS) submission for D2. The decision strategy is a mini-marketing plan outlining your planned strategy for the upcoming D2 period of the simulation. All deliverable dates are highlighted in the course schedule (posted to the Calendar). Detailed rubrics will be provided.

#### *Market and Industry Analysis*

At the end of the simulation each team will submit a comprehensive market and industry analysis (5 page) reviewing the overall effectiveness of marketing strategies exhibited by all the teams in your industry group – with specific focus on strengths and weakness of strategies taken, related to the final

results of the simulation. Detailed rubrics will be provided.

### **Pre-Class Assignments – (PCA) – 10%**

During the term, there will be SIX Pre-class Assignments based on the content we are covering in class and the pre-reads. The short assignments will be posted three days before class and will be due the morning of each class in the DropBox on the course website.

Your lowest assignment grade will be dropped, thus, there will be five quizzes that each count for 10% of your final grade.

### **Marketing in The News (MIN) – 12%**

Each student will be asked to identify a brand, company or issues that is relevant, in the news and connects to our learning in the class. Presentations will be delivered using the [www.pechakucha.org](http://www.pechakucha.org) method (to be reviewed in class).

### **Participation – 10%**

In the business world, you do not get credit for just showing up. What matters is the quality of your ideas and how you express them. Success depends on being able to communicate your ideas, in writing and verbally. It is absolutely imperative that you are able to talk in a group and voice your thoughts. This is one of the reasons why this class includes a participation mark. Additionally, research has shown that students learn vastly more when they are participating in the learning process compared to when they are passively receiving information. In this class there will be two sources of earning participation credit; in-class and out-of-class. As such, it is vital to your learning and success in the class to be engaged and contributing to in-class and outside-of-class discussions.

#### *In-Class Participation (5%)*

The long-term benefit of participating in class is that you will be a better professional upon graduation. The short-term benefit is that you will learn more and do better in the class. In-class participation marks will be awarded based on how well you contribute to class discussions. In other words, marks will be awarded based on insightful comments made in class and/or summarizing the articles read for each day's class. I do not expect you to speak in every class, however, I do need to know that you are able to make high quality comments, in order for me to give you a good in-class participation mark. I may cold call on you, but most of the time I expect you to volunteer when you have something interesting to say. I encourage you to ask clarification questions when you need to. However, these do not count as participation. During each class, I will ask for a volunteer to track the in-class contributions made by other students, and I will assess the quality of these comments following each class. Please note that this is not an attendance grade, but, naturally, you will have to be in class regularly to consistently contribute to class discussion and earn your participation points.

#### *Out-of-Class Participation (5%)*

I am a firm believer that a great deal of the important learning that takes place during a university education, occurs outside of the classroom, both in the form of the work that goes on with your classmates for group assignments, and in the efforts that you make to link the concepts and theories with your observations of what is happening in the real world. As such,

there are two components to your out-of-class participation grade: peer evaluations and contribution to an ongoing class discussion about marketing strategy in the news.

You are all familiar by now with the concept of peer evaluations, and this class will be similar in this respect to others you have taken here at Queen's. There will be a peer evaluation form posted on the course website that will allow you to assess the contributions of your teammates during group work this term. A hard copy of the peer evaluation forms is due **no later than noon EST on Friday, December 4<sup>th</sup>** in the DropBox on the course website. Please note, if you do not submit a peer evaluation form you will not be able to receive full credit (5/5) for out-of-class participation. The second part of your out-of-class participation grade will be based on sharing and commenting on marketing strategy events in the news. Specifically, there will be a Group Forum set up in D2L Discussion Section for each section of the course where you can each post news items (articles, Advertisement or other marketing executions/tactics, stories, YouTube, etc.) that pertains to the concepts and topics that we cover in this course as well as comment on news items posted by others. To obtain credit for posting articles, you will need to not only post an item, but also make an insightful comment that summarizes how the article links to concepts that discussed in class. Likewise, comments on other students' posts need to be similarly insightful and constructive. While I do encourage thoughtful academic discussion and debate on issues in the real world, there will be no tolerance of rude or disrespectful conduct on the group page. Any instances of such will be penalized, and such penalties may extend beyond the grade assigned for out-of-class participation.

#### 4.0 COURSE EXPECTATIONS

My primary expectation is that you will be prepared for class and are willing to participate and learn. At a minimum, this means being engaged. The more you engage, the more you will learn and the more fun for all!! Ideally, you are open and willing to make comments, answer questions, and ask questions, as this contributes to everyone's learning. There is no requirement to attend each class – it is entirely up to you whether you turn up or not. If you do come to class, please be attentive, on time, and ready to participate.

Things to Remember Each Class:

- Put your name card up and close your laptop.
- If you have got something that will contribute to the class, say it!
- If there is anything you need clarification on, ask me in class, straight after class, or during office hours.
- Announcements and updates, if any, will be posted to the course website.

Things to Remember When You Hand in Assignments:

- All assignments must clearly display your first and last name, section, and student number. Please use the template provided by QSB.  
[http://business.queensu.ca/bcom/current\\_students/first\\_year/index.php](http://business.queensu.ca/bcom/current_students/first_year/index.php)
- Unless otherwise stated, Assignments (e.g. 2 PCAs) are due the morning of class 8:30am without. Late assignments will not be accepted.
- Assignments must submitted to the DropBox on the course website **AND** a printed copy must be dropped off in the Commerce Office in the appropriate Assignment Box.

## **4.1 General Course Policies**

### ***Class Etiquette***

Class sessions are a time for professional, collaborative learning and I expect everyone in the room to always behave in a professional, respectful, and courteous manner. I will start and end classes on time and expect you to be prepared to begin class at the allotted time. Please do not chat with your neighbour during class. It is also a matter of courtesy to **TURN OFF YOUR CELL PHONES** during class (do not just silence the ringer). That means no sending or receiving of text messages. It really is a distraction and loss for all!

### ***Accommodations***

Students who require special accommodations to fully participate in course activities or meet course requirements must register with the Disability Services Office. If you qualify for service, please bring your letter of accommodations to me as soon as possible so we can make sure your needs are met.

### ***Laptop Policy***

I have a **NO LAPTOP POLICY** on all classes when there are lectures by myself, or presentations by individuals or teams. While laptops can be helpful in taking notes, in my experience, this is more than offset by the fact that they are distracting and encourage students to “hide” behind them and not participate. They are also distracting to those around you. To help make sure you can get the very best notes possible, I post my slides online, so your need for note taking will be minimized.

Some classes with MarkStrat, laptops will be allowed. The class will be advised of those occasions!

### ***Course Website and Slides***

The website for this course serves as an extremely valuable source of information. It should be visited prior to every class to ensure that announcements and session material are not missed. The website is used as the main conduit for communicating with you outside of class. I will put important information on the website that you need to know so please check the site regularly. The slides for all course sessions will be posted to the course website 24 hours before the class. If you have difficulty with the website, please contact the QSB IT Help Desk at [helpdesk@business.queensu.ca](mailto:helpdesk@business.queensu.ca) or 613-533-3072.

### ***Readings***

You are expected to have completed the assigned readings prior to coming to class. Your ability to both learn and participate in class will be severely inhibited if you have not done the readings.

### ***Email***

I will dedicate several hours per week to replying to student emails. As a general rule, you can expect a reply from me within one to two business days. I do my best to reply to emails as promptly as possible during business hours, but may not respond to emails in the evenings or on weekends/holidays. From time to time, several students will ask me the same question. In these situations, I will post the question and answer to the course website’s announcements section.

This way, all students will have access to the information. Thus, please make sure you check the website before emailing me with questions.

## 5.0 GROUPS

Given the structure of the simulation later in the term and the number of cases, we will need a total of TEN groups for this class, and groups of 5-6 students will be randomly assigned by the instructor. Group assignments will be announced on Wednesday, September 23rd. Once formed, these groups cannot be changed. You will work with this group throughout the term on the case reports and presentations, during in-class “Application” sessions, and for the MarkStrat simulation. At the end of the term, you are required to complete a Peer Evaluation Form where you will evaluate the effort of your team members. Poor peer evaluations will result in reduced grades on out-of-class participation and may influence your grades on group assignments. Thus, your final grade for all group assignments will be based on two things: (1) the quality of the assignment and (2) peer evaluation. Please note that it will be impossible to receive a 5/5 for out-of-class participation if you have not completed your peer evaluation form.

From time to time, conflicts and disputes may arise within a group. I encourage you to resolve these disputes internally and in a professional manner. If, however, this is not possible, please do not hesitate to inform me of the problems ASAP. I will do whatever I can to assist you. Please do this as soon as possible because if you wait until the end of the term to inform me of a problem, there is little I can do to solve it.

## 6.0 Personal Information Form

Each person in the course is required to complete a Personal Information Form. The purpose of the form is to give me a bit of information about each of you so I can tailor the course to your interests, experiences, and goals. The form can be found on the ‘Course Documents’ unit in the content section of the course website. **This form must be completed and a hard copy handed in to the Assignment Box in the Commerce Office by Thursday, September 17th 5PM at the latest.** Early submissions are welcome.

Please note that it will be impossible to receive full marks for in-class participation if you have not completed your personal information form.

## 7.0 Name-Comment Cards

You will be provided with a name card for this class. During each class, please sign the back of your card and/or write a comment about the day’s class. The comment could be a question or a general comment about the material, such as what you liked or did not like. Name cards will be collected at the end of each class and returned to you at the beginning of each class. Please note that this is not an attendance check nor does it count as class participation: it is a way for me to assess your responses to the class, and I do read the feedback after every class to make sure that I am delivering the class in the best possible way. If the name on your name card is incorrect, or differs from what you would prefer to be called, please draw a single line through the name and clearly write in large letters, using a Sharpie marker, the correct name.

## 8.0 ACADEMIC INTEGRITY



## 8.1 Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect, and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery, and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:  
[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### *Individual Work*

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information, and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### *Group Work*

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits. As a member of the Centre for Academic Integrity (CAI), Queen's subscribes to the definition of academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. All members of the academic community - faculty, staff, and students - are expected to uphold these values, which are fundamental to the "freedom of inquiry and exchange of ideas" upon which the educational environment at Queen's depends.

Any behaviour that compromises these values is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. Queen's students, faculty, administrators and staff therefore all have ethical

responsibilities for supporting and upholding the fundamental values of academic integrity.”

## 8.2 Departures from Academic Integrity

A departure from academic integrity includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. All forms of departure from academic integrity are considered serious offences within the University community. The following defines the domain of relevant acts without providing an exhaustive list.

Plagiarism: allowing it to be thought that another's ideas or phrasings are one's own by failing to provide proper acknowledgement. For advice on avoiding plagiarism, <http://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>.

Examples:

- copying and pasting from the Internet
- copying a printed source or other resource without proper acknowledgement
- copying from another student
- using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement
- buying term papers or other assignments (including digital versions) and submitting them as one's own
- submitting the same piece of work in more than one course without the permission of the instructors
- obtaining a copy of a test or exam from an earlier section of the course and writing the same test or exam later in the day or subsequent days

Use of unauthorized materials

Examples:

- possessing or using unauthorized study materials or aids during a test
- copying from another's test paper
- using an unauthorized calculator or other aids during a test
- unauthorized removal of materials from the library, or deliberate concealment of library materials.

Facilitation: enabling another's breach of academic integrity

Examples:

- making information available to another student, such as knowingly allowing one's essay or assignment to be copied by someone else, giving a copy of a test or exam to a student
- writing the same test or exam later in the day or subsequent days
- selling term papers or other assignments
- knowingly assisting another person to conceal his or her departure from academic integrity

Forgery: utilizing counterfeit documents or statements

Example:

- creating a transcript or other official document.

Falsification: misrepresentation of one's self, one's work or one's relation to the University

Examples:

- altering transcripts or other official documents relating to student records
- impersonating someone in an examination or test
- submitting a take-home examination written, in whole or in part, by someone else
- fabricating or falsifying research data or source material (whether by commission or by omission)
- allowing someone else to do research work without the knowledge and approval of the instructor
- fabricating or falsifying research data
- failing to appropriately recognize contributions of others
- attributing authorship of work to persons other than those who have contributed to the work in a meaningful way.

Students are encouraged to consult with me if they are unsure of the standards of academic integrity appropriate to any Comm 333 deliverables or activities.

## **ALL WORK IN COMM 333 WILL BE SUBMITTED THROUGH THE COURSE PORTAL AND DIGITALLY VERIFIED**

### **8.3 Sanctions for Departures from Academic Integrity**

Any student who is found to have committed a departure from academic integrity may face a range of sanctions, from receiving a grade of zero on the assignment to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. See more at:

[http://business.queensu.ca/bcom/academic\\_calendar/browse\\_calendar/2014\\_15\\_started/academic\\_integrity.php](http://business.queensu.ca/bcom/academic_calendar/browse_calendar/2014_15_started/academic_integrity.php).

## **9.0 GRADING**

### **9.1 Grading Process**

Grading will be done by myself and TA markers who work with me. We will try and get the grading done within two weeks after each assignment. However, this can sometimes take a little longer depending on the circumstances. When grading, I look for three broad things: CONTENT, COHERENCE, and GRAMMAR. You will not be able to get a good mark without performing well on all three of these dimensions.

**Content** refers to your ability to actually answer the question in a compelling, thoughtful, and insightful manner that draws heavily on course concepts. **Coherence** means that the paper must follow a logical flow and should be clear and succinct (i.e., absolutely no longer than it should be). Coherence is best achieved by careful planning before you write. Generally speaking, I recommend that you never just start writing an answer. Think about the broad points you want to make first, and then work out a structure that will allow you to touch on all those points in a way that makes sense. From the reader's (or marker's) perspective, it's much easier to understand the content when it's laid out logically. You may not get marks for content if the content is scattered all over the place, or written in a way that does not suggest it is a key point. Finally, I expect to see **grammatically correct sentences**.

### **9.2 Grading Scheme**

The following grading scheme will be used in this class:

Percentage	Letter	Point	Description
90-100	A+	4.3	Exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree.
85-89	A	4.0	Outstanding performance that meets the highest standards. Course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.
80-84	A-	3.7	Excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.
77-79	B+	3.3	Very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
73-76	B	3.0	Good comprehension of the course material. The expectations for the course have been met.
70-72	B-	2.7	Reasonably good comprehension of the course material. Most expectations for the course have been met.
67-69	C+	2.3	Acceptable comprehension of the course material, meeting and, in some cases exceeding, basic standards.
63-66	C	2.0	Generally acceptable comprehension of the course material, meeting basic Standards.
60-62	C-	1.7	Minimally acceptable comprehension of the course material while falling short of basic standards in some areas.
57-59	D+	1.3	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
53-56	D	1.0	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
50-52	D-	0.7	Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted.
<50	F	0.0	Minimum standards have not been met, credit has not been granted.

More info here: [http://business.queensu.ca/bcom/current\\_students/grading\\_scheme/index.php](http://business.queensu.ca/bcom/current_students/grading_scheme/index.php)

### 9.3 Appealing Grades

Unfortunately, some of you will not be happy with some of the marks you receive. However, a poor mark is not sufficient to appeal your grade. You can only appeal a mark if you genuinely believe the grade you were assigned does not accurately reflect the quality of the work (please note that quality and effort are not the same). To appeal, you must write a memo outlining why you think your assignment or answer answered the question better than the mark you received indicated. You should not include any additional information (such as what you know now, or what you meant at the time). Just explain how the original answer you wrote answers the question better than I thought it did. Appeals can be no longer than 1 PAGE, DOUBLE SPACED and should state your argument as succinctly as possible. I will not accept memos until 1 WEEK AFTER the assignment or exam has been handed back and you have 2 WEEKS from that point to submit. If you appeal a grade, I first read your reasons; if they are compelling then I will re-mark the exam or assignment in its entirety. This means that your overall mark could go up or down.

### 9.4 Missed Assignments/Exercises

Missed assignments and in-class exercises cannot be made-up. The only exceptions to this rule are missing the assignment/exercise due to incapacitating illness or extenuating circumstance (e.g., death in immediate family, personal emergency).

Provide Supporting Documentation:

You will need to provide documented proof of incapacitating illness (a medical note from a

doctor/Queen’s Health, Counselling, and Disability Services), or proof of the death of a family member (the obituary notice from the newspaper or funeral home is sufficient), or documented proof of whatever other extenuating circumstance has caused you to miss assignment/exercise.

- The standard medical documentation provided by Queen’s Student Health, Counselling, and Disability Services (HCDS) is sufficient proof of incapacitating illness. The hours for HCDS for day time medical services and the information on where to go after hours can be found on this web page: <http://www.queensu.ca/studentwellness/health-services/>
- The medical documentation from any other Doctor or HCDS must be provided using the “Off Campus Physician’s Note” form available on the Commerce portal under “Forms”.

**Appendix A**

**COMM 333, Fall 2015**

**Marketing Strategy  
Schedule – Section 1**

Week		Topic	Reading	GFDP / <i>Pre-Class / CASE and/or MIN</i>	MarkStrat <u>Sim Decisions</u> and/or <i>MarkStrat Submissions</i>
<b>1</b> Wed. Sep. 16	Class 1	Introduction to course, logistics, and housekeeping		Group Forum Discussion Posting (GFDP) sign-up	
	<b>B R E A K</b>				
	Class 2	Overview of Marketing Strategy Developing Marketing Strategy <b>In-Class Exercise: Team Matchmaking Survey</b>	Note on Marketing Strategy [Course Package]		
<b>2</b> Wed. Sep. 23	Class 3	Relationship Between Business Strategy and Marketing Strategy; Miles and Snow Typology; Strategy Process, Setting Objectives, Frameworks, and the importance of Marketing Math and Analysis Introduction to Marketing in the News Details <i>Pre-Class Assignment 1 (PC 1) to be posted Sep. 21 on course website</i>	Marketing Strategy Implications of the Miles and Snow Strategic Typology, McDaniel and Kolari, <i>Journal of Marketing</i> Vol. 51 (October 1987), 19-30 [Queen’s Library e-journals]	Teams announced  <i>MIN Intro and Rubric Details: SIGN-UPS BEGIN</i>  <i>PC 1 upload before 8:30AM Sep. 23</i>  GFDP submissions 1-5	
	<b>B R E A K</b>				
	Class 4	“Going-to-Market: - Decisions on Which Markets to Pursue, Audiences / Segments / More on Marketing Math <i>Pre-Class Assignment 2 (PC 2) to be posted Sep. 21 on course website</i>	Chapter on: <u>Targeting Attractive Market Segments</u> [Custom Text]  Math for Strategists [Course Package]	<i>PC 2 upload before 12Noon Sep. 24</i>	

Wed. Sep. 30	Class 5	Positioning and Differentiation I <i>Pre-Class Assignment 3 (PC 3) to be posted Sep. 28 on course website</i>	Chapter on: <u>Differentiation and Positioning</u> [Custom Text]	<i>PC 3 upload before 8:30AM Sep. 30</i>	
	Class 6	Positioning and Differentiation II	<u>Discovering New Points of Differentiation</u> [MacMillan and McGrath, Harvard Business Review, Harvard Business Press; July – August, 1997)]	<i>MIN PREZ #1-4</i>  GFDP submissions 6-11	
4 Wed. Oct. 7	Class 7	New Market Entry / New Product Strategies <i>Pre-Class Assignment 4 (PC 4) to be posted Oct. 5 on course website</i>	Chapter on: <u>Marketing Strategies for New Entries</u> [Custom Text]	<i>MIN PREZ #5-9</i>  <i>PC 4 upload before 8:30AM Oct. 7</i>	
	Class 8	Growth Markets <i>Pre-Class Assignment 5 (PC 5) to be posted Oct. 5 on course website</i>	Chapter on: <u>Strategies for Growth Markets</u> [Custom Text]	<i>MIN PREZ #10-13</i>  <i>PC 5 upload before 12Noon Oct. 8</i>  GFDP submissions 12-16	<u>Purchase MarkStrat License On-Line Only</u>  <b><u>DO NOT REGISTER</u></b>
5 Wed. Oct. 14	Class 9	Strategy Decisions in Mature Markets Strategies for Declining Markets <i>Pre-Class Assignment 6 (PC 6) to be posted Oct. 12 on course website</i>	Chapter on: <u>Strategies for Mature and Declining Markets</u> [Custom Text]	<i>MIN PREZ #14-16</i>  <i>PC 6 upload before 8:30AM Oct. 14</i>	<u>Purchase MarkStrat License On-Line Only</u>  <b><u>DO NOT REGISTER</u></b>
	Class 10	Mid Term Concept and Problem Review Session		<i>MIN PREZ #17-21</i>  GFDP submissions 17-22	
6 Wed. Oct. 21	Class 11	<b>IN CLASS QUIZ</b> (2 pages open note)			
	Class 12	<b>TA Topic</b> Intro to MarkStrat – details on simulation process and prep for MarkStrat registration Deliverables Review; Contact / help procedures <b>Presentation</b> Life in MarkStrat World!!!  <b>MARKSTRAT REGISTRATION</b>	Chapters 1 to 4 in MarkStrat Instruction Manual	GFDP submissions 23-27	<b><u>Bring Laptops to Class – Ensure Sit with Team</u></b>

Wed. Oct. 28	Class 13	TA – P1 Debrief in Class Additional discussion on Market Entry concepts D2 Marketing Plan Assignment Requirements		<b>MIN PREZ</b> <b>#22-25</b>	<b><u>Practice Decision (P1) – due at 8:00pm Mon. Oct. 26</u></b> <b><u>P2 – due in class Wed. Oct. 28</u></b> <b><u>D1 – due Thu. Oct. 29 at 8:00pm</u></b>
	<b>B R E A K</b>				
<b>7</b> Wed. Oct. 28	Class 14	TA – D1 Debrief TA – MarkStrat Tutorial (TBD)		<b>MIN PREZ</b> <b>#26-31</b>  GFDP submissions 28-33	<b><u>D2 – due Fri. Oct. 30 at 10:00pm</u></b> <b><u>D2 – Marketing Plan Upload by 10:00pm Fri. Oct. 30</u></b>
<b>8</b> Wed. Nov. 4	Class 15	TA D1 – D3 Debrief D4 In Class		<b>MIN PREZ</b> <b>#32-35</b>	<b><u>D3 – due 8:00pm Tue. Nov. 3</u></b> <b><u>D4 – due in class Wed. Nov. 4</u></b> <b><u>D5 – due Thu. Nov. 5 at 10:00pm</u></b>
	Class 16	TA’s Available for Team Meetings / Tutorials		<b>MIN PREZ</b> <b>#36-39</b>  GFDP submissions 34-38	<b><u>D6 - due Fri. Nov. 6 at 10:00pm</u></b> <b><u>D7 - due Sun. Nov. 8 at 10:00pm</u></b>
<b>9</b> Wed. Nov. 11	Class 17	Final MarkStrat D8 in class and TA Debrief Final MarkStrat Report introduction and discussion of D1-D8 learning Introduction and review of the case process / details			<b><u>D8 – due in class Wed. Nov. 11</u></b>
	Class 18	Case Methodology Recap Introduction to <b>Case #1: Dove</b>	Case #1: <b><u>Dove: Evolution of a Brand</u></b>	<b>MIN PREZ</b> <b>#40-43</b> GFDP submissions 39-44	
<b>10</b> Wed. Nov. 18	Class 19	Case Presentations Teams #1, 2, 3, 4 - <b>Case #1: Dove</b>		<b><u>Case #1 Take-Up Day: “Dove: Evolution of a Brand” Teams #1, 2, 3, 4</u></b>	
	Class 20	Introduction to <b>Case #2: Air France Internet Marketing</b>	Case #2: <b><u>Air France Internet Marketing: Optimizing Google, Yahoo!, MSN, and Kayak Sponsored Search</u></b>	<b>MIN PREZ</b> <b>#44-48</b>  GFDP submissions 45-49	<b><u>Final MarkStrat Report Due for Upload by 10:00am Wed. Nov. 18</u></b>
<b>11</b> Wed. Nov. 25	Class 21	Case Presentations Teams #5, 6, 7, 8 - <b>Case #2: Air France Internet Marketing</b>		<b><u>Case # 2 Take-Up Day: “Air France Internet Marketing” Teams #5, 6, 7, 8</u></b>	
	<b>B R E A K</b>				

	Class 22	Introduction to <b>Case #3: Droga5 &amp; Jay-Z</b>	Case #3: <b><u>Droga5: Launching Jay-Z's Decoded</u></b>	<b>MIN PREZ #49-52</b>  GFDP submissions 50-55	
<b>Week</b>		<b>Topic</b>	<b>Reading</b>	GFDP / <b>Pre-Class / CASE and/or MIN</b>	<b>MarkStrat Sim Decisions and/or MarkStrat Submissions</b>
<b>12</b> Wed. Dec. 2	Class 23	Case Presentations Teams #9, 10, 11, 12 - <b>Case #3: Droga5 &amp; Jay-Z</b>		<b>Case #3 Take-Up Day: "Droga5: Launching Jay-Z's Decoded" Teams #9, 10, 11, 12</b>  <b>MIN PREZ #53-55</b>	
		<b>B R E A K</b>			
	Class 24	Course Wrap 333 Awards Ceremony		<b>333 Awards Ceremony</b>	

## Appendix A: Legend

Please note specific class requirements or deliverables *are marked in different script*:

- ❖ Group Forum Discussion Posting (GFDP) – Posting deadline for individual relevant marketing article postings
- ❖ Readings are in **black, bold, Initial Caps (Sentence) script**
- ❖ **MARKETING IN THE NEWS DELIVERABLES [IN CLASS MIN PREZ] IN CAPS, BOLD, ITALICIZED RED SCRIPT**
- ❖ **Reading/Pre-Class Assignment Uploads to course website and Case Deliverables are highlighted in bold, underlined, italicized dark green script**
- ❖ **CASE DELIVERABLES HIGHLIGHTED IN CAPS, BOLD, ITALICIZED DARK GREEN SCRIPT**
- ❖ MarkStrat Decision uploads (via simulation webpages) are **highlighted in bold, underlined, black type**
- ❖ MarkStrat written submissions are **highlighted in underlined italic gray script**



## COMMERCE PROGRAM

### COM 338 – SECTIONS 1 & 2: MARKETING ETHICS

FALL 2015

#### **Course Description:**

This course is designed to give students the opportunity to examine multiple perspectives related to the ethical implications of marketing decisions and strategies. This advanced course builds on concepts learned in the 2nd year Business Ethics course and can be taken as a credit towards the Certificate in Responsible Leadership. Using current topics in the media, case studies and research projects, students will explore, discuss and debate the ethical dilemmas that face marketing practitioners and society at large. Topics to be discussed include social marketing and entrepreneurship; ethics in advertising (e.g. deception/puffery & advertising to vulnerable populations); ethical issues related to production, distribution and pricing; and volunteerism, philanthropy and non-profit marketing. This course is designed for individuals with a focus on marketing, but is open to others with an interest in the issues of ethics and corporate social responsibility.

#### **Course Objectives:**

The course has the three major objectives of encouraging students to 1) develop a broad-based perspective on marketing's role in society; 2) develop an informed perspective on ethical issues within marketing; and 3) to learn how to incorporate ethics and social responsibility as a part of decision-making practice and processes.

In addition, students should understand conflicting internal and external pressures managers experience when making decisions, and how these influences can affect a decision makers' moral reasoning and lead to unethical behaviour.

#### **Course Pre-requisites:**

PREREQUISITE COMM 104, COMM 131 (or COMM 231) and COMM 132 or permission of the instructor.

This course is restricted to students enrolled in the 3rd and 4th year of their program.

#### **Required and Recommended Texts:**

##### **Recommended:**

Brenkert, George. G. (2008). *Marketing ethics*. Blackwell Publishers Inc.

Online articles will also be posted for various learning weeks that can be accessed through the Queen's Library.

##### **Desire2Learn:**

Students are expected to check *Desire2Learn* on a regular basis for course messages, addition of supplemental readings, and use for submitting course assignments.

### **Course Format:**

Type	Section	Day	Time	Location
Lecture and Group Discussions	1	Monday	8:30-10:00	Room 141
	1	Thursday	10:00-11:30	Room 141
	2	Monday	11:30-13:00	Room 141
	2	Thursday	13:00-14:30	Room 141

**Learning Outcomes/Objectives/Goals/Expectations:** I have developed the course to address several learning outcomes. By the end of the course a successful student should:

1. Define marketing ethics, and discover the common criticisms of marketing
2. Learn the process behind how leaders in organizations *should* make ethical business decisions and the theories used to aid in making those decisions
3. Learn marketing's role in society, and how they influence consumer behaviour
4. Discuss how ethics can apply to the Marketing Mix
5. Apply knowledge of course material using current topics and cases studies applicable to Canadian and international organizations

### **Course Evaluation:**

Type of Assignment	Weighting	Due Date
Class Participation, Group Work/Assignments	30%	Weekly
Individual Assignment	40%	October 22
Group Project – Debate Report	30%	December 3

### **Class Participation, Group Work/Assignments (Weekly):**

Class participation is based on simply showing up to class in order to contribute to discussions, and I strongly encouraged to do so. Participating in group work will enable you to share your understanding of class material to other students, and answer questions provided by the Instructor. Group Work may consist of question/answer and reflection submitted assignments, quizzes, and reviews of case studies.

### **Individual Assignment (Due October 22):**

The individual assignment will require the student to choose a current (2015) business ethics issue of their interest and write a report about it. The issue should be Canadian-related but is not mandatory. This report will identify the issue and provide a background. Your report will also include your personal reflections and what you would do differently, and/or propose solutions. Each student will be required to submit an eight to ten page, double-spaced report (2000-2500 words). Proper referencing is required. More detailed information about the report expectations will be presented to students in the first weeks of class.

### **Group Project - The Great Debate (Final weeks of class):**

Students will form groups of 7 members and prepare a debate AND a report about a specific marketing ethics issue. The instructor will offer a list of topics for debate, and teams will choose to be on the FOR or AGAINST side of the issue. Topics and choice of which “side” teams will be on will be based on a first-come, first-serve basis. There will be two debates per class (35-40 minutes each) over the last two weeks of class. Groups not presenting but present in class will serve as observers and moral support for their colleagues.

Groups will need to submit a report (8-10 pages) of their position to the Instructor on the last day of class. More details on The Great Debate will be provided in the first weeks of class.

**Week-by-week schedule FALL 2015:**

Week	Date	Topics
1	Sept. 14	Course Overview What is Marketing Ethics? Common criticisms and defenses of marketing
	Sept. 17	Marketing perspectives Preparing an ethical marketing framework
2	Sept. 21	Ethical decision making models
	Sept. 24	Marketing’s role in society Understanding and influencing consumer behaviour
3	Sept. 28	Ethics and the Marketing Mix I
	Oct. 1	Ethics and the Marketing Mix II
4	Oct. 5	Ethics and the Marketing Mix III
	Oct. 8	Abiding by the law; organizational ethical codes of conduct Adhering to safety and product liability
5	Oct. 12	<i>Thanksgiving – No class</i>
	Oct. 15	Illegal practices, monopolies, planned obsolescence, counterfeits
6	Oct. 19	Ethical issues in advertising (persuasion, deception, manipulation, puffery)
	Oct. 22	Unsustainable consumer consumption <b><i>Individual Assignment Due</i></b>
7	Oct. 26	Marketing “sin” products
	Oct. 29	Targeting to vulnerable consumers I: Marketing to children
8	Nov. 2	Targeting to vulnerable consumers II: Bottom of the Pyramid
	Nov. 5	Using marketing media Public relations, social media, and privacy
9	Nov. 9	International marketing issues Cultural influences
	Nov. 12	Corporate Social Responsibility (CSR) Green marketing and sustainability

<b>10</b>	Nov. 16	Social and cause marketing
	Nov. 19	TBA: Special Topics
<b>11</b>	Nov. 23	<i>Class prep time for debates</i>
	Nov. 26	<b>The Great Debate</b>
<b>12</b>	Nov. 30	<b>The Great Debate</b>
	Dec. 3	<b>The Great Debate</b> <b><i>Group Project Report Due</i></b>

### **Course Policies:**

Late assignments will be deducted a 10% grade daily, unless an arrangement can be made with the course instructor to waive the late penalty.

Cell phones are not a distraction to me, but they may disturb other students. Please be respectful of others by keeping your phone on vibrate or shut off during class.

### **Academic Integrity:**

#### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work:**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work:**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity:**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com:**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **COMM 339: Channels and Internet Marketing**

Marketing using the Internet channel, has forever changed how businesses, public sector agencies, and not-for-profit organizations can interact with their various stakeholders and channel players. This course exposes students to materials and issues including Internet retailing, B2C marketing tactics, Internet consumer behavior, site design and management, integrating Internet channel tactics into the overall strategic marketing plan, international Internet marketing issues, and Internet promotion and advertising.

PREREQUISITE COMM 132

This course is restricted to students enrolled in the 3rd or 4th year of the Commerce Program.

A more detailed course outline is not available at this time

## **Comm 341(Winter 2015)**

Professor: Geoff Pond  
Office: 465 Goodes Hall  
Office Phone: 613.541.6000 ext. 6364  
Email: [Geoffrey.Pond@queensu.ca](mailto:Geoffrey.Pond@queensu.ca)

### **INTRODUCTION**

“In order to deliver products and services to customers, an organization must organize its operations in an effective and efficient manner. This course develops skills in operations management by integrating material across functional areas, introducing new managerial concepts and applying rigorous problem solving techniques. Topics such as process improvement, quality management, supply chain management, and project management are considered for manufacturing and service firms.”

My background in operations management is from the perspective of a mechanical engineer. I started working in a high-volume manufacturing environment where quality, flexibility and on-time delivery were critical to being successful. In the world of high-volume electronics manufacturing, failing in any of the aforementioned strategic objectives meant customers like IBM, Nokia, Motorola, Cisco would reallocate their supply chain in favour of one of our competitors. The bulk of my career was spent with the Centre for Operations Research and Analysis – an agency in the Department of National Defence. During the Afghanistan war, I had the opportunity to work on various high profile projects having the objective of improving military operations overseas. Supply chain management in any scenario can be challenging – moving 2,500 personnel, armoured vehicles, logistics vehicles to a war-torn country half way around the world and standing-up your own base from scratch upon arrival is a whole new level of planning.

My experience teaching this course over the past few years has suggested that business students seldom consider a career in Operations Management. You’ve probably already dedicated yourselves to careers in finance, HR, or marketing. Regardless, it remains important to learn Operations Management techniques for two reasons: 1) those working in larger corporations will invariably end up working with operations managers and it’s important to understand the lingo and 2) regardless of our core expertise, we can all at some point leverage techniques common in the operations field to improve our own projects or assignments.

### **COURSE DESCRIPTION**

In this course, we will study both manufacturing and service operations, emphasizing their differences as well as similarities. Managing operations well requires both strategic and tactical skills; therefore, we will analyze operations from both the strategic and tactical perspectives and highlight the competitive advantages that operations can provide for an organization. The role of OM in the organization will be analyzed by exploring a number of concepts and techniques. The interaction of operations with other business areas and environmental factors, and how OM can contribute to the achievement of organizational goals, also will be discussed.

The course is integrative in nature, drawing upon concepts originally introduced in your previous courses. As we shall see, quantitative approaches are often useful in leading us toward possible solutions. However, in many situations, it is sufficient to understand the critical issues and major tradeoffs involved.

While many of the operational processes that we consider in this course may appear familiar, most of you will find yourselves viewing them from a different perspective. It is obvious that you are not going to become an expert in OM with one course. Rather, the course has been designed to introduce you to what every general manager or consultant should know about the field. An important goal of this course is that you understand the fundamental concepts, opportunities and challenges related to operations, in the broadest sense of the word.

## COURSE MATERIALS

**Text Book:** The Core – 2<sup>nd</sup> Canadian Edition (available at the bookstore)

**Case Package:** In addition there is a case package available through the case room. The case package for this course is relatively inexpensive. It contains cases for both case analysis exercises (see below) and purchasing it allows you to receive a case for the case competition. These case packages are individually numbered and I will be asking you to write your number on the back of your card and to submit them with your teams.

**Additional Posted Material:** There will be additional materials posted on the portal / handed out in class.

## COURSE STRUCTURE

The class structure will involve lectures, in-class activities and quizzes. We will be having a mandatory team-based case competition on the weekend of November 21. You are expected to be available for at least one of those days to participate. The case package you purchased includes access to the case for the competition, if you choose not to purchase the case package; you will not receive a case during the competition.

## DELIVERABLES & GRADES

### Grading Scheme at a Glance

<b>Deliverable</b>	<b>Grade Weight</b>
Professionalism	+/- 5 % Special
Case Analysis	25%
Case Competition	25%
Final Exam	<b>50%</b>

**(Special See Description)**

### Professionalism

True leaders work not only towards their own success, but for the success of others and their organizations. The professionalism component of this course is designed to encourage your undertaking an attitude that reflects a vested interest in this broad view of success as well as respect for yourself and others in the class. You will find that such an attitude improves not only the learning of others but your own as well and consequently professionalism is explicitly reflected in the grading scheme with a range of -5% to +5% of course grade.

My expectation is that students in this course will act as professionals; as such positive professionalism grades will require outstanding commitments. Some elements that could positively impact your professionalism component:

1. **Consistently** demonstrating a commitment to classroom participation by contributing positively to the discussion and exercises in class.
2. Providing **valuable** additional materials to illustrate classroom concepts in ready-to-use formats.
3. Asking **insightful** questions that lead to deeper understanding of course material e.g. ‘Why is it that increased variability causes production costs to rise?’
4. Providing supporting activities as required such as note taking, etc.

My expectations notwithstanding, some students will choose to act in a non-professional manner. Some elements that could negatively impact your professionalism component:



1. Negatively contributing to the classroom experience by frequently coming to class unprepared, arriving late, engaging in behaviours that are distracting to others, frequently missing classes, misrepresenting yourself or a situation, etc.
2. Using distractive technologies (laptops, phones, etc.) without explicit permission.<sup>1</sup>
3. Showing disregard for the time of others by asking ‘factual’ questions that have already been addressed in class or are available in published forums e.g. ‘when is the final exam?’
4. Any departure from academic integrity will result in a grade of -5% for professionalism, in addition to any other appropriate penalties.

---

<sup>1</sup> Comm 341 will generally be a laptop & phone free class. I will notify you when you must bring your laptop for class exercises, otherwise they will not be used in class.

My expectation is that most students’ grades will not be impacted by professionalism.

### **Case Analysis**

There will be two case analysis memos with supporting documentation. Additional details on the requirements will be provided closer to the date. The case analysis and subsequent memos will be submitted in teams of two students (your ‘small team’). The same two students will be responsible for each of the two memos. Each member will get the same grade on the case.

The case analysis is to be done exclusively by your small team using only the material from the class, the text book and the case. You may not use external sources nor may you consult with anyone outside of your small team. You are also prohibited from providing any information, advice etc. to other teams. Failure to abide by these rules may constitute a departure from academic integrity.

### **Case Competition**

There will be a case competition completed in teams of four students (your ‘large team’) composed of two of the case analysis small teams. Additional details will be provided closer to the date, however, in brief:

1. The teams will be provided with one case for each case package they purchased. These cases will be made available approximately 24 hours prior to their required delivery.
2. Teams will have to produce a short power point presentation, a memo and supporting documentation and make a 15 to 20 minute presentation at a proscribed time. All team members must participate in the presentation.
3. Each team member will receive the same grade.

The case competition is to be done exclusively by your large team using only the material from the class, the text book and the case. You may not use external sources nor may you consult

with anyone outside of your small team. You are also prohibited from providing any information, advice etc. to other teams. Failure to abide by these rules may constitute a departure from academic integrity.

## **Exam**

The final exam will cover the entire semester's material. The exam will be closed-book with a 'formula sheet' that we will provide to you. **The exam is the main component for assessing your individual mastery of the subject material. As such, you must pass the final exam (i.e. achieve a grade of 50% or higher on the exam) in order to pass the course. If you do not pass the exam, you will receive an F in the course; if you do pass the exam, it will count for 50% of your final grade.**

## **Research Pool**

Comm 341 will not be included in the research pool.

## **ACADEMIC INTEGRITY**

### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet

or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Disabilities Accommodations Statement:**

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.
- *Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>*

# COMM 343 - Service Management

## Fall 2015 Course Outline

### Course Objectives:

Our objective in the Service Management course is to develop a general management perspective of the typical Service business. Operations Management and Strategy principles will be applied as we first understand the nature of a Service operation, and then examine various methods and tactics associated with managing a service operation. In the last portion of the course, various types of service businesses will be reviewed with the intent of applying the tools and skills learned earlier in analyzing those businesses. The ultimate goal of the course is to understand the systems and processes necessary in creating Service Breakthroughs, elements that create a distinct advantage for the operator.

One of the key differences between Service and Manufacturing Operations is the presence of the customer in the process. Indeed, customer involvement provides key challenges and opportunities for the Service Provider which must be taken into account in the service strategy, design, content and operating alignment.

In Service Management, you will be required to draw material from your previous courses in marketing, finance, organizational theory and information systems as well as your personal experiences. One of the great advantages of this course is that we have all been part of the operation of a service organization, as either a customer or employee, and usually have ideas for improvement. In this course, we will explore ways of evolving those ideas into real strategies.

Different types of learning are achieved through individual and group experiences, both of which will be applied in this course. Students will:

- ⇒ Review each case in the course individually for discussion
- ⇒ Prepare one case analysis memo during the course for submission
- ⇒ Complete one group-based presentation and report
- ⇒ Write a complimentary or complaint letter based on personal experience
- ⇒ Complete a take home Final Exam

This is the 4.0 version of COMM 343, with an enhanced perspective on innovation and execution in all areas of Service organizations.

### Assessments and Grading:

Participation, Attendance		10%
1 Individual Case Memo	Select from memos marked with ** (your choice of two possible cases)	25%
Team Case Memo – Oberoi Hotels	November 9	20%
Team Project Presentation	November 19, 23, 26	20%
Final Case	Distributed November 30; due Dec 3	25%

## **Individual Case Memos**

Students will be required to submit one written memo. Memos are due by 12pm (Noon) on the designated date. Guidelines for writing memos are posted on the course web site, but are expected to be a single page (10- to 12-point font, 1" margins) plus any exhibits associated with your analysis, conclusions and implementation, to a maximum of 6 pages. You will choose 1 case from the cases marked with \*\* for your memo. Assume the role of a management consultant in analyzing the situation and making recommendations to the firm.

**Worth 25%**

## **Team-Based Projects**

Students will form their own teams of 5-6 people. Any students not in teams by the Add / Drop deadline will be assigned to an existing team by the Professor. In your teams, you will have the option of developing and delivering a lecture as your project, designing a new service and presenting your service plan to the in-class Dragon's Den of your peers, or discussing and evaluating a Hideous Service Failure. Select your project 'path' by October 8 and notify BC by email of your choice.

Assume the role of the Professor (Option 1), management consultants reporting out to the firm (Option 3) or Owner / Entrepreneurs (Option 2). In Options 2 and 3, discuss the firm's problem / opportunity, analyze their alternatives, and recommend a solution and implementation plan.

### **Option 1 – Let the Inmates Run the Asylum**

- ⇒ Pick one of the core topics of the course, and as a team, prepare a 13- to 15-minute lecture on the topic to be presented in class the day the material is scheduled. Your session will supplement the professor's work, with him filling in any blanks during your Q&A.

### **Option 2 – New Service Presentation to Dragon's Den**

- ⇒ Identify the type of service you are designing and meet with the Professor to discuss the core issues you face with service design prior to presenting.
- ⇒ Projects in this option will need to highlight the need for the new service, its fundamental service design concepts, necessary funding arrangements to launch the business, and your execution plan.

### **Option 3 – Hideous Service Failure**

- ⇒ Identify and discuss a real service business that imploded due to poor service strategy, execution or other factors. Consider what went wrong for the company, but as importantly, discuss what you would have done in the same situation, how you would have prevented the HSF from happening in the first place.

The Professor reserves the right to limit the number of teams focusing on similar sectors of the Service industry (e.g. Hospitality), on a first-come, first-serve basis.

Group presentations are to be 13-15 minutes long, with each team member playing a role in the development and / or presentation of the material, followed by a question and answer period with the class. Apply course tools in all Options, and submit 'Notes' copies of your slide deck to the Professor prior to the presentation.

### **Group Presentation Worth 20%**

Your teams will also prepare a written report on the **Oberoi Hotel** case, due November 9. Case reports are to be 1 page long, plus the necessary exhibits to back up your conclusions and recommendations, to a maximum of 8 pages, and will be submitted by hard-copy.

### **Group Project Submission Worth 20%**

### **Class Participation, Attendance and Professionalism:**

Since being an effective manager or contributing effectively to a team involves the ability to convincingly share information and ideas with others, another objective of the course is to help you enhance your communication skills. These involve both effective speaking and effective listening. There are two group-based activities in class that will contribute to participation marks. Fair warning – the easiest way to lose participation marks is to e-mail, Facebook, etc. during class.

### **Class Participation / Attendance worth 10%**

### **Final Case Submission:**

The final exam is a case-based assignment that will be handed out in the final week of classes, to be submitted by Noon, Thursday December 3. Format will be discussed in class and posted to the portal.

### **Final Case Worth 25%**

### **Late Policy:**

Assignments are due by hard copy at the start of class the day the case is discussed. As the case is 'solved' in class, memo assignments will not be accepted after that class. There are multiple cases available for submission, so students missing a particular case will be able to submit another at a later date. Students who are late with the last available case submission will be penalized 5% per day.

### **Case Package: The case package must be purchased from the Case Office.**

The case method is based on experiential learning. As such, considerable emphasis is placed on preparation and class participation. Prepare a case individually for up to 2 hours and then discuss

it in your team for an hour where possible. You are expected to come to class prepared to discuss the reading and case material, and in some cases present your analysis to the class. In some instances the instructor will give a summary at the end of the class or a short lecture covering relevant technical aspects involved in the case. However, the key responsibility lies with you to synthesize the discussion and improve your problem solving skills through active participation. In some cases the class may take the form of a role playing exercise with the instructor assigning roles which will provide you with an opportunity for “living” the situation.

### **Peer Evaluations:**

My assumption is that all team members work equally on the collective team assignments through the semester, and as a result, all team members will be graded equally for that work. Should you wish to recognize one team member that exceeds or underperforms to your expectations as a group, please complete the peer evaluation at the end of this syllabus. If at least three peer evals are submitted, I may use those submissions to adjust a team member’s grade accordingly.

### **Academic Integrity**

#### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student’s responsibility to become familiar with Queen’s School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ’s about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen’s University library: <http://library.queensu.ca/help/cite-sources> .

## Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

## Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

## Turnitin.com

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## SESSION PLAN FALL 2015

Session	Date	Class Outline and Description	Case
1	Sep 14	Course overview; The Natures of Services; The Service Profit Chain	Syllabus; Notes on Memo Preparation
2	Sep 17	Service Structures and Strategies;	Mongols BBQ
3	Sep 21	HR & Employee Loyalty	Windle Castleman LLP
4	Sep 24	Service Customers and Waiting Line Theory	
5	Sep 28	Crisis Management in Services	Happy New Year!
6	Oct 1	Service Design, Capacity Planning;	CanaPharm – Pharmacy Operations



7	Oct 5	Service Strategy Roadmap and Value Map	
8	Oct 8	Visualizing Service Operations	
9	Oct 12	Thanksgiving Holiday – No Classes	
10	Oct 15	Case Discussion	Malawi Pizza **
11	Oct 19	Lean and Services; Servitization & Productization	
12	Oct 22	Innovation in Services	
13	Oct 26	Regular classes cancelled; Tour of local Service operation	
14	Oct 29	Case discussion, including location planning in services	Whole Foods: The Path to 1,000 stores **
15	Nov 2	Service Innovation II – In class team exercise	Airstream Dream
16	Nov 5	Hospitality Services and Creating Customer Breakthroughs	
17	Nov 9	Case Discussion	Oberoi Hotel – Team Case **
18	Nov 12	Medical and Health Services; Financial Services	
19	Nov 16	Class Cancelled; Project Meetings with Prof	
20	Nov 19	Team Presentations	
21	Nov 23	Team Presentations	
22	Nov 26	Team Presentations	
23	Nov 30	Service Innovation III: Leading Change in Services	
24	Dec 3	Education Services; Wrap Up	

## **Session 1: Course Overview; The Nature of Services; The Service Profit Chain**

Services provide convenience, save time or effort, or facilitate otherwise difficult procedures. Society has demonstrated a willingness to pay a premium for various services. This class will introduce Service Management, its major themes, what a service is, and the role of services in today's society. There will also be a short tutorial on memo preparation and case analysis techniques specific to this course.

**Readings - Course Syllabus**  
**Memo Format Guidelines (Course Website)**  
**Video – Operations Management at the Oscars**

## **Session 2: Service Structures and Strategies;**

In this section we review how to develop strategic service visions and understand the competitive service environment. Differentiators such as cost, service quality and speed are discussed in details.

**Readings - Putting the Service Profit Chain to Work**  
**Cases - Mongols BBQ**  
**Video - Noodles and Company**

## **Session 3: HR & Employee Loyalty**

We examine the crucial impact of staffing and general Human Resource practices on service quality and capacity management. The Service Encounter is given particular focus.

**Readings - Tours of Duty: The New Employer-Employee Compact**  
**Case - Windle Castleman LLP**

## **Session 4: Service Customers and Waiting Line Theory**

We evaluate the role of the customer in services, discuss customer loyalty tactics and benefits, and the nature of customer relationships. Key: Who is the customer, and what do they want?

**Readings - Choosing the Right Customer**  
**Case – Windle Castleman LLP Redux**  
**Video - Queuing at Disney**

## **Session 5: Crisis Management and Team Exercise**

In this class we also discuss Crisis Management, outline the stages of a crisis, tools for prevention and early detection of a crisis, and 10 Best Practices for managing a crisis, with an underlying theme that a well-managed crisis situation can actually enhance customer loyalty.

**Readings - Planning To Manage Your Next Crisis via Twitter**  
**Case - Happy New Year!**

## **Session 6: Service Design and Capacity Planning**

A focus on the strategic role of capacity planning and the decision criteria for capacity planning in a service.

**Video - Service Processing at BuyCostumes.com**  
**Reading - Designing Waiting Lines That Work**  
**Case - CanaPharm: Pharmacy Operations**

## **Session 7: Strategy Roadmap, Value Map**

Delivering a strategy relies on the right people understanding that strategy, and more importantly, appreciating their role in that strategy. Here we look at tools to develop and communicate a simple, clear and repeatable strategy.

**Reading - Nordstrom is Always Right**

## **Session 8: Visualizing Service Operations**

Problem solving and innovation in a service rely on being able to see and measure the steps within the service and those in supporting and subsequent tasks. Process Chain Networks provide an excellent tool for analyzing the structure of a service. Note – this is a fundamental course with tools you will apply through the balance of the course.

**Reading - Visualizing Service Operations**

## **Session 9: Thanksgiving – Classes Cancelled**

## **Session 10: Case Discussion**

The first of two case options for your individual case memo. Consider the strategy, service process and customer issues for Malawi Pizza.

**Case - Malawi Pizza Catering \*\***

## **Session 11: Lean and Services; Servitization and Productization**

Organizations face challenges associated with getting things done in their firms; this is common. Fundamental to those challenges is the perception that we don't have enough resources, or are too busy. This session focuses on lifting the veil from leadership perception, and freeing up those resources in the firm to support innovation and executing our customer mandate. The fundamental concepts of Servitization and Productization are also discussed.

**Readings – The Lean Service Machine**

## **Session 12: Innovation in Services**

Innovation isn't just about applying R&D in a lab or technology environment. In fact, innovation in services is more fundamental to the growth and success in that organization. This class sets the stage for discussing "Breakthrough" services later in the course

**Reading - Innovation vs. Complexity**

## **Session 13: Class Trip – Local Service Operation**

*I see dead people.* We tour Fort Fright at Old Fort Henry.

## **Session 14: Case Discussion and Location Planning**

The second of your available case submission options. Evaluate the facility layout, capacity and other service strategy issues for Whole Foods. As well, we review how service locations are selected, including location factors and how they affect customer satisfaction.

Case - **Whole Foods: The Path to 1,000 Stores \*\***  
Video - **Zappos.com**

## **Session 15: Service Innovation II**

We use a team exercise in this class to evaluate why a particular service model is successful.

Case - **Airstream Dream**

## **Session 16: Hospitality Services and Service Breakthroughs**

Here we take an industry specific focus with a look at the restaurant, inn and hospitality industry.

## **Session 17: Case Discussion**

Oberoi is at the top of it's game in the Luxury Hotel segment. What is their secret? This one is in your teams.

Case - **Oberoi Hotels – Team Case \*\***

## **Session 18: Health and Financial Services**

Why do these two service sectors struggle for decent levels of customer service, or do they? Come to class with examples of 'better' health or financial service organizations and what makes them better.

Reading - **Why Innovation in Health Care is so Hard**

## **Session 19: Regular Class Cancelled**

Students will work on their team projects and presentations. 10-minute meetings will be scheduled between the Prof and each team to review your project plans.

## **Session 20: Team Presentations**

**Student teams will present their Theory Lecture, Dragon's Den or Hideous Service Failure projects. Teams will have 15 minutes plus 10 minutes for Q&A. 3 teams may present.**

## **Session 21: Team Presentations**

Student teams will present their Theory Lecture, Dragon's Den or Hideous Service Failure projects. Teams will have 15 minutes plus 10 minutes for Q&A. 3 teams may present.

## **Session 22: Team Presentations**

Student teams will present their Theory Lecture, Dragon's Den or Hideous Service Failure projects. Teams will have 15 minutes plus 10 minutes for Q&A. 3 teams may present.

## **Session 23: Service Innovation III: Leading Change in Services**

This is my 'innovate or die' pep talk.

**Video – Rory Sutherland – TED Conference**

**Reading - Lean Innovation – Getting to 'Next'**

## **Session 24: Education Services; Wrap-Up**

Here, a look at the university education system as a business, including the role of outside organizations and businesses in education.

### **PEER EVALUATION - GROUP PROJECTS**

Using the 5-point scale, rate your contribution to the above project and that of the other members of your group (i.e., the research for and the writing of the report, plus the preparation of group presentation). Please remember that these documents form part of the evaluation for the course, and standards of academic honesty must be strictly adhered to.

- F Failed to make any contribution to the project.
- C Made a minimal contribution to the project. Attended some meetings, but missed many others. Failed to do the research they had agreed to perform, failed to meet deadlines, or failed to offer helpful suggestions.
- C+ Made a lower than average contribution to the project, i.e. came to meetings but offered few suggestions, put limited effort into assigned tasks or performed tasks to a lower standard than did other members of the group, failed to meet group deadlines.
- B Contributed to the project in a quality manner expected of a Queen's Commerce student, i.e., came to scheduled group meetings, did their share of the tasks in a 'quality fashion', contributed suggestions, completed tasks on time.
- A Made an above average contribution to the project, i.e. expended more effort than other members of the group, did additional research, spent more time, took on a leadership role, etc.

## The Future: Forecasting and the Business Environment

Commerce 350  
September 2015

Most organizations buy or make their own predictions of the environment in which they expect to be operating. Forecasts play a critical role in business planning and operations, over both short-term and long-term horizons. This course examines alternative approaches to forecasting with an emphasis on their application to real world data. By the end of the course, participants will be able to use a variety of techniques for prediction.

### **Textbook**

Course textbook is available in the bookstore. As former students can attest, I do not follow a text and frequently come to class and lecture without notes. This is because I believe that in a course like this, you need to be actively engaged in learning; simply running through a Powerpoint presentation might be more fun (for you), but students have a better grasp of the material when they are engaged. The course text roughly captures what we will cover and it is strongly recommended (it also contains old tests, with answer outlines, to help you prepare for the two tests in the course). For those students who feel they need a formal text to follow, you should visit the library and borrow a book or two on regression analysis and forecasting.

Last year, most students found they were more than able to master the course material by just using the course text (which has been revised substantially since last year's version). My lecture style is to write on the electronic board and post the notes after class. It is a good idea for you to come prepared to take notes in class as we'll sometimes depart from the course text and discuss a topical issue in applied forecasting or an application of a new technique.

### **Evaluation**

Students will be graded on the basis of two tests (Wednesday October 21, and Friday, November 20) and a research paper. The research paper requires you to identify an interesting question and use the methods we discuss in class to analyze data (a guide to choosing your topic appears below).

Depending on class numbers, you may work on the research paper in teams of up to three people. The weighting scheme is as follows:

Test One	25%
Test Two	25%
Research paper	50%

The research paper grade will be assigned as follows:

Description of research question and data description	10%
Content – applications of methods learned in class	35%
Format and readability (nice looking tables, etc)	5%

Class sessions in the last two weeks will be devoted to drop-in help on your projects. The research project is due BEFORE noon on December 4, to be handed in to my mailbox in GDS 274.

### Lecture Outline Fall 2015

A rough lecture outline appears below – depending on your backgrounds and interests, we may depart from these topics and cover other areas.

Session	Date	Wed/Fri	Topic
1	Sept 16	Wed	Introduction
2	Sept 18	Fri	Introduction
3	Sept 23	Wed	Statistical foundations
4	Sept 25	Fri	Data
5	Sept 30	Wed	Regression
6	Oct 2	Fri	Regression
7	Oct 7	Wed	Regression: Testing
8	Oct 9	Fri	Regression: Testing
9	Oct 14	Wed	Regression/Proposal Due
10	Oct 16	Fri	Review
11	Oct 21	Wed	Test 1, in class
12	Oct 23	Fri	ARIMA – the basics
13	Oct 28	Wed	Unit Roots – choosing “d”
14	Oct 30	Fri	Unit Root Testing & ARIMA
15	Nov 4	Wed	ARIMA: Choosing “p and q”
16	Nov 6	Fri	ARIMA forecasting
17	Nov 11	Wed	Cointegration Analysis
18	Nov 13	Fri	Error Correction Models (ECM)
19	Nov 18	Wed	ECM Forecasting & Review
20	Nov 20	Fri	Test 2, in class
21	Nov 25	Wed	Class Session: Projects
22	Nov 27	Fri	Class Session: Projects
23	Dec 2	Wed	Tutorial Session Paper Help
24	Dec 4	Fri	Tutorial Session Paper Help

### Software

There are a number of software packages useful for forecasting. These range from plug-ins for spreadsheets to econometric statistical packages. We will use GRETL (GNU Regression, Econometric and Time-Series Library) available at <http://gretl.sourceforge.net>. It would be a good idea for you to install GRETL on your computer *right away!* It is the program you should be using for your empirical work. One of the nice things about GRETL is that it is FREE!

Another FREE software package called EasyReg is available for download at <http://econ.la.psu.edu/~hbierens/EASYREG.HTM> but it is not quite as user-friendly as GRETL.

We will focus our work on using GRETL with lots of in-class examples of how to

model and forecast. Please make sure you install GRETLE as soon as you can. There are both Mac and Windows versions. To help you learn to use GRETLE, take a look at Professor Janelle Mann's instructional videos at

<http://www.janellemann.com/teaching.html>

### **Tests *New for 2015-16!***

The course package includes tests and answer outlines from the past. Since this course is applied in nature, you need to demonstrate you understand how to employ the methods we cover. This year, at least the first test (and probably the second test) will be entirely on-line, held during regular class time. You will be given a series of questions, some of which include data files, and you will need to show you can use GRETLE to obtain the solutions.

That means everyone must ensure that GRETLE is installed; that your laptops are fully charged and functioning. **It is your responsibility to ensure that your computer is ready for each test.**

This approach worked very well in the Introductory Statistics course Comm 162 last year. Every test was held on-line, and students received their grades immediately after submitting their answers. Since the questions are randomly selected from a database I created, only by chance will students receive the same questions on their exams. You will not be given a chance to see the questions after you write the test, only the score. You can meet with me to review your test during my office hours if you think your score was incorrect.

To help you prepare for the tests, there will be sample or practice tests to take on-line that are exactly like the real tests. The practice questions, and your answers, will be released after you take the tests so you can see where you may need to do some additional work.

### **Research Topic Pointers**

Your research paper (*maximum* 15 typed, double-spaced pages excluding graphs, tables, etc) can be an application of a technique to a dataset you find on your own; it can be an attempt at replicating a previously published result; it can be a summary of how well forecasters have hit their mark in the past; it can be a critique of government forecasting. Bottom-line: almost anything goes as long as it is related to what we learn in the course and demonstrates your understanding of that material. You must obtain my permission BEFORE you begin working on your paper topic.

A one page summary of your topic, with major headings you plan to use in the paper *as well as the source of the data you plan to use in your analysis*, is due **Wednesday, October 14, in class.**

***An important warning!***

***In the first half of the course we cover basic regression modeling and diagnostic testing. In the second half, we learn how to model non-stationary time series data (a non-stationary series might have a mean or a variance that changes over time). Since***



*many research projects will involve variables that are not stationary, please resist the temptation to try to complete your research project in October! If you are dealing with time series data, you will need to employ the methods we introduce in November.*

There is a wealth of data on-line. You can start with the CANSIM II database from the Library home page; try out the Bank of Canada's website ([www.bankofcanada.ca](http://www.bankofcanada.ca)); and the Federal Reserve Bank of St. Louis FRED II database (start at <http://research.stlouisfed.org>). You may want to look at some journals to see if you can find your own ideas for paper topics.

Here are some suggested topics:

1. Try to model the links between interest rates and economic growth. Can you use information in the term structure to predict growth?
2. Investment, and particularly inventory investment, is usually thought to be a leading indicator of upturns and downturns in the economy. Is this true in Canada?
3. How well have forecasters predicted recessions? Can you do better?
4. Is there a relationship between changes in commodity prices and the overall inflation rate?
5. Tourism demand in Canada appears to be sensitive to shocks like SARS. Can you build a model capable of forecasting tourism?

There are many other topics you might consider! Use some initiative and your imagination! Can you obtain sales figures for a firm's products? Can you model the past and use that to predict the future?

## **Tutorials**

There will be tutorial sessions, beginning September 21. More information will be announced in class.

## **ACADEMIC INTEGRITY**

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy

regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **ACCESSIBILITY**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>.

Commerce 351 – Leadership  
Course Syllabus – Fall, 2015

**Course Overview:**

The topics of leaders and leadership are extremely popular in today's world. The terms are used constantly and most people have opinions about it, and generally most will agree that there are a variety of leadership theories, styles and behaviors with various levels of effectiveness that leaders will use. There are a plethora of courses and organizations available to learn from and dialogue, about the topics of leaders and leadership.

This course will introduce, define, evaluate and assess the various leadership styles and forms with a strong focus on the new directions of leadership emerging in the 21st century. The challenge is for you, the student, to first understand the fundamentals of leadership and then, evaluate and assess your current views of leadership. Based on this evaluation, which will include understanding your personal values and beliefs, should lead to the understanding and usability of new leadership skills, ideas, thoughts and issues dialogued throughout the class. You should advance your understanding of leaders and leadership today and into the future. The course is designed to challenge some of the current views of leadership and focus on the emerging themes of leadership and follower-ship.

This course will use an assortment of articles from a variety of authors. In addition, the book Tuesdays with Morrie, by Mitch Albom and the essay 'The Servant Leader' by Robert Greenleaf will provide the fundamentals for the course. Many ideas, opinions, theories, characteristics and styles of leadership will be deliberated. We will consider leadership from several points of view, including the fundamental processes of leadership, the specific concepts and theories of leadership, behaviors of successful leaders, the roles that followers play in leadership, the aspects of group/team leadership, the common and exceptional elements of organizational leadership, dysfunctional leadership, and finally the challenges for the 21st century leadership. Additionally, there will be a focus on the styles, behaviours, and traits of practical and effective leaders and debate of such questions as, are these skills innate or can they be learned? Being that management and leadership are not synonymous, what are the differences and how should they be perceived in business and our society as a whole. **In addition a major component of the course is how leadership has and is playing an integral role in developing of high performance teams. There is teamwork involved and each student will be ASSIGNED a team.**

Imperative, in this study of leadership, is the focus on the potential for personal growth of the student, in terms of an initial understanding of the fundamentals and theories of leadership, to an appreciation of one's own leadership style, behavior, and experiences as well as an understanding of other individuals' leadership styles, behaviors, and experiences. A major objective of the course is to encourage the student to become more reflective and self-aware. First, become more self-aware and reflect back on personal leadership experiences and skills and then develop the skills and the confidence to lead in a positive, effective style in the future; to, in fact, make a difference.

The course will follow an open, seminar style format with the emphasis on you, the student, coming prepared to dialogue your personal experiences, thoughts, opinions, and views in conjunction with the assigned readings. Preparation and participation are therefore crucial

components of this course. Each student is expected to come prepared to dialogue which means having read the assigned readings prior to class. Each class will have a specific underlying theme which will be dialogued from various perspectives. Slides will be provided online 24 hours prior to the class.

The course can be divided into five primary sections:

1. Introduction to Leadership
  1. Why study leadership? (Course Objectives)
    1. Personal Perspective
    2. World Perspective
    3. Queen's Perspective
  2. Towards a definition of leadership
  3. A Brief History of Theories and Fundamentals of Leadership
  4. Management and Leadership
2. Developing a High Performance Team
  1. Who am I and who are we?
  2. Team vs. Group
  3. The Role of Relationship Developing in Creating a Team
  4. Trust and Team Work
  5. NeuroLeadership and Mindset
3. Understanding and Developing Personal Leadership – Values Based Leadership
  1. Personal self-awareness (Mindfulness and Me)
  2. Servant Leadership – Tuesday With Morrie (Quiet Leadership)
  3. Values Based Leadership– e.g. Social Entrepreneurs
  4. Transformational Leadership (Charismatic Leadership) – e.g. Steven Jobs, Nelson Mandela
  5. Authentic Leadership –e.g. Social Entrepreneurs
4. Developing Leadership Through Personal Evaluation and Development
  1. Mindfulness
  2. Various Intelligences - Emotional Intelligence
  3. Coaching and Mentoring
  4. Creativity – Don Quixote and Leadership, 'Theory U'
5. The Role of Leadership in the 21st Century and the Global Context (Emerging Thoughts of Leadership)
  1. A New Story for Leadership (Leadership - Unplugged)
  2. The (Greater) Purpose of Life and The Purpose of Business
    1. Leadership, including all the Stakeholders.
  3. Life, Well-Being, and Work – towards a systemic model of leadership.

### **Course Disclaimer**

This syllabus outlines a plan and so it should be viewed as **tentative**. It is designed so that we can plan ahead. Thus, the syllabus is a *guide* as to how we shall proceed through the course; *not* a contract. Some University rules / guidelines may supersede the information in this syllabus. While we shall attempt to stay on track and minimize changes, there may be many reasons why we might get off schedule or change assignments or their due dates.

### **Evaluation:**

More information on the evaluation can be seen in the Evaluation (Complete) Comm 351 Document.

Professionalism – 10%  
Written Assignment 1 – 20%  
Written Assignment 2 – 20%  
Written Assignment 3 – 15%  
Team Project – 35%

*NOTE: (All written assignments will be handed in electronically and the final team project will be handed in both electronically and by hardcopy.)*

*NOTE: There will be a 1% per pay (of the overall final grade) penalty for assignments handed in late without prior explanation.*

### **Professionalism**

The concept of leadership is one of sharing and developing ideas. Therefore, attendance in class is expected; if on occasion, as a student, you are unable to attend class, please notify the professor via email prior to the class. Attendance is a component of professionalism as are any small critical thinking activities that require thoughts to be handed in.

### **Respectful Engagement**

We all benefit from each other's participation in this class so it is important that we work together to create an environment that facilitates everyone's learning. Respectful engagement involves many different behaviors in the classroom setting, including coming to class on time and staying until the end, having your name card in place (in order for me and others to know with whom we are speaking), listening intently and responding appropriately during discussions, and not speaking while others are speaking.

### **Communication with Professor**

E-mail is our preferred mode of communication. We aim to respond to all email messages within 24 hours during the work week. We may not check email between 5:00pm and 8:00am. Messages sent over the weekend may not get a reply until Monday. Also, we will post any relevant assignment, project and exam-related questions on the course website.

### **Personal Technology**

It is understood that there are pedagogical reasons for laptops to be used in class. You may use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. However, there will be times (e.g. during class discussions, during activities) when I will expect your laptops to be down. **You should not use your phone in any way during class.**

### **Academic Integrity**

#### **ACADEMIC INTEGRITY**

Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviors may include plagiarism, use of unauthorized materials, facilitation, forgery and

falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Reflection:** The ancestor to every action is a thought. (Emerson)

# **COMM 356:**

## ***Gender and Diversity in Organizations***

### **Course Information**

**Course Description** This course studies diversity and difference in the workplace, and emphasizes the importance of equity and inclusivity in modern organizations. It examines individual and organizational experiences of social identity and intersecting identities in contemporary society. Students will study multiple facets of gender diversity (including gender, gender identity and expression, and sexual orientation), as well as other dimensions of diversity (including race, ethnicity, age, religion, and class). Students will become familiar with demographic trends in today's organizations, related employment law, best practices for hiring and promotion in order to maintain and leverage benefits of organizational diversity, theories and research on how gender and diversity affect organizational interaction and performance, and ongoing issues involved in managing diversity within organizations. This course requires a high level of maturity, sensitivity, and critical thinking.

**Learning Outcomes** Upon completion of COMM 356, it is expected that students will be able to:

- Apply critical thinking and analysis to the complex issues that arise when dealing with diversity and difference in organizations
- Communicate their perspectives on diversity and diversity issues, supporting these perspectives with relevant theory and research
- Develop a deeper understanding of diversity issues in order to fairly and effectively manage diversity as an employee and manager
- Establish the business and moral case for valuing diversity and developing inclusive workplaces



**Course Format** COMM 356 is a primarily discussion-based course, which means that every class will require your active participation. Although the class is larger than a typical seminar, we will be adopting many of the practices of a seminar, including expecting students to take responsibility for the discussion with professors as facilitators and not lecturers. It is expected, then, that you will have completed the assigned readings and other preparation prior to class so that you can be actively involved in the class.

**Course Materials** The text for the course is *Practical and Theoretical Implications of Successfully Doing Difference in Organizations* (which is part of the *International Perspectives on Equality, Diversity and Inclusion* series).

The text is available in e-book format through the Queen's Library System, free of charge. It can be accessed through this link:

<http://proxy.queensu.ca/login?url=http://www.emeraldinsight.com/books.htm?issn=2051-2333&volume=1&PHPSESSID=mslnm1cjkmq45kmn8mbvjbrv4>

The other required book for this course is *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude M. Steele. It is most readily available through online retailers (e.g. Amazon or Indigo).

Many of the readings for the course are linked through the course website on Desire2Learn. It is your responsibility to obtain these materials through the links (or through your own access to the Queen's Library website).

There is a readings package for this course, containing readings that are not accessible in other ways. This package must be purchased from the materials management office in Goodes Hall.

Supplementary readings will be made available for those who have particular interest in the subject. These will be posted to the course website; they will clearly be labelled as optional and are not testable.

A slide deck will be posted to the course website on the day before class. It is important to note that the posted deck may not include all slides that are in the final deck used in class.

## Course Requirements

<b>Overview</b>	Class Contribution	20%
	Reflective Journals (3x10%)	30%
	Group Assignment: Class Facilitation	30%
	Final Exam	20%

**Class  
Contribution  
(20%)**

Class contribution is a key requirement for this course, and class attendance is very important to be successful in this course. Many topics covered are complex and are subject to interpretation; it will benefit you to be present when we discuss and work through course content. You are expected to contribute to your own and others' learning through critical analysis of the concepts presented in the readings and in class. Valuable contribution includes diligent application of your skills and knowledge to the concepts being discussed; your relevant personal experiences are also thoughtful additions to our discussions.

A good contribution to class discussion is a comment that possesses one or more of the following properties:

- (1) It offers a different and unique, but relevant, insight to the issue; moves the discussion and analysis forward to generate new insights;
- (2) It builds on the preceding discussion; relates to a personal anecdote or experience in a way that helps to illuminate the ideas being discussed; and
- (3) It uses logic, evidence, and creative thinking (argument), or it is an expression of an opinion or feeling (assertion).

Most importantly, be open to different viewpoints and insights; challenge yourself and your classmates. Each student has a unique perspective, and it is expected that you will share your perspective with others and that you will listen to others as they share their views.

**Reflective  
Journals  
(30%)**

You will submit three reflective journals in COMM 356, each corresponding to a course module. Each journal will have a different focus and approach, but all will be asking you to demonstrate your understanding of the issues at hand by focusing on critical analysis.

It is expected that, through these journals, you will deepen your insights about course concepts and about yourself.

A full description of this course component will be distributed in class and posted to the course website.

**Group  
Assignment:  
Class Facilitation  
(30%)**

In groups of six (or so), you will choose a dimension of diversity and work closely with one of the professors to facilitate a class session about that dimension. Students will: 1) research and create learning materials about the issues and challenges faced by members of a dimension of diversity and 2) present information and facilitate class discussion and learning about the topic.

A full description of this assignment will be distributed in class and posted to the course website.

**Final Exam  
(20%)**

The final exam in COMM 356 is an oral exam. You will book a 20 minute appointment with the professors for your exam, which will take place beginning December 9. On the last day of class, you will receive a list of exam questions; you will be asked to respond to a specified number of them in your exam.

## Class Protocol

### Academic Integrity

Please be reminded of Queen's School of Business' policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with QSB policy. The policy can be found at [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php)

For each course component, you will receive information about what would constitute a violation of academic integrity in that assignment. If you have any questions about the policy and its implications for you in this course, please contact one of the professors. The onus is on you to ensure that your actions do not violate standards of academic integrity.

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As instructors, we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### Accommodation

If you require accommodation related to a disability or other special need, please let us know as soon as possible. We will ensure that your needs are addressed to the best of our ability.

### Assignment Submission

When assignments are submitted through the e-dropbox on the course website, they will be processed through turnitin.com. Turnitin is a plagiarism prevention tool that checks your submission against other texts, including websites, journal articles and books, and other student submissions.

It is necessary to hand in your assignments on time. Failure to submit on time will result in a deduction of one letter grade bump per day (i.e. an "A" assignment will become an "A-" assignment). If there are extenuating circumstances that prevent you from getting your work done on schedule, you must notify one of the professors as soon as possible to make other arrangements. In these situations, we may require supporting documentation and will advise you on that as necessary.

### Personal Technology

It is understood that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Note that there will be many times (e.g. during class discussions) when your laptops should be down. You should not use your phone in any way during class.

### Grades and Grading

Your work will be returned as quickly as possible. We are happy to answer any questions about grading during our office hours, but please note that grades are not negotiable. That said, we are happy to correct mistakes if they are made during marking.

### Respectful Engagement

There is a public goods component to this class, which means that we all benefit from each other's participation in it. It is necessary that we work together to create an environment that facilitates everyone's learning. Respectful engagement involves many different behaviours in the classroom setting, including coming to class on time and staying until the end, having your name card in place (in order for the professors and others to know with whom we are speaking), listening intently and responding appropriately during discussions, and not speaking while others are speaking.

**Class Breakdown FALL 2015**

Date	Title	Readings
<b>Introduction to the Course</b>		
Tuesday September 15	Introduction to COMM 356	-no assigned readings
Thursday September 17	The Context for Diversity & Inclusion: Hollywood	-Link (skim): <a href="#">2014 Hollywood Diversity Report</a>  -Link: <a href="#">Disability is not just a metaphor</a>  -Link: <a href="#">Get Hard highlights Hollywood's 'toxic representation' of gay characters</a>  -Link: <a href="#">Chris Rock pens blistering essay on Hollywood's race problem: "It's a white industry"</a>  -Link: <a href="#">How Hollywood keeps out women</a>
<b>Module 1: Understanding Diversity and Inclusion Issues</b>		
Tuesday September 22	Introduction to Identity Issues	-Text: Chapter 1 – Difference and social identity  -Text: Chapter 3 – Social identities are intersectional
Thursday September 24	Power, Oppression and Privilege	-Course pack: White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies. (McIntosh)  -Course pack: Peculiar benefits (Gay)  - Link: <a href="#">The skin I’m in</a>
Tuesday September 29	Stereotyping and stereotype threat	- <i>Whistling Vivaldi</i> ch. 3: Stereotype threat comes to light, and in more than one group (Steele)  - <i>Whistling Vivaldi</i> ch. 8: The strength of stereotype threat: The role of cues (Steele)
Thursday October 1	Tokens and Numbers	-Course pack: Numbers: Minorities and Majorities (Kanter)  -Link: <a href="#">The happiness project</a>
Tuesday October 6	Group Meetings with Instructors	No assigned readings; meet with advisor during class time as scheduled
Thursday October 8	Diversity and Career Development	-HBR: Caver, K.A. & Livers, A.B. (2002). Dear white boss. <i>Harvard Business Review</i> , 80(11), 77-81.  -Course pack: Gendered jobs and opportunities (Herring & Henderson)  -Link: <a href="http://www.catalyst.org/knowledge/mentoring-necessary-insufficient-advancement">http://www.catalyst.org/knowledge/mentoring-necessary-insufficient-advancement</a>  -Link: <a href="#">A glass ceiling for Asians in Silicon Valley</a>

<b>Module 2: Dimensions of Diversity</b>		
Tuesday October 13	No Class	Work on group projects
Thursday October 15	Women and Men at Work	-Text: Chapter 6 – Creating space for gender difference at all organizational levels
Tuesday October 20	Gender Identity and Expression	-Text: Chapter 6 - Creating space for gender difference at all organizational levels
Thursday October 22	Sexual Orientation: LGBT Issues	-Text: Chapter 7 – Integrating sexual identities and workplace realities
Tuesday October 27	Race, Ethnicity, Culture	-Text: Chapter 4 – Experiencing culture inside and outside organizations  -Text: Chapter 5 – Doing ethnicity in organizations
Thursday October 29	Age and Appearance	-Text: Chapter 8 – Fearing age and aging fears at work
Tuesday November 3	Socio-economic status/Class	-Text: Chapter 9 – Examining social class difference in wider social milieu and at work
Thursday November 5	Physical and Mental Disability	-Text: Chapter 10 – Enabling physical and mental ability difference at work
Tuesday November 10	Religion and Spirituality	-Text: Chapter 11 – Considering faith and spirituality practices and worldviews in organizations
<b>Module Three: Leading Diversity and Inclusion in Organizations</b>		
Thursday November 12	Legal Obligations 1: Human Rights & Other Canadian Legislation	-Link: <a href="#">Why diversity matters (Catalyst)</a>  -Link: <a href="#">OHR Code: Preamble and Part 1</a>
Tuesday November 17	Legal Obligations 2: Accommodation and Undue Hardship	-Link: OHRC: <a href="#">Human Rights at Work 2008, 3<sup>rd</sup> ed. Part IV. Section 8. Meeting the accommodation needs of employees on the job</a>
Thursday November 19	Human Resource Policy Decisions	-Link (review): DiTomaso, N., Post, C., & Parks-Yancy, R. (2007). <a href="#">Workforce diversity and inequality: Power, status and numbers</a> . <i>Annual Review of Sociology</i> , 33, 473-501.  -Link: <a href="#">NYT-HBS case study: Gender equity</a>
Tuesday November 24	Diversity Training Practices and Outcomes	-Course pack: Training for business success (Herring & Henderson)  -Link: <a href="#">Can racism be stopped in the third grade?</a>
Thursday November 26	Diversity as Strategy: Opportunities and Challenges	-Text: Chapter 12.2 (pp.210-217) – Does diversity management work?  -Course pack: Building political support for diversity programs (Herring & Henderson)  -Whistling Vivaldi ch.9: Reducing identity and stereotype threat: A new hope
Tuesday December 1	Diversity & Inclusion Management Practices Guest speaker: Mr. Charles Marful, Director Canada's People Team, EY	-HBR: Groysberg, B. & Connolly, K. (2013). Great leaders who make the mix work. <i>Harvard Business Review</i> , 91(9), 68-76.
Thursday December 3	Wrap Up & Review	No assigned readings

# ***357: Interpersonal Skills for Managers***

## **C O M M**

### **Course Overview**

Researchers at the Center for Creative Leadership have found that successful managers are:

- (1) more adaptable to change, deal better with ambiguity and complexity, and learn more quickly from a variety of experiences;
- (2) able to build teams in a variety of circumstances with many different types of people; and
- (3) characterized by respect for self and others.

They seek out feedback, delineate their strengths and weaknesses, likes and dislikes. Knowing themselves enables them to both appreciate others and develop compassion for the inevitable limitations both they and others have. (Lombardo & Eichinger, 1991)

This course follows the premise that Linda Hill notes in the preface to the second edition of *Becoming a Manager*: students have to teach themselves how to be managers. What exactly does that mean? To start, students in this course are asked to be introspective and reflective in order to develop the self-awareness necessary to succeed as a manager. In addition, students are asked to foster a classroom environment in which such introspection can take place. The course will explore a number of areas relating to management practice, with the over-arching emphasis placed on understanding your own managerial competencies. Self-analysis can be difficult, and you should expect to be challenged in many ways in this course.

## Course Information

<b>Learning Outcomes</b>	<p>Upon completion of COMM 357, it is expected that students will be able to:</p> <ul style="list-style-type: none"><li>• Reflect deeply on their own knowledge, skills, and abilities in order to understand how to successfully and effectively manage others</li><li>• Critically analyze management writing in its various forms, drawing out personal connections and organizational implications, as a means to developing their own management practice</li><li>• Communicate honestly, effectively, and efficiently in varied formats and as it relates to all aspects of management practice, in order to build trust and loyalty with and from those with whom they will be working</li></ul>
<b>Course Format</b>	<p>The format of COMM 357 is best described as varied. In any given class, you can expect a mix of case studies, small-group and full-class discussions, class exercises, and videos. We are fortunate to have some guest speakers lined up as well. It is important and necessary to note that <i>every class will require your active participation</i>. It is expected that you will have completed the assigned readings and other preparation prior to class so that you can be actively involved in class.</p> <p>Further, you are expected to contribute to the class through critical analysis of the concepts presented in the cases, readings, and in class. Valuable contribution includes diligent application of your skills and knowledge to the concepts being discussed; your relevant personal experiences are also thoughtful additions to our discussions.</p>
<b>Course Materials</b>	<p>The book assigned to this course is Linda Hill's <i>Becoming a Manager: How New Managers Master the Challenges of Leadership</i> (available through the Campus Bookstore and online, in both paperback and ebook format). This book draws on the experiences of a number of new managers and will facilitate your understanding of what it means to be (and become) a manager. While there are specific chapters assigned to specific weeks of the course, former COMM 357 students have advocated reading the book early on in the course, as it provides a solid foundation for the course.</p> <p>Some course material for COMM 357, or links to that material, will be posted to the course website on Desire2Learn. It is your responsibility to obtain these materials through the links (or through your own access to the Queen's Library website). Note that due to changing copyright restrictions from Harvard Business Publishing, there are no links to Harvard Business Review articles – these must be searched separately through the Queen's library system. The easiest way to do this is to use the following link to the search summons: <a href="http://queensu.summon.serialssolutions.com/advanced/">http://queensu.summon.serialssolutions.com/advanced/</a> Once there, populate the title and author as indicated in the outline.</p> <p>A course pack is available in the Case Room at Goodes Hall. The package contains materials that are required for the course and that can't be accessed in other ways.</p>

You will be required to purchase the simulation that will be completed towards the end of the course. The purchase will happen through the Harvard Business School Publishing website; a link will be sent to you containing all the needed information in November.

A slide deck will be posted to the course website by 12:00 pm on the day of class. Please note that, for pedagogical reasons, these decks will not include all the slides you'll see in class. The slides will be used as starting points for discussion, not summaries of readings.

## Course Requirements

<b>Overview</b>	Participation and Professionalism	25%
	"Reading" Reflection (3x5%)	15%
	Simulation and Reflection	10%
	Book Review	20%
	Self-Assessment Paper	30%

**Participation and Professionalism (25%)** Participation is a key requirement for this class. As indicated previously, it is expected that all students will attend all classes on time and stay for the entire session. We will be completing exercises in class most weeks; your participation in these exercises is meant to enhance your understanding of the week's topic. Further, students are expected to participate fully in class discussions – you will be evaluated on the quality of your insights and your ability to move the discussion forward (rather than simply reiterating points brought up by others). You will be rewarded for posing questions that add to your classmates' learning experiences. Be open to different viewpoints and insights; challenge yourself and your classmates. Each student has a unique perspective, and it is expected that you will share your perspective with others and that you will listen to others as they share their views. Remember that being able to clearly and articulately convey your thoughts about various subjects is important for your development as a manager.

**"Reading" Reflections (15%)** These short assignments provide you with an opportunity to reflect on the ways in which the issues and concepts studied in the course affect you personally and in your role as a manager. This exercise asks you to reflect on **one of the readings (or videos) assigned for the week** in order to understand the broader implications of the material. The material that is eligible to be used as the basis for a reflection is noted with an asterisk in the class breakdown. Each reflection should be no more than 2 double-spaced pages long. Two reflections must be written by Week 6 of the term, with the final reflection due during the second half of the term. Reflections are due in hard copy in class **at the start of the class for which the preparation (reading or video) has been assigned**. Another copy must also be submitted to the course dropbox, where it will be processed through turnitin.com. Late assignments will not be accepted.



<b>Simulation Assignment (10%)</b>	Between Weeks 9 and 10 of the course, students will engage in an online simulation, <i>Change Management: Power and Influence</i> . Students can choose to work on this assignment individually or in pairs. The written assignment will be 3-5 pages long; further details will be provided in class at the start of November. The reflection is due in class one week after the simulation is introduced (that is, November 17 for Section 001; November 19 for Section 002).
<b>Book Review (20%)</b>	There are thousands and thousands of books about how to be a manager, and this assignment asks you to critically review one of them (chosen from a provided list, or independently selected and approved by the professor). Your review should communicate the key message of the book but most importantly, it should provide substantial critical analysis. This assignment consists of three parts: a written submission, no more than two pages long; an oral presentation in front of a small group of peers; and a short meeting with the professor to discuss the book. The presentations will take place during class time in Week 7, and the meetings will be scheduled for the weeks following. More details about this assignment will be forthcoming.
<b>Self-Assessment Paper (30%)</b>	The capstone project for the course is a thorough self-assessment that asks you to reflect on your own competencies and their application to management. The purpose of the major individual project is threefold: to (1) apply the class theory and concepts to a thorough, introspective and honest self-evaluation, and (2) provide you with an opportunity to reflect on your own strengths and shortcomings, and (3) to develop a plan of action to capitalize on your strengths and improve your shortcomings. This paper should be approximately 10 to 15 pages in length in report format. More detail on the expectations for this assignment will be provided in our second class. It will be due by 4:00pm in the Commerce Office one week after your final class (that is, December 8 for Section 001; December 10 for Section 002).

## Class Protocol

<b>Academic Integrity</b>	<p>The core principles of academic integrity – honesty, trust, fairness, respect, responsibility, and courage – should be in the forefront for all you do as a student and manager.</p> <p>Please be reminded of Queen's School of Business' policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with QSB policy. The policy can be found at <a href="http://business.queensu.ca/about_us/academic_integrity/index.php">http://business.queensu.ca/about_us/academic_integrity/index.php</a></p> <p>For each course component, you will receive information about what would constitute a violation of academic integrity in that assignment. If you have any questions about the policy and its implications for you in this course, please contact me. The onus is on you to ensure that your actions do not violate standards of academic integrity.</p> <p>Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a</p>
---------------------------	---

recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Accommodation** If you require any accommodation related to a disability or other special need, please let me know as soon as possible. I will ensure that your needs are addressed to the best of my ability.

**Assignment Submission** Your assignments must be handed in in hard copy, as well as be submitted through the dropbox in the course website. When assignments are submitted through the dropbox on the course website, they will be processed through turnitin.com. Turnitin is a plagiarism prevention tool that checks your submission against other texts, including websites, journal articles and books, and other student submissions.

It is necessary to hand in your assignments on time. Note that some assignments (e.g. the reading reflections) will not be accepted if handed in late. For other assignments (e.g. the final paper), failure to submit on time will result in a deduction of one full letter grade per day (i.e. an "A" assignment will become a "B" assignment). If there are extenuating circumstances that prevent you from getting your work done on schedule, you must notify me as soon as possible to make other arrangements. In these situations, I may require supporting documentation and will advise you on that as necessary.

**Grades** It is important for you to think about your learning goals in this course, rather than your grade goals. In this class, you'll have the opportunity to explore a number of issues that will have a real and significant impact on you and your career, an experience that in and of itself will be more valuable than any grade you could ever get in the course. You're encouraged to fully immerse yourself in this learning experience – the students who do so are often the ones who end up getting the best grades anyway.

**Respectful Engagement** There is a public goods component to this class, which means that we all benefit from each other's participation in it. It is necessary that we work together to create an environment that facilitates everyone's learning – this, in and of itself, is an important managerial skill. Respectful engagement involves many different behaviours in the classroom setting, including coming to class on time and staying until the end, having your name card in place (in order for the professor and others to know with whom we are speaking), using personal technology appropriately and in a way that is not distracting to others, listening intently and responding appropriately during discussions, and not speaking while others are speaking.

**Class Breakdown: Topics and Readings FALL 2015**

Notes:

- BaM = Becoming a Manager, CP = Course Package, HBR = Harvard Business Review
- The links may be readings, or may be videos that you are expected to watch before class.
- All readings listed here are required readings. Any supplementary or optional readings will be posted on the course website.
- Due to complex copyright restrictions for the Harvard Business Review articles, they cannot be linked in the course outline. To access them, you must locate them through the library system. If you are unsure of how to do this, please let me know.
- Readings that can be used for a reading reflection are marked with an asterisk (\*)

Date	Topic	To Prepare
9/15 or 9/17	Introduction and Self-Awareness	-BaM: Chapters 3 & 6 -Link: <a href="#">How well do you know yourself?</a>
9/22 or 9/24	Managing Stress and Emotions	-BaM: Chapter 7 -Link: <a href="#">Mindfulness for senior executives</a> *-Link: Frost, P.J. (2004). <a href="#">Handling toxic emotions: New challenges for leaders and their organization</a> . <i>Organizational Dynamics</i> , 33(2), 111-127. *-HBR: David, S. & Congleton, C. (2013). Emotional agility. <i>Harvard Business Review</i> , 91(11), 125-128.
9/29 or 10/1	Managerial Decision Making	*-Link: <a href="#">Why you decide the way you do</a> *-Link: <a href="#">Managers and their not-so rational decisions</a> *-Link: <a href="#">Decisive – Chapter 1</a> (have to register on the site)
10/6 or 10/8	Building Relationships with Communication and Trust	-CP: The Importance and Skill of Learning and Communicating Effectively (De Janasz, Dowd, & Schneider) *-Link: <a href="#">The power of powerless communication</a> -CP: Can people trust you? (Hill) *-HBR: Desteno, D. (2014). Who can you trust? <i>Harvard Business Review</i> , 92(3), 112-115.
10/13 or 10/15	Managing Diversity	*-CP: Introduction: Internalizing the Revolution (Sandberg) *-HBR: Banaji, M.R., Baxerman, M.H., & Chugh, D. (2003). How (un)ethical are you?. <i>Harvard Business Review</i> , 81(12), 56-64. *-Link: <a href="#">The secret to inclusion in Australian workplaces: Psychological safety</a> *-Link: <a href="#">White men and diversity: An oxymoron?</a>
10/20 or 10/22	Managing Others' Performance	-BaM: Chapter 5 *-HBR: Amabile, T.M. & Kramer, S.J. (2011). The power of small wins. <i>Harvard Business Review</i> , 89(5), 70-80. *-Link: <a href="#">Delivering effective performance feedback: The strengths-based approach</a> -Link: <a href="#">Why criticism is good for innovation</a>
10/27 or 10/29	Book Reviews and Feedback Exercise	No assigned readings

11/3 or 11/5	Building and Managing Teams	-BaM: Chapter 11 -CP: Leadership and teaming (Bernstein) *-Link: <a href="#">How too many rules at work keep you from getting things done</a> -Link: <a href="#">10 scientifically proven ways to build and manage great teams</a>
11/10 or 11/12	Managing Conflict	-CP: Managing conflict in organizations (Davidson) -Link: <a href="#">The long-term costs of not resolving workplace conflicts</a> *-Link: <a href="#">Giving feedback when you're conflicted</a>
11/17 or 11/19	Understanding Power and Influence	-BaM: Chapters 4 & 10 *-CP: Nudge...a lot (Brock) -CP: The power to persuade (Watkins, Hardyman, Leamon) -Link: <a href="#">Science of persuasion</a>
11/24 or 11/26	Building Social Networks	-BaM: Chapter 8 *-CP: Network across and out (Ibarra) *-CP: The peacock and the panda (Grant)
12/1 or 12/3	Managing Your Career	-BaM: Chapters 9 & 12 *-HBR: Groysberg, B. & Abrahams, R. (2014). Manage your work, manage your life. <i>Harvard Business Review</i> , 92(3), 58-66.

# COMM 358: Strategic Human Resource Management

## Fall 2015

### Course Information

In COMM 358 students will approach strategic human resources management through understanding the human resources planning (HRP) function. Students will study organization strategy and how the strategic management of human resources supports the overall business objectives of the organization. We will examine the factors influencing supply and demand of human capital, as well as the techniques and best practices for workforce management in an organization, including an introduction to HR analytics. We review contemporary strategic human resources options and decisions, including succession management, restructuring, outsourcing, and merger and acquisition activities. Underlying these topics is the theme of evidence based decision-making and the evaluation of HR alternatives and decisions using quantitative, financial and qualitative methods.

After completing this course, students will be able to:

1. Understand and articulate the importance of human resources management and workforce planning in supporting the strategic objectives of an organization
2. Implement and apply HR planning techniques in support of an organization's current reality and future objectives
3. Generate and evaluate options and alternatives in response to environmental influences and organizational goals
4. Generate and justify optimal HR decisions using HR metrics and analysis, and evaluate the outcomes of those decisions.
5. Appreciate and cultivate human resource professional competencies, and develop leading-edge HR capabilities to advance organizational success

---

### Learning Materials and Resources

Course website: the course website is our primary means of communication. I will post class topics, reading links and reminders, class slides, assignments and important announcements there. I rarely email students directly so please become accustomed to checking the course website for materials and announcements.

Textbook: *Strategic Human Resources Planning, 5<sup>th</sup> edition* (Nelson 2012). Belcourt, McBey, Hong, Yap (ISBN: 9780176506940) available at Queen's Bookstore.

Weblinks: Required readings that are listed in the outline below and linked to the library or other sources via the course website. These are not optional readings and they are testable. All HBR articles are available electronically in the library and can be searched using the summons: <http://queensu.summon.serialssolutions.com/advanced/>. If you have trouble with any of the library links, you can use the search summons to retrieve them.

Course pack: A small course pack is available in the Case Room at Goodes Hall. The package contains cases and chapters that are required for the course.

Class slides: I will post a student version of my powerpoint slides to the course website the day before class. Your version of the slides will be different than the set I use in class. I often include additional slides and/or answers in the in-class slide deck for pedagogical reasons; speak to a classmate for the notes if you miss a class.

Supplementary readings: Optional readings will also be made available for those who have particular interest in the subject. These will be posted to the course website; they will clearly be labelled as optional and are not testable.

---

## Course Requirements

### Overview

Job Analysis (individual)	15%
Mid-term Examination	15%
HR Analytics Assignment (individual or partner)	15%
Strategic Decision Presentation and Paper (group)	20%
Participation and Professionalism	10%
Final Examination	25%

Job Analysis – 15% (due in class on Tuesday October 6; electronic copy to be uploaded to D2L by 11:59 p.m. midnight)  
Students will complete a job analysis, which is a building block for workforce management activities. You are required to perform a job analysis of a job of your choice, following the process outlined in class.

Mid-Term Examination – 15% (held Tuesday, October 20 in-class)

A mid-term exam consisting of multiple choice and short answer questions. Students will be tested on their understanding of concepts covered in modules one and two.

HR Analytics Assignment – 15% (Due: in-class on Tuesday, November 10<sup>th</sup>; electronic copy do D2L dropbox by 11:59 p.m. midnight)

Individually or with a partner, students will analyze the assigned HR analytics problems and submit responses showing their work.

Strategic Decision Group Project – 20%: 10% presentation, 10% paper

(Due: in-class on Tuesday November 24 or Thursday November 26; electronic copy of paper due to D2L by 11:59 p.m. midnight)

Groups of about four students will present their analysis of a strategic HR decision related to the electronic National Broadcasting Network case (posted on the course website). All groups will access the base case and groups will analyze and present their response to the specific HR mini-case assigned. Presentations will be 10 minutes long and papers no more than 3 pages (single-spaced) or 6 pages (double-spaced) plus title/reference pages and appendices.

Participation & Professionalism – 10% (assessed each class; self-evaluation due to D2L dropbox on Friday, December 4 by 11:59 p.m.)

Students are expected to contribute through critical analysis of the concepts presented in the cases, readings, and in class. To be successful, students should focus on:

1. Attendance with namecard: clearly, you must be in class to earn participation and professionalism marks.
2. Verbal contribution: answering questions, offering feedback, criticism, insights from the readings and sharing experiences during class.
3. Homework/readings: students are expected to complete their readings and assigned homework. There will be times when I will confirm completion of homework.
4. Professionalism: being punctual, engaged in class, and respectful of the learning environment.

Final Examination – 25% (scheduled by Exams Office during fall Exam period)

The final exam will consist of multiple choice, short answers and short scenario analysis. Short answers require students to demonstrate understanding of concepts and not memorization of the text.

Late penalty: Students will lose one letter grade per day that an assignment is late; that includes the weekend - one for Saturday, another for Sunday (for example, if the assignment is due on Friday and you submit on Sunday, you will lose two letter grades; if you earned an A-, your final grade will be a B). Late assignments should be emailed to me and uploaded to the D2L dropbox: [ccoulter@business.queensu.ca](mailto:ccoulter@business.queensu.ca)

The lateness consequence exists to encourage students to manage time effectively and to ensure fairness for all students in the class who also have competing priorities and deadlines. Extensions are not given unless there are extenuating circumstances (i.e. beyond your control).

Extenuating circumstances: Unfortunately we all become ill at times and unforeseen events can interfere with academic commitments. If you miss a class due to illness or other circumstance beyond your control, a note is not required. I trust you to make the best decisions about your health and your time. I appreciate an email letting me know you are away.

However, if you are seeking an extension to a deadline, documentation supporting your need for additional time may be required. Chronic absenteeism will have a negative effect on your participation and professionalism grade. If you become ill, please get in touch with me to discuss any accommodation required as soon as you are able to.

---

## Expectations and Requirements

### Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php). Helpful FAQs about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

Individual assignments: The job analysis, HR analytics assignment (if done individually) and both exams are individual in nature and must be the result of your individual effort. Outside sources must be properly cited and referenced using APA format in your assignments. Exams will be written by you without any aids.

Group assignment: The HR analytics assignment (if done with a partner) and group project are to be completed by your group, and your group alone. There is to be no collaboration with other groups, students, professors, parents, professionals, or anyone else. Any collaboration outside of these guidelines will be investigated as a possible breach of academic integrity.

Consequences of an AI breach: Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Class preparation: This course involves case studies, discussions, and class exercises. Classes require your active participation. It is expected that you will have completed the assigned readings and other preparation prior to class so that you can be actively involved in class exercises and discussions. As you prepare the material in advance of class, it is recommended that you not only summarize the main themes of the readings, but also reflect on the broader implications of the material.

Accommodation: If you require any accommodation related to a disability or other special need, please let me know as soon as possible. I will do my part to ensure that your needs are addressed.

Personal technology: You are encouraged to use technology in ways that will enhance, and not detract from, your classroom experience and more importantly, the experience of those around you. Note that there will be times (e.g. during student and guest speaker presentations and at other times) when I will require laptops to be closed. You should not use your mobile device during class except in the case of an emergency.

Namecards and engagement: I want to learn your names and for each of us to know to whom we are speaking. Each student is required to post a namecard during every class. It is your responsibility to post your namecard each and every class (without reminders from me). If you do not post a namecard, I cannot record your participation. To be very clear: if you choose not to post a namecard, you can expect a grade of zero for participation and professionalism.

Teaching style: My teaching style is a combination of lecture, discussion and in-class activities. I will not simply repeat what is in the readings, though I will emphasize and explain important themes and complex concepts. I will assume you have completed assigned readings before class. Full engagement and participation of students is required for the best learning experience.

Communication: I am available to meet in person during my office hours and by appointment if you have a conflict with my office hours. Simply send me an e-mail; I am available to meet most days during the week.

E-mail is the best way to reach me: [ccoulter@business.queensu.ca](mailto:ccoulter@business.queensu.ca). I will respond to e-mails by the end of the next business day Monday through Friday. I am not able to engage in e-mail on Saturdays; however I will respond to urgent matters over the weekend as soon as possible. Please include your full name and student number in the text of the e-mail. I prefer e-mail to telephone calls.

Review of grades: Students who believe there is an error in the feedback or grading of their work (in other words, those who are contesting the grade) may approach me for a review of the assignment according to the following regulations:

1. Students/groups must submit a properly formatted memo explaining the basis for their concern (in hard copy or in pdf format to my email)
2. All students in the group must sign off on the memo and/or be copied on the email to me requesting a review
3. Memos may be submitted to me no earlier than one week (7 days) after the assignment is returned and no later than three weeks (21 days) after the assignment is returned
4. Reviews not requested within the window described in 3. and/or not following the rules set out in 1. and 2. will not be reviewed for a grade change.

Note that a re-grade could result in a grade increase, a grade decrease, or no change to the grade. Students/groups submitting their work for review acknowledge and accept that the outcome could be any of these scenarios.

---

## Class Schedule –Strategic Human Resource Management FALL 2015

### Module One: Human Resource Strategy

Week One: September 14

Tues. Sept. 15 - class 1) Introduction to COMM 358

- Text: chapter 1 “Strategic management”



Thurs. Sept. 17 - class 2) Organization and Human Resource Strategy

- Text: chapter 2 “Aligning HR with strategy”
- Link: [Ulrich & Dulebohn \(2015\). Are we there yet? What's next for HR? HR Management Review, 25:12](#)

---

Week Two: September 21

Tues. Sept. 22 - class 3) HRS 2: Workforce Strategy

- HBR: McCord, P. (2014). *How Netflix reinvented HR*.
- Course pack: Kates & Galbraith (2007). Ch. 1 “The Fundamentals of Organization Design” in *Designing your organization: Using the STAR Model to solve 5 critical design challenges*, Jossey-Bass, CA.

Thurs. Sept. 24 - class 4) Environmental Factors Influencing Human Resource Management

- Text: chapter 3 “Environmental influences on HRM”
- Course pack: SHRM (2014). *Future insights: The top trends for 2014*

### Module Two: Workforce Planning

Week Three: September 28

Tues. Sept. 29 - class 5) Job Analysis

- Text: chapter 4 “Job analysis”
- HBR: Huselid, Baker, Becker (2005). “A Players” or “A Positions”? *The strategic logic of workforce management*.

*Assignment: Job analysis distributed in-class*

Thurs. Oct. 1 -class 6) Talent Strategy and HR Forecasting

- Text: chapter 5 “The HR forecasting process”

---

Week Four: October 4

Tues. Oct. 6 - class 7) Workforce Demand Analysis

- Text: chapter 6 “Determining HR demand”

*Assignment: Job analysis due in-class and uploaded to D2L*

Thurs. Oct. 8 - class 8) HR Supply: Labour Markets - no in-class session (Happy Thanksgiving!)

- [CBC Doczone: Generation Jobless](#) (watch documentary and complete worksheet to submit next class)
- Text: chapter 7 “Ascertaining HR supply”

---

Week Five: October 12

Tues. Oct. 13 - class 9) HR Supply: Talent Acquisition

- Course pack: SHRM (2015). *Evolution of work and the worker: Five key trends*
- Course pack: Schmidt & Rosenberg (2014). “Talent: Hiring is the most important thing you do” in *Google: How Google works*, Grand Central Publishing, NY (pp.95 – 113; skim pp.113 – 141).
- *Homework check: Submit Generation Jobless worksheet; be prepared to discuss the labour market issue of your choice*

Thurs. Oct. 15 - class 10) Development and Succession Management

- Text: chapter 8 “Succession management”
- HBR: Fernandez-Aroaz et al (2011). *How to hang on to your high potentials*

*Group Project distributed*

---

Week Six: October 19 (*HR Analytics assignment available on course website*)

Tues. Oct. 20 – class 11) Mid-term exam in-class

### Module Three: HR Measurement and Analytics

Thurs. Oct. 22 – class 12) Human Resource Information Systems

Guest Speaker: Ms. April Wallace, HR Consultant, Queen's School of Business

- Text: chapter 9 "Information technology for HR planning"

---

Week Seven: October 26

Tues. Oct. 27 - class 13) HR Metrics

- Link: [Mercer Analytics: Moving from I think to I know](#)
- Link: Ulrich, Dave (1997). [Measuring human resources: An overview of practice and prescription for results](#). Human Resources Management, 36(3).

Thurs. Oct. 29 - class 14) Talent Analytics

Guest Speaker: Mr. Nilesh Daya, Talent Management Consultant, Empire Life Insurance

- HBR: Ready et al (2014). *Building a game-changing talent strategy*

---

Week Eight: November 2

Tues. Nov. 3 - class 15) HR Evaluation

- Text: chapter 14 "Evaluation of HR programs and policies"

### Module Four: Strategic Workforce Options

Thurs. Nov. 4 - class 16) Change Management

- HBR: Kotter (1995). *Leading change: Why transformation efforts fail*
- Link: [Deloitte: Leading in the new world of work](#)

---

Week Nine: November 9

Tues. Nov. 10 - class 17) Downsizing and Restructuring

- Text: chapter 10 "Downsizing and restructuring"

*Assignment: HR Analytics due in-class and on D2L*

Thurs. Nov. 12 - class 18) Outsourcing and Contracting Out

- Text: chapter 13 "Outsourcing"
- Link: Redpath et al (2007). [Contingent Knowledge Worker Challenges](#). Human Resources Planning, 30.3: 33 – 38.

---

Week Ten: November 16

Tues. Nov. 17 - class 19) Mergers and Acquisitions

- Text: chapter 12 "Mergers and acquisitions"

Thurs. Nov. 19 - class 20) International HRM

- Text: chapter 11 "Strategic international HRM"

---

Week Eleven: November 22: *Powerpoints and written reports due in-class and on D2L the day your group presents*

Tues. Nov. 24 - class 21) Presentations

Thurs. Nov. 26 - class 22) Presentations

---

Week Twelve: November 30

Tues. Dec. 1 - class 23) Strategic HR Perspectives

Guest Speaker: Professor George Smith, retired VP HR at CBC/Radio Canada

- HBR: Heskett, J.L. et. al (2008). *Putting the service-profit chain to work*

Fri. Dec. 4 - class 24) Course Wrap-Up & Exam Review

## **Comm 370 Business Communication in North America, SECTION 1, Fall Term 2015**

**Materials:** REQUIRED: Course Package (through Materials Management in Goodes), approximately \$15.00

Please post a photo to our course website, available through the Commerce

Portal. RECOMMENDED: Gilling, Desmond A. (2013). The Essential Handbook

for Business

Writing. (available at Queen's bookstore) \$25.00

### ***Course Description:***

This course will help you to understand and practice written, oral, and technical communication skills in the North American business context. You will hone your English language skills as you practice business applications in writing, speaking and listening. Individual and team projects will help orient you to the North American business and educational cultures. You will be encouraged to compare and contrast business communication patterns and styles between English and your language(s) and culture. Some communication theory will be introduced within the context of the topics under discussion. Many classroom activities are designed to improve your understanding of cultural intelligence and emotional intelligence, both of which are key components to effective business communication in the global workplace.

The course is ***highly interactive***; you will be asked to participate regularly in class. I will act as a facilitator for your learning. One of the benefits of the course is the sharing and learning that will result from our cultural diversity. As a result, I will use a pure lecture format infrequently.

### ***Course Objectives:***

- To demonstrate features of the North American English business and educational communication environments such as: formative evaluation; active, experiential participation in class; team work; peer critique and self-assessment
- To introduce the modalities and formats for business communication that are required for success in the North American business environment
- To provide rich opportunities for cross-cultural comparison of communication standards and practices to enhance cultural intelligence for business communication
- To provide instruction and practice in understanding elements of business communication in North America such as theory, formality, style and tone
- To provide many opportunities to practice written, oral and aural English to help

- you meet individual goals for language development
- To explore the concepts of soft skills and emotional intelligence as key components of communicative success in the global workplace

**Course Evaluation:**

Evaluation in this course will be ongoing (formative) and summative. As a result, there will be regular homework and frequent assignments throughout the course. I will ask for homework to be submitted periodically for grading without advance notice. There is no mid-term or final exam for this course. I will use letter grades (A, B, etc.) to assess your assignments.

**FORMAL ASSIGNMENTS**

1. North American Style Resume	10%
2. Professional Development Assignment	10%
3. Team Presentation	30%
4. Personal Interview	10%
5. Reflective Summary	20%
6. Participation <i>including:</i> in class contribution + homework + online discussion	20%

Please send assignments to the electronic course Dropbox for Comm 370, Section 1. Format in a Word document. In addition, BRING A HARD COPY OF THE ASSIGNMENT TO CLASS the day it is due.

Late assignments will be penalized one grade for each day that they are late (e.g. an A paper becomes A-). This includes Saturday and Sunday.

If you know that you are going to be away when an assignment is due, please submit it early.

**Queen's Grading Scale:**

A+	4.3	90-100%
A	4.0	85-89%
A-	3.7	80-84%
B+	3.3	77-79%
B	3.0	73-76%
B-	2.7	70-72%
C+	2.3	67-69%
C	2.0	63-66%
C-	1.7	60-62%
D+	1.3	57-59%
D	1.0	53-56%
D-	0.7	50-52%
F	failure	0-49%

**This course participates in the Commerce Research Program.**

**Disabilities Accommodations:**

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.
- *Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>*

## **Academic Integrity at Queen's University**

### **ACADEMIC INTEGRITY**

#### **Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations

taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### ***Our Classroom Culture and Participation***

I would like our class to be a 'comfortable and supportive environment' for you to practice and refine your ability to communicate in English. To do so, **I EXPECT** you to demonstrate professional behaviours including: regular attendance, punctuality and attentiveness; courtesy and respect for your colleagues and professor; preparedness for class; observation of due dates for assignments. It is considered *extremely rude* in our culture to be talking in the classroom when someone else has the floor.

Strong participation includes completing homework assignments and readings, asking and answering questions in class, and contributing to discussions with your peers face-to-face or online. While I recognize that some of you may be slightly uncomfortable in our

individualistic culture or introverted in personality, you can still contribute to class through the sharing of readings and articles you find on topics being discussed.

You will enhance your participation grade by reaching out to other cultures in the class even when this isn't required by me. If you sit only with students from your own culture, this will have a detrimental impact on your participation grade and on your ability to enhance your cultural intelligence.

ALL of the criteria above will be taken into consideration for your participation grade. I will also assign homework periodically to contribute to your participation grade. I may ask for the homework to be turned in during the class.

In addition, if you need to miss a class, I would appreciate knowing in advance by email. This would be expected behaviour in a North American workplace.

Please do NOT access your laptop or cell phone in class due to the importance of eye contact and focus in our culture. I will show you the same courtesy. If you need to use your phone, please leave the classroom.

**It is *YOUR responsibility* to:**

1. Observe Queen's University Student Code of Conduct:  
[www.queensu.ca/secretariat/senate/policies/code2008](http://www.queensu.ca/secretariat/senate/policies/code2008)
2. Observe Queen's University guidelines on Academic Integrity:  
[www.queensu.ca/academicintegrity/index.html](http://www.queensu.ca/academicintegrity/index.html)
3. Bring materials we are working on to class (readings, homework, previous notes, assignments, etc.).
4. Follow our course website, Comm 370, on the portal for announcements, links for homework and assignments, etc. I will post information and announcements under "NEWS"; slides and readings will be located under "CONTENT" by date. Slides will be posted *after* the class in which they are discussed.
5. Make up work you miss by consulting with class colleagues and me, and by checking the course website. You must observe the same assignment deadlines as everyone else regardless of absence from class.

**SCHEDULE OF CLASSES FOR COMM 370 – FALL TERM 2015**

<b>Week</b>	<b>Topic</b>	<b>Preparation to be done BEFORE class</b>
		<b>MOST readings will be posted to course website to reduce costs to you</b>
<b>1</b> Sept. 14	Introduction to Course – review of syllabus and assignments	No preparation required
Sept. 16	Principles of Good (Business) Communication – North American style	Purchase Case Package from Materials Management in basement of Goodes Hall <i>Read “Thinking Strategically About Communication” in case package</i> <i>Read “Why eye contact matters” on course website</i>
<b>2</b> Sept. 21	Effective Argumentation/Persuasion in Business Communication, Part 1 – The Case Study	<i>Readings on course website</i> <i>Read case “Canadian Cancer Society: Fundraising Controversy” in case package</i>
Sept. 23	Teamwork and Team Presentations – Queen’s School of Business (QSB) Style	<i>Readings on course website</i>
<b>3</b> Sept. 28	Effective Argumentation/Persuasion in Business Communication, Part 2 - The Professional Resume	<i>Readings on course website</i>
Sept. 30	Networking in the North American Business Environment	<i>Readings on course website</i>
<b>4</b> Oct. 5	Team Assignment - Team Formation and Charter	<i>Readings on course website</i> <b>Resume Assignment Due (Dropbox and hard copy in class)</b>
Oct. 7	Current Topics in Business Communication #1 - The Role of Social Media in Business Communication	<i>Readings on course website</i>
<b>5</b> Oct. 12	<b>THANKSGIVING – NO CLASSES</b>	
Oct. 14	Current Topics in Business Communication #2 - The Role of Corporate Social Responsibility in Business Communication	<i>Read case “LGBTQA at Toronto-Dominion Bank in 2012” in case package</i>



<b>6</b>		
Oct. 19	Current Topics in Business Communication #3 - Storytelling in Business	<i>Readings on course website</i>
Oct. 21	Diversity and Communication	<i>Readings on course website</i> <b>Professional Development Assignment Due (can be handed in earlier). Dropbox and hard copy in class.</b>
<b>7</b>		
Oct. 26	Effective Argumentation/Persuasion in Business Communication, Part 3 – Interviewing North American Style	<i>Readings on course website</i>
Oct. 28	Interviewing Stories – QSB students share interview experiences	Giving and Receiving Feedback <b>Individual Interviews begin this week</b>
<b>8</b>		
Nov. 2	Using LinkedIn as a Professional Networking/Job Search Tool – Paul Bowman, Business Career Centre	<b>Individual Interviews continue this week</b>
Nov. 4	Current Topics in Business Communication #4 - Soft Skills and Emotional Intelligence	<i>Readings on course website</i>
<b>9</b>		
Nov. 9	<b>Team Presentations</b>	<i>Schedule on course website</i> <b>Individual Interviews continue this week</b>
Nov. 11	<b>Team Presentations</b>	<i>Schedule on course website</i>
<b>10</b>		
Nov. 16	<b>Team Presentations</b>	<i>Schedule on course website</i>
Nov. 18	<b>Team Presentations</b>	<i>Schedule on course website</i> <b>Reflective Summary Assignment Due (Dropbox and hard copy in class)</b>
<b>11</b>		
Nov. 23	Crisis Communication – Amber Wallace	
Nov. 25	Team Debrief	
<b>12</b>		
Nov. 30	Course summary and evaluations	
Dec. 2	TO BE ANNOUNCED	

## **COMM 370 INDEPENDENT PROFESSIONAL DEVELOPMENT ASSIGNMENT**

**NOTE: This assignment must be completed during the first six weeks of the course.**

### **YOUR TASK**

Attend a professional lecture, workshop, event or conference outside of the formal classes you are enrolled in. There are many opportunities to explore such extracurricular events at the School of Business, at Queen's, or in the Kingston community.

Try to pick a lecture that is of *genuine* interest to you. If you aren't sure if an event will qualify for this assignment, please email me to discuss the eligibility of the event *BEFORE* attending it. The primary goals for choosing the lecture/event you wish to attend are to enhance your professional development and to critique the presentation and the speaker(s).

NOTE: Activities sponsored by CIM (Centre for International Management) are not eligible for this assignment.

### **WRITTEN ASSIGNMENT**

Complete a short report on the lecture or workshop using the outline below *AFTER* you have attended the lecture.

Include the following information in your report:

LECTURE/EVENT YOU ATTENDED (PROVIDE A LINK IF POSSIBLE):

DATE:

LOCATION:

PURPOSE OF THE EVENT:

AUDIENCE:

SPEAKER(S) (NAME AND ROLE):

SHORT SUMMARY OF THE LECTURE (KEY MESSAGES OR TAKE-AWAYS):

YOUR CRITIQUE OF THE LECTURE AND SPEAKER(S): Indicate why you chose to attend this event. Consider questions such as: Was the content of the lecture effective/interesting? Why or why not? What did you learn from the lecture? Analyze if the speaker was effective or not? What would have made the presentation better?

Try to offer some cross-cultural observations, if possible. For example, would this type of lecture/event happen at your university? What would be some of the similarities and differences in format, content, and style?

### **FORMAT**

DUE: See class schedule. Dropbox and hard copy in class. You may hand the assignment in earlier if you wish.

FORMAT: Report style – use headings for sections

LENGTH OF PAPER: 2-3 pages double-spaced

CONTENT: Your critique of the event should be **approximately 50% of the content**

INCLUDE A COVER PAGE: Sample assignment cover page at this link:

[http://business.queensu.ca/bcom/current\\_students/first\\_year.php](http://business.queensu.ca/bcom/current_students/first_year.php)

**GRADING RUBRIC FOR COMM 370 PROFESSIONAL RESUME ASSIGNMENT**

**Use this as your cover page for the resume assignment.**

NAME: \_\_\_\_\_ Section 1 or 2: \_\_\_\_\_

Criteria	Excellent	Good	Average	Below Average
<b>FORMAT</b> <ul style="list-style-type: none"><li>• Uses appropriate organization and sections for resume</li><li>• Shows consistency in formatting</li><li>• Uses white space for visual appeal</li><li>• Uses stylistic techniques appropriately for emphasis</li></ul>				
<b>CONTENT</b> <ul style="list-style-type: none"><li>• Chooses strong examples to show his/her specific and relevant skills</li><li>• Uses examples that are specific or unique to her/him</li><li>• Demonstrates personal value through quantifying/qualifying statements</li><li>• Uses skills + task + result(s) structure to demonstrate experience</li></ul>				
<b>LANGUAGE USE</b> <ul style="list-style-type: none"><li>• Demonstrates professional tone in choice of language</li><li>• Uses parallel structure appropriately</li><li>• Writes clearly and concisely</li><li>• 'Sells' him/herself as a strong candidate</li></ul>				

**Comments:**

**Overall Grade** \_\_\_\_\_

## **COMM 370 COMPARATIVE ANALYSIS OF A GLOBAL BRAND (TEAM ASSIGNMENT)**

### **The Task**

Your team represents a small, elite company of communication consultants. Give your consulting company a name. Assume that I am a senior international director of the brand you've chosen and have hired your team to conduct this project.

Choose a global brand which operates in Canada and in at least two other countries represented by the members of your team. Once you've chosen the brand you wish to analyze, send me the name of the brand by email. Include your team members' names and the name of your communications consulting firm. Each brand can be analyzed by one team only. ***If you choose a brand to analyze which is not as well known by the general population as world-recognized brands like McDonald's, you can receive one bonus mark.***

Compare and contrast the online profile of the brand in Canada with the online profile of the brand in the other countries you've chosen. Using the website and additional research, analyze the effectiveness of the brand's social media communication strategy and CSR (corporate social responsibility) strategy. To begin, use the readings from class on social media communication and CSR communication to inform your analysis.

Make recommendations to improve the company's overall online profile and social media and CSR communication strategies.

### **The Presentation**

Your team will be required to make a 12-15 minute team presentation of your comparative analysis and recommendations. The major components of your presentation must:

1. Analyze any cultural influences on the brand's online content in your countries and your recommendations to improve the brand's online profile. For example, you may find features on one country's website that you feel should be adopted by other countries.
2. Analyze the brand's social media strategy and make recommendations to strengthen the brand's social media strategy. Are they measuring the success of their social media strategy? How might the brand improve on their use of social media?
3. Analyze the brand's CSR strategy and make recommendations to strengthen the brand's CSR strategy. Does the brand's CSR strategy reflect their brand? What changes might you recommend?

**NOTE: Your recommendations should constitute approximately half of your presentation. Making recommendations for improvement is the reason why you were hired.**

### **Guidelines for The Presentation**

1. You have 12-15 minutes to present a summary of your findings and recommendations. You will not be able to cover all of the data so you must be selective in what you want to share with the audience. The audience will represent the senior international directors of your brand.
2. You must have everyone on your team speak as part of the presentation.
3. You must use slides to enhance your presentation. PowerPoint or PREZI are suggested platforms.
4. You must respond to audience questions following your presentation.

**NOTE:** You do not have to submit a written report for this assignment, but you will have to submit a hard copy of your slides through Dropbox and in hard copy the day of your presentation.

## COMM 370 BEHAVIOURAL INTERVIEW ASSIGNMENT

### YOUR TASK

You will have a 15-minute behavioural interview with Ms. Claire LeSage, former Career Coach, Queen's Career Services. Ms. LeSage has had extensive experience in conducting interviews. You must consider this a professional interview situation in terms of your dress, demeanour, and preparation. Bring a copy of your resume to the interview.

You will be required to answer an introductory question as well as a few behavioural questions. See Business Career Centre (BCC) on the portal for resources to prepare for your interview. Remember that employers are focused on results, both on the resume and during the interview.

Ms. LeSage will give you some brief, immediate feedback on your interview. After the interview, she will complete the grading rubric which she will give to me. In turn, I will record your grade and return the rubric to you.

### LOGISTICS

The interviews will occur between Oct. 29 and Nov. 13. There will be a schedule distributed in class for you to choose a time that does not interfere with your other classes. It is your responsibility to remember when your interview is scheduled.

**If you miss your interview, it will NOT be rescheduled.** If you are ill, you must email me at [mmcintyre@business.queensu.ca](mailto:mmcintyre@business.queensu.ca) at least **three hours** in advance to let me know that you cannot keep your interview appointment.

All interviews will be held in Professor McIntyre's office, room **429 in Goodes**. You should be waiting outside of her office five minutes before the start of your interview.

<b>Criteria</b>	Excellent	Good	Average
<b><u>CONTENT OF ANSWERS</u></b> <ul style="list-style-type: none"><li>• Chooses compelling stories and examples that are of interest to interviewer</li><li>• Follows S.T.A.R. model in responding to behavioural questions (situation, tactics, action, results)</li></ul>			
<b><u>LANGUAGE AND VOICE</u></b> <ul style="list-style-type: none"><li>• Chooses language that is assertive, positive and professional</li><li>• Uses good tone and speed; avoids repetition</li><li>• Speaks clearly and energetically</li></ul>			
<b><u>BODY LANGUAGE AND DEMEANOUR</u></b> <ul style="list-style-type: none"><li>• Demonstrates appropriate direct eye contact; engaged posture; firm handshake</li><li>• Appears poised and comfortable with questions and interviewer</li><li>• Uses appropriate gestures which do not indicate nervousness</li></ul>			

### **Oral Feedback**

*What Interviewer Liked Best...*

*What Interviewer Recommends for Next Time...*

### **Overall Grade**

**GRADING RUBRIC FOR COMM 370 BEHAVIOURAL INTERVIEW**

**NAME:** \_\_\_\_\_ **Section 1 or 2:** \_\_\_\_\_

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>
<b><u>CONTENT OF ANSWERS</u></b> <ul style="list-style-type: none"><li>• Chooses compelling stories and examples that are of interest to interviewer</li><li>• Follows S.T.A.R. model in responding to behavioural questions (situation, tactics, action, results)</li></ul>			
<b><u>LANGUAGE AND VOICE</u></b> <ul style="list-style-type: none"><li>• Chooses language that is assertive, positive and professional</li><li>• Uses good tone and speed; avoids repetition</li><li>• Speaks clearly and energetically</li></ul>			
<b><u>BODY LANGUAGE AND DEMEANOUR</u></b> <ul style="list-style-type: none"><li>• Demonstrates appropriate direct eye contact, engaged posture, firm handshake</li><li>• Appears poised and comfortable with questions and interviewer</li><li>• Uses appropriate gestures which do not indicate nervousness</li></ul>			

**Oral Feedback**

*What Interviewer Liked Best...*

*What Interviewer Recommends for Next Time...*

**Overall Grade**

**GRADING RUBRIC FOR COMM 370 REFLECTIVE SUMMARY ASSIGNMENT**

**Use this as your cover page for the reflective summary assignment.**

NAME: \_\_\_\_\_

Section 1 or 2: \_\_\_\_\_

Write a Reflective Summary to answer this question:

***“What have you learned about business communication in North America as a result of the course?”***

Focus on some of the major themes and topics discussed in the course and their interconnectedness. Structure your reflective summary clearly, but avoid simply discussing topics chronologically according to the syllabus. The reflective summary is not a critique of the strengths and weaknesses of the course; the focus is on what *YOU’VE* learned.

**RECOMMENDATION:** Keep a reflective journal as you progress through the course to record observations you’d like to include in this summary. You may choose to concentrate on what you found interesting or surprising about business communication in North America.

Length: 3-4 pages (double-spaced)

Format: Essay style. You may write from the first person singular – “I”. No bibliography required.

**RUBRIC FOR GRADING**

GRADE	A	B	C	D	F
<b>CONTENT</b>  <b>70%</b>	*Discusses 4 major themes/topics from the course *Demonstrates critical thinking in discussing and analyzing the themes *Includes specific references to course readings *Shows interconnectedness of the themes *Includes some cross-cultural reflection				
<b>STRUCTURE and STYLE</b>  <b>30%</b>	*Shows clear and concise introduction, body, and conclusion *Demonstrates correct grammar, spelling, punctuation *Avoids wordiness, informality, repetition				

COMMENTS:

OVERALL GRADE: \_\_\_\_\_

**Commerce 373  
International Negotiation  
Fall Term 2015**

**Course Description**

The main objective of this course is to help you understand the process of negotiation in global business settings and develop international negotiating awareness and skills through face-to-face negotiating exercises. We examine various models of negotiation fundamentals, including distributive and integrative bargaining, multiparty negotiation, and dispute resolution, as well as important IB topics, such as culture, government, communication, political and regulatory environments, and ethics. The course emphasizes the nature of the bargaining process and the strategy and tactics of negotiating, primarily in cross-cultural and cross-national business contexts. It also examines negotiation as a behavioral and decision making process, emphasizing its psychological aspects.

A second and equally important objective is to help you learn about yourself as a negotiator and to build skills for effective negotiation around the world. Just about every class session includes either a simulated negotiation (role play) or a film or reading depicting a negotiation; our discussion of international negotiation principles, strategies, tactics, and skills will revolve around these events. Each exercise, film or case reading has been carefully selected to demonstrate certain principles of international negotiations and to link with and develop concepts from the readings. Thus, we will work at both conceptual and practical levels throughout this course.

Because the course relies heavily on the materials presented in class (e.g., negotiation role plays, films, cases) attendance, preparation, and active participation are expected. Negotiations occur outside of the classroom, so sharing your experiences with the class during the discussion afterwards is very important as it stands to enhance everyone's learning.

**Course Materials**

Course materials include negotiation exercises and supplemental readings assigned for each class session. Materials are provided through a course packet of selected book chapters (available for purchase through QSB Materials Management Office) and also through journal articles that you will access yourself through the Stauffer Library e-journals. Negotiation cases and exercises will be distributed in class. The cases and exercises not written by me must be purchased and you will pay for them as part of your course packet.

Please note that it is your responsibility to purchase the course packet and access the assigned journal articles. If you are having trouble with the e-journal access, the Stauffer Library staff can help you. It is also your responsibility to pick up any materials handed out in class (e.g., negotiation materials) either in class or afterwards from Karen Dundass, our course assistant (in Room 274). Please note Queen's copyright rules do not allow you to copy materials from other students.

I have elected to use mostly primarily sources (journals) from publications available to you for free-of-charge through the university library system, and materials I have developed myself, which are also free of charge. Because of this, the cost of course materials should be very reasonable. However, if you cannot afford to purchase the materials, please come see me.

**Course Website**

I use our course website for announcements, updates, and reminders; you will also submit certain assignments through the website. Some material will be posted during the first week of class, but most will appear after the drop/add period. You are expected to check and read the course website every day to stay on top of the course.

**Negotiation Exercises and the "Rhythm" of the Course**

There is a distinct rhythm to this course. In general, each week there will be an assigned negotiation exercise



followed by a discussion of the exercise and assigned readings. The course schedule (see page 7) indicates these details. The rhythm generally goes as follows:

1. First, negotiation materials will be handed out in class and you are responsible for picking up your materials each week. Materials will be available after class in Goodes 274 from Karen Dundass. Please do not copy materials from other students; there will often be differences between materials so you must receive materials assigned specifically to you.
2. Next, work individually to prepare for the negotiation. Rely on previous readings and class discussions; do not consult others or use the internet. And, do not read ahead.
3. Then, come to class ready to negotiate! Negotiations usually take place in class. Unless otherwise indicated, you may take your confidential role materials, notes, and any other relevant tools (e.g., calculator, laptop) with you to the negotiation.
4. Afterwards, submit your outcome (e.g., the details of your agreement) and reflections using a pre-specified online form. Everyone submits an “R&R form” (i.e., Reporting & Reflection form) following their negotiation working individually and without consulting anyone else. The R&R link will be emailed to your queensu.ca email address.

The R&R form will usually be completed in class immediately after a negotiation so be sure to bring a laptop or tablet to class on negotiation days!

5. Lastly, bring your experiences, reflections, questions, insights, etc. to our next class session to contribute to our discussion of the negotiation. The session immediately following a negotiation is usually devoted to a full discussion of the negotiation exercise focusing on your experiences and reflections in light of the assigned readings and previous negotiations and discussions in the class.

Thus, the rhythm is to: (1) pick up your negotiation materials (role information) in class; (2) individually prepare; (3) come to class ready to negotiate (bringing laptop/tablet to complete R&R form); (4) afterwards, individually report results and your personal reflections (R&R); (5) read articles assigned for the next class and bring observations, insights, questions, etc. to class to discuss! This process combines individual preparation-negotiation-reflection and group discussion. Also, knowledge is cumulative in this class, and we will often refer back to previous readings and negotiations throughout the course.

Because negotiation is a “full body sport,” you will grow intellectually and emotionally as you read about the scholarship around negotiation and as you experience the feelings associated with an actual negotiation, albeit a simulation. During this course, you are likely to feel positive emotions (e.g., happiness, pride, satisfaction) as well as negative ones (e.g., frustration, anger, and jealousy). This is the nature of negotiation. You will share some of these emotions as part of the reflection process following each negotiation. We have a full semester to learn about and experience the ups and downs of negotiation. Everyone will have ups and downs as they build negotiation skills. I invite you to make the most of this learning opportunity by preparing thoroughly, jumping into each negotiation exercise and subsequent discussion, and listening to your classmates and their experiences.

### **Course Grading**

Negotiation Knowledge Assessment ( <i>in class, Oct 15<sup>th</sup></i> )	20%
Negotiation “Reporting & Reflection” assignments	15%
Group project (Proposal, 5%; Presentation, 10%, Paper 30%)	45%
Professionalism	20%

(Note. Comm 373 participates in the Commerce Research Pool.)

### **Negotiation Knowledge Assessment – Oct 15<sup>th</sup> (20%)**

After covering the fundamentals there will be an in-class, closed-book, closed-note quiz. The purpose is to help gauge your understanding of the concepts, terminology, research findings (and their application) covered in the readings, lectures, class discussions or brought to life in the negotiation exercises. The quiz will consist of forced-choice questions (e.g., multiple choice, true-false) and a few short-answer and fill-in-

the-blank questions. It will take place in class and will cover materials assigned, presented, discussed, or experienced in class up to October 15<sup>th</sup>. You may only bring a pencil and eraser to class the day of the quiz.

### **Negotiation “Reporting & Reflection” (R&R) Assignments (15%)**

A key element of the learning process in the course is developing the habit of careful reflection after negotiating. The R&R online form is designed to facilitate this learning. Although R&R forms will vary from negotiation to negotiation, they all will include questions about the details of the outcome (agreement or impasse) and your feelings about it; specific reflection questions will depend on the nature of the negotiation.

### **Group Assignment and Presentation (45%)**

The final assignment, which is a group project, is to write an international negotiation exercise. After doing them all semester you will have a chance to craft one of your own! Details about the assignment will be distributed in class during Week #3. In a nutshell, you will write the confidential information for the negotiator roles and also a companion document explaining the practical and scholarly motivation for the exercise, its goals, and the logistics of using it. Along with the final paper (30%), you will submit a proposal (5%) and make a brief in-class presentation (10%). Group projects are due by the end of the day on Nov 25<sup>th</sup> (11:59pm Kingston-time) and presentations will be made in class on Nov 26<sup>th</sup>, Nov 30<sup>th</sup> and Dec 3<sup>rd</sup>. I will assign students to groups and will give feedback on submitted proposals to help make sure you are on track to do well on the assignment. I encourage you to have fun with this assignment as it combines scholarship and creative writing. And, who knows, maybe next year students will be negotiating your exercise!

### **Professionalism (20%)**

Professionalism is a critical aspect of any business situation. In the context of our course, it will be assessed in three ways: (a) respect for course policies, norms, and people (e.g., instructor, assistant); (b) respect for fellow students (e.g., classmates, group project teammates); and, (c) getting the job done (e.g., performance on negotiation exercises). These three elements will be combined in determining your professionalism mark.

As a guide, respect for course policies, norms and people includes such things as: attendance, on-time arrival for class, attentiveness during class (e.g., no web browsing), on-time completion of assignments, adherence to course policies and norms, and, in-class participation, stressing the quality of your contributions and insights. Regarding participation, I encourage comments that are constructive, insightful, probing, provocative, bridging (linking divergent viewpoints, linking experiences with the readings), and challenging (respectfully disagreeing with fellow students). It is also important to openly discuss preparation and experiences from negotiations – the good, the bad, and the ugly. I make assessments for each student after each class.

Respect for fellow classmates is assessed in two ways. Being “ready to negotiate” is critical and demonstrates respect for your pre-arranged negotiation counterpart. You, your partner, and I will make these assessments for each negotiation. Also, you will be part of a team writing a final paper. At the end of the term, team members individually and confidentially assess each other’s contribution and professionalism regarding that group assignment.

Although in the “real world” the consequences of your negotiations may be significant (you may lose your job), in our class your performance will only constitute a small part of your mark. For each negotiation, I will assess your outcome relative to others who share your role (e.g., sellers against sellers; buyers against buyers). I make this assessment after each negotiation.

### **Class Notes and Slides**

The nature of this course makes it impractical to provide a full set of notes or slides at the beginning. Much of the learning from in-class exercises comes through discovery, which would be compromised if solutions, notes, or previous deals were presented in advance. Thus, slides will be posted after class.

### **The Course Contract and Attendance Policy**

Negotiation is a subject, and this is a course, that requires that you come to class prepared and actively participate. Although you should read the assigned readings carefully, this is not just a “readings” course. You will not be able to do well – and you will not learn nearly as much – unless you attend class regularly. As well, your classmates will be looking forward to hearing about your negotiation experiences and insights in our discussion. Thus, attendance is expected.

Attendance is recorded for each class by your signing the back of your name tent. Your name tent should be displayed during every class – I will bring them to class and collect them at the end of each class session. Please note that if your name tent is not turned in after class, you will be marked absent and will receive a “0” for that day’s activities (discussion or negotiation); if your name tent is lost or disappears, you will receive a failing mark for professionalism in the course.

Besides tracking attendance, your name tent is a mechanism for communication. Please feel free to ask me questions, make comments, offer observations, etc. on the back on your name tent. I usually respond (on the back of your name tent) by the next class session. Please note that you may only sign for yourself; signing for someone else constitutes an ethical violation.

Although you are expected to come to all classes, I recognize that a situation may arise that leads you to miss a class. If that occurs, email the reason for the absence – before it occurs – to our class assistant, Karen Dundass. If you know well in advance of a planned absence, please mark it on the back of your name tent. If it falls on a negotiation day, also see me during office hours.

**Standing up a counterpart.** It is important that you prepare for and participate in the negotiation exercises. Once role assignments and pairings have been made, you have a commitment to a counterpart(s) who is expecting you to come to class ready to negotiate. The other person you are assigned to negotiate with will have prepared their role and will be waiting to sit down with you. Their learning – and part of their grade – depends on you. Standing up a negotiation counterpart is, therefore, a serious offense. If you do not notify Karen Dundass at least 24 hours in advance of an absence – so that she can notify me -- there will be a course- grade penalty of ½ a letter grade for each offense (e.g., an A- becomes a B+). You will also receive failing professionalism and R&R marks for the missed negotiation. I am hopeful that I will not have to invoke this policy, but I will if necessary.

**Note.** If you know of an absence well in advance, please make a note of it on the back of your name tent and email the information to Karen Dundass, our course assistant. I will not make a role assignment for you and will not assign you a negotiation counterpart. Also, if you expect to miss many class sessions, you should consider dropping the course and taking it another semester.

### **Academic Integrity**

This class follows the QSB Academic Integrity Policy, which I copy below. I strongly encourage you to read the information and become familiar with the regulations. In my opinion, it is best not to run into Academic Integrity problems. If in doubt as to what is acceptable, please ask me!

**Definition of academic integrity.** Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business (QSB) and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student’s responsibility to become familiar with QSB policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php). Helpful FAQ’s about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, please ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

**Individual work.** Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

**Group work.** I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

**Consequences of a breach of academic integrity.** Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Turnitin.com.** Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Professor Biography**

Susan E. Brodt is Associate Professor of Organizational Behaviour and Associate Professor of Psychology at Queen's University in Kingston, Ontario Canada. She received her undergraduate degree *summa cum laude* from the University of California, Berkeley, and her masters (in statistics) and doctorate (in research psychology) degrees from Stanford University. Prior to coming to Queen's in 2004, Dr. Brodt spent almost 10 years on the management faculty at Duke University's Fuqua School of Business. She has also been a Visiting Scholar at Stanford University and a Visiting Professor at both the Indian School of Business (ISB) in Hyderabad, India, and the Universidad Adolfo Ibañez (UAI) in Santiago, Chile. In 2014 she was on sabbatical in Marseille, France.

Dr. Brodt's teaching interests are in the area of organizational behaviour with an emphasis on executive leadership, negotiation, and trust. She has taught undergraduate, MBA, Executive MBA and doctoral students around the world in traditional classroom as well as technology-mediated teaching environments. Dr. Brodt is also an experienced executive educator having taught in custom and open enrollment programs for government and not-for-profit clients as well as corporate clients in the financial services, pharmaceutical, and telecommunications industries.

Dr. Brodt's research examines interpersonal and small group processes in organizations. For many years, she has studied the dynamics of trust in manager-subordinate relationships, in negotiations, and in virtual or distributed work groups. Of particular interest are the vagaries of trust, namely trust violation and repair. Dr.

Brodt has recently added a cultural dimension to her research having received a Canadian government grant (SSHRC) to study the concept of a “cultural mosaic” in the Canadian workplace. Underlying all her research is an emphasis on relationships and social aspects of organizational life, and how management practices, technology and other organization factors can foster (or undermine) effective and satisfying work relationships. Her research has been published in numerous scholarly journals, such as the *Academy of Management Review*, *Organizational Behavior and Human Decision Processes*, *Journal of Applied Psychology*, *Journal of Personality and Social Psychology*, and *Negotiation and Conflict Management Research*, as well as in practitioner-oriented journals including the *MIT Sloan Management Review*.

Dr. Brodt has served on the Editorial Review Boards of several scholarly journals including *Organizational Behavior and Human Decision Processes*, *Organization Science*, *Journal of Management*, and the *Journal of International Business Studies*. She has also been active in professional associations, having held elected positions in the Academy of Management’s Conflict Management Division. She has also been active in the International Association for Conflict Management (IACM), having served as Program Co-Chair for an annual conference and as a member of the IACM Board of Directors.

**COURSE SCHEDULE: COMM 373, FALL 2015**

(subject to change) [\*=in course packet]

<u>Date</u>	<u>Topic/Negotiation</u>	<u>Readings</u>
<b>Week #1:</b> Sep 14 (Mon) ----- Sep 17 (Thu)	Negotiate: <i>IN CLASS</i> ----- <b>Introduction</b> <i>Discussion</i>	<i>Confidential negotiation role materials (distributed in class)</i> ----- Course Overview L. Thompson, (2012). Chapter 2. <i>Preparation: What to do before negotiation</i> . M. Bazerman et al (2008) When “sacred” issues are at stake, <i>Negotiation Journal</i> , January, 113-117. doi: 10.1111/j.1571-9979.2007.00170.x J. Sebenius, (2002), Caveats for cross-border negotiations, <i>Negotiation Journal</i> , 18(2), 121-133.
<b>Week #2:</b> Sep 21 (Mon) ----- Sep 24 (Thu)	Negotiate: <i>OUT OF CLASS</i> No formal class meeting ----- <b>Cross-Cultural Negotiations in Everyday Life: Going into the Field</b> <i>Discussion</i>	<i>“In the Field” assignment (distributed in class)</i> ----- J. Brett (2007). Chapter 2. <i>Culture and negotiation</i> . D. Malhotra, G. Ku, & J.K. Murnighan, (2008). When winning is everything, <i>Harvard Business Review</i> , May, 86(5), 78-86. This American Life, 551: Good Guys 2015. Listen to Prologue and Act 1, Ben Calhoun, about the “Goodguy Discount.” Mar 20, 2015. (14 minutes). <a href="http://www.thisamericanlife.org/radio-archives/episode/551/good-guys-2015">http://www.thisamericanlife.org/radio-archives/episode/551/good-guys-2015</a>

<p><b>Week #3:</b> Sep 28 (Mon) -----</p> <p>Oct 1 (Thu)</p> <p>[Oct 2 (Fri)]</p>	<p>Negotiate: <i>IN CLASS</i> -----</p> <p><b>Distribution and Integration, Part 1</b></p> <p>[Guest Speaker (COMM 385)]</p>	<p><i>Confidential negotiation role materials</i> -----</p> <p>D. Malhotra &amp; M. Bazerman, (2007) Chapter 1. Claiming value in negotiation.* L. Thompson, (2012). Chapter 4. Win Win negotiation: Expanding the pie.* B. Gunia et al (2014) Trust me, I'm a negotiator: Diagnosing trust to negotiate effectively, globally. <i>Organizational Dynamics</i>, 43, 27-36</p> <p>[Optional but encouraged to attend, if not in class.]</p>
<p><b>Week #4:</b> Oct 5 (Mon) -----</p> <p>Oct 8 (Thu)</p>	<p>Negotiate: <i>IN CLASS</i> -----</p> <p><b>Distribution and Integration, Part 2</b> <i>Discussion</i></p>	<p><i>Confidential negotiation role materials.</i> -----</p> <p>D. Malhotra &amp; M. Bazerman, (2007), Investigative negotiation, <i>Harvard Business Review</i>, September, 85(9), 72-78. J. Sebenius, (2001). Six habits of merely effective negotiators, <i>Harvard Business Review</i>, April, 79(4), 87-95. L. Imai &amp; M. Gelfand (2010). The culturally intelligent negotiator: The impact of cultural intelligence on negotiation sequences and outcomes, <i>Organizational Behavior and Human Decision Processes</i>, 112, 83-98. doi 10.1016/j.obhdp.2010.02.001</p>
<p><b>Week #5:</b> Oct 12 (Mon) -----</p> <p>Oct 15 (Thu)</p>	<p><i>No class meeting</i></p> <p>-----</p> <p><b>Assessment Quiz</b></p>	<p><i>Relax! Happy Thanksgiving!</i></p> <p>-----</p> <p>Quiz covers everything assigned, discussed, presented, experienced, etc. up to this point in the course</p>
<p><b>Week #6:</b> Oct 19 (Mon) -----</p> <p>Oct 22 (Thu)</p>	<p><b>Cross-Culture Negotiation, in Action</b> Movie: <i>IN CLASS</i></p> <p>-----</p> <p><b>Cross-Culture Negotiation, in Action</b> <i>Discussion</i></p>	<p>-----</p> <p>R. Fortgang, D. Lax, J. Sebenius, (2003). Negotiating the spirit of the deal, <i>Harvard Business Review</i>, February, 81(2), 66-76. Trump in Scotland (<i>distributed in class</i>) This American Life, 551: Good Guys 2015. Listen to Act 2, Mike Birbiglia, about the complexity, humour, and cultural nature of social norms and nonverbal behaviour. Mar 20, 2015. <a href="http://www.thisamericanlife.org/radio-archives/episode/551/good-guys-2015">http://www.thisamericanlife.org/radio-archives/episode/551/good-guys-2015</a></p>

<p><b>Week #7:</b> Oct 26 (Mon)</p> <p>-----</p> <p>Oct 29 (Thu)</p>	<p><b>Government at the Table – Coalitions, Stakeholders, Values and more</b> Case discussion and role play: <i>IN CLASS</i></p> <p>-----</p> <p>Negotiation, Part 1: <i>IN CLASS</i></p>	<p><i>Negotiation case materials</i> J. Brett, R. Friedman, &amp; K. Behfar (2009). How to manage your negotiation team, <i>Harvard Business Review</i>, 87(9), 105-109 D. Lax &amp; J. Sebenius (2012). Deal making 2.0: A guide to complex negotiations. <i>Harvard Business Review</i>, November, 90(11), 92-100. <u>Review:</u> M. Bazerman et al (2008) When “sacred” issues are at stake, <i>Negotiation Journal</i>, January, 113-117. doi: 10.1111/j.1571-9979.2007.00170.x</p> <p>-----</p> <p><i>Confidential negotiation role materials</i></p>
<p><b>Week #8:</b> Nov 2 (Mon)</p> <p>-----</p> <p>Nov 5 (Thu)</p>	<p>Negotiation, Part 2: <i>IN CLASS</i></p> <p>-----</p> <p><b>When Government -- and Others -- are at the Table</b> <i>Discussion</i></p>	<p>-----</p> <p>J. Brett (2007). Chapter 9. Government at and around the table* K. Leary, J. Pillemer, &amp; M. Wheeler. (2013). Negotiating with emotions, <i>Harvard Business Review</i>, January-February, 91(1), 96-103. Get Ready for Team Talks, <i>Harvard PON Newsletter</i>, June 6, 2011. <a href="http://www.pon.harvard.edu/daily/mediation/get-ready-for-team-talks/">http://www.pon.harvard.edu/daily/mediation/get-ready-for-team-talks/</a></p>
<p><b>Week #9:</b> Nov 9 (Mon)</p> <p>-----</p> <p>Nov 12 (Thu)</p>	<p>Negotiation: <i>IN CLASS</i></p> <p>-----</p> <p><b>Government at the Table – Values, Laws, Ethics</b> <i>Discussion</i></p>	<p><i>Confidential negotiation role materials</i></p> <p>-----</p> <p>G. Cullinan et al, (2004). When to walk away from a deal, <i>Harvard Business Review</i>, April, 82(4), 96-104. Ethics on a slippery slope. <i>Harvard PON Newsletter</i>, August 24, 2010. <a href="http://www.pon.harvard.edu/daily/business-negotiations/ethics-on-a-slippery-slope/">http://www.pon.harvard.edu/daily/business-negotiations/ethics-on-a-slippery-slope/</a></p>
<p><b>Week #10:</b> Nov 16 (Mon)</p> <p>-----</p> <p>Nov 19 (Thu)</p>	<p>Negotiate <i>IN CLASS</i></p> <p><b>Note:</b> Bring ear covers to class (e.g., ear-buds/iPod, headphones)</p> <p>-----</p> <p><b>Firm – Government – Firm Negotiations</b> <i>Discussion</i></p>	<p><i>Confidential negotiation role materials</i></p> <p>-----</p> <p>L. Putnam, (2010). Negotiation and discourse analysis. <i>Negotiation Journal</i>, 26(2), 145-154. <u>Review:</u> Get Ready for Team Talks, <i>Harvard PON Newsletter</i>, June 6, 2011. J. Brett, R. Friedman, &amp; K. Behfar (2009). How to manage your negotiation team, <i>Harvard Business Review</i>, 87(9), 105-109.</p>

<p><b>Week #11:</b> Nov 23 (Mon)</p> <p>-----</p> <p>Nov 26 (Thu)</p>	<p>Negotiate <i>IN CLASS</i></p> <p>-----</p> <p><b>Surprises... Plus, Group Presentations, Part 1.</b> <i>Discussion</i></p>	<p><i>Confidential negotiation role materials</i></p> <p>-----</p> <p>B. Gunia, J. Brett, &amp; A. Nandkeolyar (2012). In global negotiations, it's all about trust. <i>Harvard Business Review</i>, December, 90(12), 26.  D. Malhotra, (2009). When contracts destroy trust, <i>Harvard Business Review</i>, May, 87(5), 25.  Z. Ma et al. (2013). Negotiating with the Chinese... <i>Group Decision and Negotiation</i>, 22, 641-655. doi 10.1007/s10726-012-9285-7</p> <p><b>Note. Submit final projects by midnight Nov 25<sup>th</sup></b>  <b>Note. Submit presentation slides by 8:00am Nov 26<sup>th</sup></b></p>
<p><b>Week #12:</b> Nov 30 (Mon)</p> <p>-----</p> <p>Dec 3 (Thu)</p>	<p><b>Group Presentations, Part 2</b></p> <p>-----</p> <p><b>Group Presentations, Part 2</b> <b>Course Wrap-up &amp; Send-off</b></p>	<p>Come to class ready to present or learn something new!</p> <p>-----</p> <p>Review, edit and bring to class your cumulative list of "Lessons Learned"</p>



**Comm 374**  
**INTERNATIONAL BUSINESS STRATEGY**  
Fall 2015

*“For all practical purposes, all business today is global. Those individual businesses, firms, industries and whole societies that clearly understand the new rules of doing business in a world economy will prosper; those that do not will perish.”*

Ian Mitroff

**COURSE DESCRIPTION**

International Business Strategy explores some of the central strategic questions firms face in a globally competitive environment, and the organizational and managerial challenges of implementing different international strategies. We will focus on both how globalization affects the strategic management of organizations, and what you as managers need to do to compete successfully in the international environment. This course focuses on practical cases, supplemented by relevant international strategy theory, using a range of international business situations across a variety of regions and industrial sectors to stimulate discussion.

**COURSE OBJECTIVES**

The overall objectives of this course are:

- To develop a richer understanding of the *strategic decisions* firms face in entering foreign markets and the complexity of managing multinational operations and alliances;
- To generate greater insight into the *skills and capabilities* that enhance the success of international managers, and to consider some of the “tough” questions that arise for managers in implementing different strategies in an international context;
- To develop *skills in analyzing* international business situations, generating alternative courses of action, and developing recommendations for firms and individual managers.

**COURSE**  
**MATERIAL**

**Required:**     -**COMM 374 CASE PACKAGE:** available from Materials Management Department located on LL132. This package contains the assigned full-length cases;  
                      -**READINGS:** links to other assigned readings and mini-cases are posted on the course website or distributed in class;

**TEACHING**  
**METHODS**

Throughout the course we will use a combination of cases, readings, lectures, videos, news events, role plays, individual and group exercises as the basis for class discussion. Each class will include in-depth discussion of at least one case or scenario, and the intent is that this will be a highly interactive format. Given the interactive nature of this course, class preparation and participation is vital, both for your own learning as well as that of your classmates. It is

also a significant portion of your course evaluation.

**SUMMARY OF COURSE REQUIREMENTS AND  
EVALUATION\***

COMPONENT		WEIGHT
Theory Test 1 (in-class)		20%
Theory Test 2 (take home)		20%
Market Entry Project	Individual Report	15%
	Team Comparative Analysis	10%
	Team Presentation	15%
Case Exercises and In-class Discussion	Individual Case Prep Worksheets (best 5/7)	7.5%
	Case Discussion Group Worksheets (best 5/8)	7.5%
	General Contribution to Class Discussion	5%

\*Please refer to the separate Overview of Tests, Assignments and Evaluation for details.

**CLASS POLICIES**

It is your responsibility to read this course outline and adhere to its guidelines. Please familiarize yourself with the norms and expectations of the class, including the test dates and assignment due dates. If you have any questions, or would like more clarification than what has been provided in class, please let me know so we can schedule a meeting to go over your questions.

**Policy on Late Assignments**

If you are experiencing extenuating circumstances that prevent you from completing the assignments or contributing fully to our class and your teams' activities, this should be discussed with me *prior* to the due date if possible. I empathize with students who are working under truly extreme situations and will gladly make accommodations for these students. However, students who miss deadlines because they were busy, forgot, or had other tests or assignments, conferences, interviews etc., will not be excused. These types of excuses are not sufficient justification for missing deadlines and will not be accepted without significant penalty.

**Policy on Missed Tests**

If you have a legitimate circumstance that prevents you from writing a test on the specified date, it is possible to schedule a make-up test on a different date; **HOWEVER, YOU MUST GET APPROVAL FROM THE PROFESSOR IN ADVANCE TO DO SO.**

**Laptop Policy**

Given the highly interactive nature of this course, the focus on in-class discussion, and

the distractive aspects in-class laptop usage introduces, this course recommends **closed laptops during case discussions**. To ensure that the learning environment, your educational experience and the educational experience of your classmates is of the highest quality, please refrain from using your laptop during the case discussion portions of this course. If you are more comfortable taking notes on your laptop, rather than by hand, you are welcome to take notes on your laptop during the lectures and theoretical discussions;

### **Preparation Expectations**

It is your responsibility to have read and prepared the material listed for each class in advance of class. I will post slides on our course website in advance of each class for you to review and, if you choose, print out and bring to class. Please note that the purpose of the slides is to provide an outline and context for what we discuss in class, and an outline for you to take notes; reviewing the slides is *not* a substitute for attending class. If you miss class, you are still responsible for the content and information provided in that class.

### **Class Attendance Expectations**

It is expected that you attend class. While class attendance is not taken per se, you will find it difficult to do well in this course if you do not regularly attend class. There are 3 ways that class attendance can affect your grade:

- 1) Knowledge and understanding of theory for theory tests: you will not have a full understanding of the theory underlying our course and the related testable material without attending class;
- 2) Contribution to Case Discussions and In-Class Case Exercises: We analyse many different cases in this course, 7 of which have an in-class exercise that will be completed in a group and submitted at the end of class. Your Contribution to Case Discussion grade will be based on your best 5/7 Case Exercise Grades. **These case exercises may only be completed in class.** An additional 5 points of your final grade are also earned through your general contribution to class discussion.
- 3) Mandatory classes: Classes 21, Class 22, Class 23, Class 24. Given the negative impact that an absence would have on the learning experience of each team, class attendance is mandatory for the presentations of all teams. Each unexcused absence from these sessions will result in a **2% reduction** of your final course grade. If you are absent from any of these sessions for a legitimate reason (e.g. illness), it is your responsibility to contact the Professor before or on the day of your absence to indicate the reason for your absence. Otherwise, grade penalties will be automatically applied.

### **Participation in Commerce Research Pool Credit Program**

The Commerce Research Pool Credit program allows students who participate in three hours of research over the term (typically six separate studies) to receive a “bump” (e.g., from a B- to a B, or a B to a B+) to their final grade in one participating course of their choosing. Comm 374 is eligible for this program with the following restriction:

- You may not use a research credit to bump you from an A to an A+; an A+ in this course may be received through academic merit alone;

## ACADEMIC INTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **CLASS SCHEDULE Fall 2015**

### **Class 1: Introduction**

This class introduces the content and structure of the course, including a discussion of the course assignments, expectations and guidelines. This class also provides an opportunity to learn more about your classmates.

## **PART 1: UNDERSTANDING GLOBAL EXPANSION, INTERNATIONAL MARKET SELECTION AND FOREIGN MARKET ENTRY**

### **Class 2: Drivers of Global Expansion and Strategic Selection of Products/Services to Internationalize**

In this class we examine the strategic imperatives for a firm to expand globally and how firms select which particular products or services to internationalize. We examine (or review if you have taken Comm 173 at Queen's) how the concept of distance—cultural, socio-economic, political and geographic—creates challenges to firms in deciding which products/services to launch internationally and how to adapt to these challenges.

- **READING:** Anil K. Gupta and Vijay Govindarajan, "Managing Global Expansion: A Conceptual Framework" Business Horizons, 2000, March-April , **PAGES 45-47** (link on course website);
- **READING:** Ghemawat, "Distance Still Matters: The Hard Reality of Global Expansion," Harvard Business Review, September, 2001 (link on course website).
- **IN-CLASS EXERCISE:** International Product Launch Exercise (will be distributed in class).

### **Class 3: Foundations of National Competitive Advantage and the Structure of Global Competition**

In this class, we review the foundations of national competitive advantage and consider how this theory applies to different industries. Using the case of the global wine industry we discuss how an industry's structure can vary substantially across different geographic markets. We examine the traditional comparative advantage of Old World wine producers and how the strategies of new entrants such as Australian wine producers have changed the rules of the game—and the

structure of the industry itself.

- **READING:** Michael Porter, “The Competitive Advantage of Nations,” *Harvard Business Review*, March, 1990, **PAGES 73-86** (link on course website).
- **CASE:** Global Wine Wars 2009: New World vs. Old (case package) **PAGES 1-3**

#### **Class 4: Formulating Strategic Responses to Global Competition in a Changing Industry**

- **CASE:** Global Wine Wars 2009: New World vs. Old
- **BEFORE CLASS PREPARATION:** Read the Global Wine Wars case in its entirety. Consider the competitive situation for your assigned country based on the global competitive situation at the end of the case. What do you consider to be the main issues? What would be the particular concerns and objectives for your assigned role in this country?
- **INDIVIDUAL CASE PREP WORKSHEET:** A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- **IN-CLASS CASE EXERCISE:** Global Wine Wars Role Play Exercise (will be distributed in class)

#### **Class 5: Team Project Launch:**

In this class we will discuss the guidelines and expectations for the team project, you will meet your teammates and begin the planning process for the project. We will also discuss some of the fundamentals of building high performance teams. Teams will consist of 4-5 individuals. In order to ensure a balanced, diverse team, the professor will organize the final team composition; however, if you would like to submit a “partial team” of 2 people that would like to work together, you are welcome to do so but you must submit to me by no later than **Thursday Sept. 24 at 5:00 pm.**

- No advance reading or preparation required; ☺

#### **Class 6: International Market Selection**

In this class, we discuss the challenges of international market selection. Using the case of GENICON, a small entrepreneurial American firm in the medical instruments sector, we consider how firms use both quantitative and qualitative data to assess the attractiveness of new markets.

- **READING:** Anil K. Gupta and Vijay Govindarajan, “Managing Global Expansion: A Conceptual Framework” *Business Horizons*, 2000, March-April, **PAGES 47-48** (“**Choice of Strategic Markets**”) (link on course website).

- CASE: GENICON (case package)
- BEFORE CLASS PREPARATION: Read the Genicon Case and rank the attractiveness of the 4 prospective markets based on the specific type of data you have been assigned.
- INDIVIDUAL CASE PREP WORKSHEET: A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- IN-CLASS CASE EXERCISE: International Market Selection Exercise (will be distributed in class).

### **Class 7: Modes of Foreign Market Entry**

In this class, we review the different modes of foreign market entry and the factors that firms consider when choosing entry modes. We discuss different approaches to global growth, using the Starbucks case as an example of global expansion.

- READING: Anil K. Gupta and Vijay Govindarajan, “Managing Global Expansion: A Conceptual Framework” Business Horizons, 2000, March-April, **PAGES 48-50**, “**Mode of Entry**” (link on course website);
- READING: Overview of Modes of Foreign Market Entry Mode (posted on course website);
- CASE: Starbucks, A Global Work in Progress (course package);

### **Class 8: Challenges of International Licensing and Manufacturing Contracts**

In this class, we discuss in more depth the particular challenges of arm’s length modes of entry, including international licensing and manufacturing contracts.

- BEFORE CLASS PREPARATION: Think about book-based characters that appealed to you as a child (these can be from your home country or elsewhere); have those characters been licensed internationally to other products (e.g. clothing, games, etc)? What features of these characters would you want to protect in international licensing agreements?
- INDIVIDUAL CASE PREP WORKSHEET: A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- IN-CLASS CASE EXERCISE: International Character Licensing Exercise (will be distributed in class).

### **Class 9: Thanksgiving Holiday**

There will be no class on Monday Oct. 12 for Sections 1 and 2. To keep in synch, Section 3 will have only one class period (6:30-8:00) on Tuesday Oct. 13

### **Class 10: Challenges of International Franchising**

- CASE: Mini-Case on Fast Food Industry (posted on course website)
- BEFORE CLASS PREPARATION: Read the Mini-Case on Fast Food Industry and consider the challenges that each of the fast food franchises described in the case would experience in expanding internationally.
- INDIVIDUAL CASE PREP WORKSHEET: A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- IN-CLASS EXERCISE: International Franchising Exercise (will be distributed in class).

### **Class 11: Theory Test 1**

This test will cover the theoretical concepts from the course readings and class lectures from **Class 1- Class 10**. Details of cases will not be covered on the test; however, familiarity with cases may help you in understanding and illustrating course concepts. The test will take the form of multiple choice and short answers. The test is closed book and the standard time to complete it is one hour. If you are an exchange student coming from a university in which English is not the principal language of instruction, you will have an additional 15 minutes to complete the test and you may bring one language dictionary.

### **Class 12: International Joint Ventures: Strategic Goals and Foundations of Successful Partnerships**

In this class we further develop our understanding of the strategic motivation for companies to enter joint ventures, and the dynamics of successful partnerships. Using the Nora-Sakari case, we analyze why this international JV negotiation failed to result in an agreement, and how this potential IJV fits with each firm's strategic goals.

- CASE: Nora-Sakari: A Proposed JV in Malaysia (course package);

### **Class 13: International Joint Ventures: Negotiation and Strategic Goals**

In this class, we will undertake a re-negotiation between Nora and Sakari. Your team will be assigned the role of either Nora or Sakari in advance of this class. Student teams representing Nora will present their new proposed terms of the deal as a package and the Sakari teams will then have a chance to respond. Unresolved issues from the prior negotiation that need to be addressed in this negotiation include: equity, royalty, technology, expatriate salaries, and arbitration location.



- **CASE:** Nora-Sakari: A Proposed JV in Malaysia (course package);
- **BEFORE CLASS PREPARATION:** Review the Nora-Sakari Case from last week, paying particular attention to the 5 unresolved issues from the first round of negotiation. Do you think the firm you represent should make any concessions on any of these terms? Why or why not?
- **INDIVIDUAL CASE PREP WORKSHEET:** A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- **IN-CLASS CASE EXERCISE:** International JV Re-negotiation Exercise (will be distributed in class).

## **PART TWO: UNDERSTANDING THE MULTINATIONAL CORPORATION**

### **Class 14: The Development and Transfer of Global Innovations**

In this class we examine how companies can optimize their innovation process by harnessing the potential of diversity across knowledge clusters and markets. Using example from firms in the beauty industry we consider the processes for development and transfer of innovations across the globe.

- **READING:** Is Your Innovation Process Global? (posted on course website)
- **CASE:** Mini-Case on the Beauty Industry (posted on course website)

### **Classes 15-16: Team Project Tutorials**

#### ***Week of Nov 2-Nov. 6***

There will be no formal class this week. During this week, each team will meet one-on-one with the professor to review the progress and structure of their team project presentation and to be given feedback on their team project outlines. Sign up sheets for specific ½ hour slots will be posted for teams to sign up for meetings. Please submit your ½-1 page **Team Project Outline** to the dropbox no later **than 9:00 am on Monday, November 2**. This brief outline will help form a basis for our discussion in your tutorial.

### **Class 17: Structure of MNCs: Global Integration and Coordination vs. Local Responsiveness and Differentiation**

In this class, we examine different strategic approaches to internationalization, and the different types of MNC structure that support different strategic approaches. Using the case of an American food company's European organization, we examine the interplay between managerial decisions and the balance of local responsiveness and global integration within the MNC.

- **CASE:** United Cereal: Lora Brill's Eurobrand Challenge (course package)
- **BEFORE CLASS PREPARATION:** Read the United Cereals Case Do you think

Healthy Berry Crunch should be launched in France? Why or why not? Do you think Lora Brill should introduce Healthy Berry Crunch as the company's first Eurobrand? Why or why not?

- **INDIVIDUAL CASE PREP WORKSHEET:** A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- **IN-CLASS CASE EXERCISE:** Differentiation vs. Coordination Exercise (will be distributed in class).

### **Class 18: Structure of MNCs: Building a Transnational Organization**

Building on our earlier discussion of MNC structure, we examine the network structure of MNC and the organizational challenges of building collaboration across the MNC. We consider how different policies and practices, values, and norms in MNCs affect their capability to engage in worldwide learning and truly "transnational" strategy.

- **READING:** Hansen and Nohria, 2004, "How to Build Collaborative Advantage," *Sloan Management Review*, Fall (posted on course website);
- **MINI-CASE:** R&D at Nestle (posted on course website);

### **Class 19: Challenges of the Start-up Greenfield Subsidiary**

In this class we consider the challenges of the start-up greenfield subsidiary and the role subsidiaries can play in the broader innovation capability of the MNC, using the case of a Swiss MNC's new subsidiary in India.

- **READING:** Julian Birkinshaw and Neil Hood, "Unleash Innovation in Foreign Subsidiaries," *Harvard Business Review*, March 2001 (course website);
- **CASE:** Silvio Napoli at Schindler India (course package);
- **BEFORE CLASS PREPARATION:** Read the Silvio Napoli case and assigned reading. Why do you think the Indian managers are not complying with Silvio's strategy for Schindler India. If you were Silvio, what would you do about the order for the 4 elevators with glass walls?
- **INDIVIDUAL CASE PREP WORKSHEET:** A case prep worksheet is posted on the course website for this session for you to fill out and bring to class for your group discussion. If you are submitting this case prep worksheet as one of your evaluated Individual Case Prep Worksheets, please submit to the respective dropbox before your class for this session begins;
- **IN-CLASS CASE EXERCISE:** Decision-Making in Start-up Subsidiaries Exercise (will be distributed in class).

**Class 20: Theory Quiz #2**

*There will be no formal class for Class 20. Students may use this class time towards their take home Theory Quiz 2. Theory Quiz 2 will be posted on the course website on Monday Nov. 16 and will be due by Friday Nov 20 by 5:00 pm to the dropbox on the course website.*

This test will cover the theoretical concepts from the course readings and class lectures from **Class 11-19, inclusive.** Details of cases will not be covered on the test; however, familiarity with cases may help you in understanding and illustrating course concepts. The test will take the form of short answers and essays. The test is a take home open book test and you will have 5 working days to complete it. This test is an INDIVIDUAL assignment. Discussion with or collaboration with any other individual in completion of this test is considered a serious breach of academic integrity.

**Class 21: Team Project Presentations**

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 22: Team Project Presentations**

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 23: Team Project Presentations**

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 24: Team Project Presentations**

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

# **Comm 375 – International Business & the Nonmarket Environment**

## **This Course is About the Rules of the Game**

Business operates within a complex environment that is to some degree shaped by laws, social practices, unwritten rules, and shared expectations. Increasing your familiarity with this ‘market environment’, through experience and study, allows you to create more sophisticated models and develop better insights into how things work. The study of accounting, law, economics, marketing and other management disciplines is justified, in part, because it gives us a better understanding of the market environment.

If you have experience in more than one country or have had the opportunity to discuss these things with an older person, you will recognize that the market environment varies considerably from location to location as well as over time. Some of these differences are a function of differences and changes in the social, political and technological landscapes. To the degree that this is the case, it suggests that the market environment is not a closed, static system but rather a dynamic one that is shaped in part by a larger nonmarket environment in which it is situated.

Like the market environment, a lot of thinking has gone into understanding the way the nonmarket environment works and is shaped. This thinking has led to the development of a variety of theories and ideas that have practical implications for predicting and influencing the development of the market environment.

Combining an understanding of how the rules of the market environment work along with the meta-rules from the nonmarket environment can yield profound insights into the development of strategy. Think of it this way: while other people are simply playing the game in the marketplace, you can be shaping the rules.

In short, this course is about the rules that govern the rules of business and how to use them to achieve your ends.

## **COURSE STRUCTURE**

The nonmarket aspects of international business is an enormous topic, consequently, we will only cover a small section of that which could be explored. The course will introduce a number of frameworks for thinking about issues pertaining to international business and the strategic interactions between relevant entities. Examples include: the issue lifecycle, theories of regulation, government motivation, media and collective action. We will then apply these and other ideas to relevant issues in the international business context.

The first couple of lectures will involve readings, lectures and classroom discussion. Once we have covered a number of broadly applicable theories, we will have sets of two classes with a common focus. The first day of each will cover some introductory material relating to the topic. The second will involve a debate about the topic which will allow you to look at the topic from at least two different perspectives. My hope is that this will enliven the class and build interest in this material.

## **COURSE MATERIALS**

Over the years, I have developed a number of lecture notes; these notes will be sold in class for \$20. If you do not wish to buy these notes, I will place copies on 3-hour reserve at the library. I will also occasionally hand out short readings in the class and post additional reading materials such as journal articles to the course website.

## **TEAM DEBATES**

Some students enjoy speaking in front of a class; others do not. In Comm 375, you get a choice: you can debate and produce a white paper or simply focus on a white paper. Since those doing a debate have an extra deliverable, the grade breakdown reflects whether you are doing a debate or not as shown below. Finally, since debates involve extra work, those involved in debates will receive a 10% bonus to their debate grade.

## **GRADING SCHEME AT A GLANCE**

	<b>If Debating</b>	<b>If Not Debating</b>
Critical Analysis	15%	20%
White Paper	15%	20%
Debate	15% + Bonus	N/A
Participation	15%	20%
Final Exam	40%	40%

## **CRITICAL ANALYSES**

You will be asked to complete three critical analyses throughout the semester based on readings that I will provide. The critical analyses are maximum two single spaced pages using ideas from class to provide insight into an issue that is taking place in the world. These critical analyses are intended to provide you with a motivation to stay on top of and refine your understanding of the readings. They are also intended to get you to think about issues from multiple perspectives simultaneously to get deeper insights. In my experience, the world's more interesting problems require many different perspectives to solve.

A good critical analysis will illustrate your understanding of a few ideas from class; how they apply to the situation and how they can work together to provide deeper insight into what is going on in the situation. Depending on the analysis in question, I may recommend (or even require) the use of particular theories or leave it up to you. We will develop an example in class to help with this process.

The best two out of three of these will count equally towards your final grade. The critical analysis is an individual assignment and should not draw upon any sources other than the posted article, lecture notes and slides.

## **WHITE PAPER**

Each student will be asked to form a team of two or three students to produce a 'white paper' that provides a thorough summary of a topic. The purpose of this exercise is both pedagogical and

practice. The pedagogical purpose is to provide you with an opportunity to condensing large amounts of information to make a cogent summary. This is more important than it sounds. The explosion of information available through the internet makes the ability summarize information an increasingly valuable skill. This will also build your knowledge of the theories and ideas from class to help you become more familiar with them and how they apply in a real-world context.

From a practical perspective, the project may help in your career or job search by giving you the knowledge of a topical issue necessary to impress managers, interviewers etc. (more than one student has told that their white paper has helped them nail a job interview!) To the degree that this might help you, you should select your team and topic carefully.

For those students who are in debates, the topic is that of the debate; for the rest, the topic is up to you, however it should relate to course material. The white paper's goal should be to educate the reader on the topic in an unbiased way. It should not promote a particular perspective, even if it is associated with a debate.

It is likely that you have never done writing like this before. To get you into the correct mind set, perhaps the best way to think of this as being the materials you would prepare for your manager so that she could reach an informed decision about a topic and make an argument for herself. In order for her to do this, she would need to have a summary of a lot of information; the information would have to be organized in a sensible way for her to be able to absorb it; it should reflect thinking about theories / ideas / frameworks where appropriate to make patterns easier to understand; the potential bias and quality of information sources – particularly those with clear interests – should be drawn to her attention so that she can be aware of potential biases.

The white papers should be 8 to 10 pages single spaced for debating teams and 10 to 12 single spaced pages for other teams. This may seem like a lot, but experience suggests that it is not. The fact is that the white papers are a summary of material, not the creation of original analysis or argument. It is much easier to create volume when summarizing existing material than when creating original content.

## **OPTIONAL DEBATE**

Students have the option of participating in a team debate. The proposed time and topics are provided below. Those participating in the debate will get an additional 10% bonus on top of their debate grade to compensate them for the additional work involved in debating (so by doing a debate, you could receive 110% on the debate deliverable). I will provide additional details on the debate topics in class.

In order to be considered for a debate, you must indicate your willingness to participate on a topic-by-topic basis, along with your preference. I will try to match debaters with their preferences. Typically, the more topics you are willing to debate, the greater the likelihood you will be selected.

## **PARTICIPATION**

This course encourages and depends on high-quality participation. I strongly encourage you to come to class prepared to discuss the material and generally to get engaged – you will generally have more fun and a better learning outcome. If that doesn't do it, think about the class participation grades.

## FINAL EXAM

There is a final exam in this course. I do not get to influence the scheduling of the exam (I have tried several times, but the exams office doesn't budge on this one!)

## ACADEMIC INTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Disabilities Accommodations Statement:**

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>



# COURSE OUTLINE

**COMM 376**

**DOING BUSINESS IN THE ASIA-PACIFIC RIM**

**WINTER 2016**

## **COURSE OVERVIEW**

### **Geographical scope**

In this course, we focus on the region of “East Asia”, which includes: Japan, North Korea, South Korea, China, Taiwan, Vietnam, Laos, Cambodia, Thailand, Indonesia, Malaysia, Singapore, Brunei, the Philippines, and Timor-Leste. These countries/regions will be covered to varying degrees depending on, among other factors, the importance of their economies in the world and the availability of reliable information.

### **Learning Objectives**

The objectives of this course are:

- To develop deeper understanding of this dynamic and diverse region of the world in general, and the way business systems in each of the countries operate in particular.
- To develop an awareness for the strategies that foreign firms can use to access markets and investment opportunities in this region.
- To develop an appreciation for the potential opportunities and challenges of pursuing career in this region and/or for working for firms from this region.

### **Course Organization**

The course is organized into 4 modules:

- Module I: Asia-Pacific Region Overview
- Module II: Japan and Korea
- Module III: Greater China
- Module IV: Southeast Asia

### **Required Reading Materials**

Required readings can be found in the following two forms:

- **Course Package**
  - These readings need to be purchased at the Materials Management Department located at Goodes Hall LL132.
- **Online Access**
  - These readings can be accessed by following the links provided in the course outline which is posted on the course portal.  
**Note:** To access required readings online, you must have a Queen’s NetID and Password to access resources in Queen’s Library (on or off campus).

Each required reading listed under each class in the COURSE SCHEDULE & READING LIST section below is denoted with [Course Package] or [Online Access] accordingly.

## CLASS SCHEDULE & READING LIST WINTER 2016

**Class 1**            **January 4 (Monday)**  
**Topic:**            **Introduction**

Readings:

- Course outline.

## MODULE I: ASIA-PACIFIC REGIONAL OVERVIEW

**Class 2**            **January 7 (Thursday)**  
**Topic:**            **Brief History (A)**

Readings:

- The following countries/regions' CultureGrams (World Edition), 2015. (For this class, please read only the "Background", "The people", "Society" and "At a glance" sections.) [Online access]
  - China.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=34](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=34)
  - Indonesia.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=76](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=76)
  - Malaysia.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=96](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=96)
  - Thailand.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=160](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=160)
  - Vietnam.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=173](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=173)
  - Philippines  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=126](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=126)

**Class 3**            **January 11 (Monday)**  
**Topic:**            **Brief History (B)**

Readings:

- The following countries/regions' CultureGrams (World Edition), 2015. (For this class, please read only the "Background", "The people", "Society" and "At a glance" sections.) [Online access]
  - Japan.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=82](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=82)
  - South Korea.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=149](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=149)
  - Hong Kong. [http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=71](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=71)
  - Taiwan.  
[http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=157](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=157)
  - Singapore. [http://online.culturegrams.com.proxy.queensu.ca/pdf/world\\_pdf.php?id=143](http://online.culturegrams.com.proxy.queensu.ca/pdf/world_pdf.php?id=143)

**Class 4**                    **January 14 (Thursday)**  
**Topic:**                    **Asia-Pacific Development Model (A)**

Readings:

- Asia Development Bank (2008). Chapter 2 – Asian regionalism: Context and scope. In Emerging Asian regionalism (:26-56). Mandaluyong, Philippines: ADB. (For this class, only pp. 26-39 (the chapter opening and Section 2.1 – Growth and integration) is required) [Online access] <http://aric.adb.org/emergingasianregionalism/> (if you move your cursor to the orange area below the word “Main Report”, the links to various chapters will appear)
- Lee, K. Y. \* (2000). Chapter 4 - Surviving without a hinterland. In From third world to first: The Singapore story 1965-2000 (:49-69). New York: HarperCollins. [Course Package] (Only pp. 49-64 is required) (\*Lee Kuan Yew was the founding Prime Minister of Singapore.)

Questions:

1. What has led to East Asia’s “economic miracle”?
2. What does Lee (2000) tell us about the East Asia development model (or drivers of the economic miracle?)

**Class 5**                    **January 18 (Monday)**  
**Topic:**                    **Asia-Pacific Development Model (B)**

Readings:

- Schuman, M. (2009). The radio that changed the world. In The miracle: The epic story of Asia's quest for wealth: 1-28. New York: HarperCollins. (Only the sections on pp. 1-17 & pp. 24-28 are required.) [Course Package]
- Ripley, A., & Kim, S. (2011). Teachers, leave those kids alone. Time, December 5: 46-49. [Online access] <http://search.ebscohost.com.proxy.queensu.ca/login.aspx?direct=true&db=buh&AN=67514449&site=ehost-live>

Questions:

1. What do Schuman (2009) and Ripley & Kim (2011) tell us further about the drivers of the East Asia economic miracle?
2. Why has this model of development worked in East Asia? Can this model be copied elsewhere?

**MODULE II: JAPAN AND KOREA**

**Class 6**                    **January 21 (Thursday)**  
**Topic:**                    **Japan Inc. (A)**

Readings:

- Lincoln, J. R., & Gerlach, M. L. (2004). Chapter 1 – The structural analysis of the network economy. In Japan's network economy: Structure, persistence, and change (:10-50). Cambridge:

Cambridge University Press. [Course Package] (Only the section “Keiretsu: the quintessential network form” on pp. 15-27 is required)

- The Economist (2002). How did it get into this mess? April 18. [Online access] <http://www.economist.com.proxy.queensu.ca/node/1076695>
- McBride, J., & Xu, B. (2015). CFR backgrounder: Abenomics and Japanese economy. Council on Foreign Relations. March 10. [Online access] <http://www.cfr.org/japan/abenomics-japanese-economy/p30383>

#### Review:

- Schuman, M. (2009). The radio that changed the world. In The miracle: The epic story of Asia's quest for wealth: 1-28. New York: HarperCollins. (Only the sections on pp. 1-17 & pp. 24-28 are required.) [Course Package] (This was a required reading for Class 5)

#### Questions:

1. Do you still recall the Japanese values and practices that have led to the stunning post-war economic success of Japan, as described in Schuman (2009)? Does the *keiretsu* system reflect these values and practices?
2. Do the Japanese practices of national government and interfirm relation have weaknesses? If so, what are they?
3. What are the major components of Abenomics? Do you think Abenomics will succeed in rein in Japan's debt problem? Why or why not?

**Class 7                    January 25 (Monday)**  
**Topic:                     Japan Inc. (B)**

#### Readings:

- Greenfield, K. T. (2012). The silence of Michael Woodford. Bloomberg Businessweek, February 20. [Online Access] <http://search.ebscohost.com.proxy.queensu.ca/login.aspx?direct=true&db=buh&AN=71828626&site=ehost-live>
- Karlin, A. R. (2014). The entrepreneurship vacuum in Japan: Why it matters and how to address it. Knowledge@Wharton, January 2. [Online Access] <http://knowledge.wharton.upenn.edu/article/the-entrepreneurship-vacuum-in-japan-why-it-matters-and-how-to-address-it/#>
- Stu in Tokyo (2015). Video: A week in the life of a Tokyo salary man. Youtube.com, February 28 [Online access] <https://youtu.be/po8IPh64rVM>
- Obe, M. (2015). Japan has plenty of jobs, but workers still struggle. The Wall Street Journal, March 12. [Online access] <http://search.proquest.com.proxy.queensu.ca/docview/1662483619>
- Vogel, S. K. (2013). Whatever happened to Japanese electronics? A world economy perspective. The Asia-Pacific Journal: Japan Focus, 11(45), November 11. [Online access]

[http://japanfocus.org/-Steven\\_K\\_Vogel/4026](http://japanfocus.org/-Steven_K_Vogel/4026)

Questions:

1. What contributed to the fact that the Olympus scandal was hidden for so long?
2. What have you learned about the lives of Japanese salarymen from Stu's video?
3. Broadly, what are some of the most important characteristics of Japan's employment system?
4. What are the main reasons why Japan's weight in the global consumer electronics industry has declined in recent years? Can the problems be resolved easily?

**Class 8                    January 28 (Thursday)**  
**Topic:                    Marketing in Japan (A): Japan's Retail Sector**

Readings:

- Larke, R., & Causton, M. (2005). Chapter 1: Japan's retail market in context. In Japan: A modern retail superpower (: 3-18). New York: Palgrave MacMillan. (only the section on pp. 3-16 is required. Case study 1.1 on these pages is not required) [Course Package]
- Kondo, M. J., Lewis, W. W., Palmade, V. & Yokoyama, Y. (2000). Reviving Japan's economy. The McKinsey Quarterly, No. 4: 20-36. (Only the section on pp. 20-30 is required – Feel free to stop reading right after the 1<sup>st</sup> paragraph on p. 30) [Course Package]
- Mikitani, H. (2013). Rakuten's CEO on humanizing e-commerce. Harvard Business Review, November: 47-50. [Course Package]

Questions:

- What are some of the most notable features and trends of Japan's retail sectors?
- What has been the experiences of foreign retailers in Japan? In what way have they changed over time?
- Do you agree with Kondo et al.'s (2000) assessment of the reasons for the low productivity of Japan's food processing and food retailing industry? What should be and can be done to improve productivity?
- What have you learned from Rakutan's business success?

**Class 9                    February 1 (Monday)**  
**Topic:                    Marketing in Japan (B): Japanese Consumers**

- Johnston, N. (2014). Chapter 2 – Making a hit product. In Winning over the Japanese consumer (: 27-42). Alexandra Press. [Course Package]
- Tabuchi, H. (2013). Japan's fad-loving consumer threatens to derail Sony's phone ambitions. The New York Times, June 26. [Online access] <http://www.cnbc.com/id/100847501>
- Parkes, G. (2011). Japanese Aesthetics. The Stanford Encyclopedia of Philosophy. Winter. [Online access] (Only Section 1 - Introduction, Section 3 – Wabi: Simple, austere beauty, and Section 4 – Sabi: Rustic patina are required.) <http://plato.stanford.edu/archives/win2011/entries/japanese-aesthetics/>

- Kasriel, D. (2013). Kawaii Culture: Don't underestimate the power of cuteness. Euromonitor International. December 8. *[Online access]*  
<http://blog.euromonitor.com/2013/12/kawaii-culture-dont-underestimate-the-power-of-cuteness.html>
- The Economist (2005). Japan's humanoid robots: Better than people December 20. *[Online access]*  
<http://www.economist.com.proxy.queensu.ca/node/5323427>

Questions:

1. How would you characterize the Japanese style of aesthetics and Japanese consumer preferences?
2. Can you think of some examples of western products and western product advertisements which could be better adapted for the Japanese market?

**Class 10            February 4 (Thursday)**  
**Topic:                South Korea: Chaebol's Past, Present and Future**

Readings:

- Case: Samsung and Daewoo: Two tales of one city (Case #: 9-804-055). *[Course Package]*
- Mundy, S. (2014). Sparks fly over the chaebols. FT.COM, November 2. *[Course Package]*
- Choi, W. et al. (2013). Box 2 – The story of Mr. Kim. McKinsey Global Institute, Beyond Korean Style: Shaping a new growth formula. April. p. 24. *[Course Package]*

Questions:

1. What led to the rapid expansion of chaebols in South Korea during 1961-1979?
2. In what ways did the business environment facing Daewoo and Samsung shift during the 1980s? How did these two chaebols respond to the shift differently?
3. South Korea is a stunning success, but would you venture to guess why Mr. Kim seems to have such a miserable life?
4. What are chaebols' positive and negative impact on South Korea?

**Class 11            February 8 (Monday)**  
**Topic:                Japan and South Korea: Future Prospects**

Readings:

- Desvaux, G. et al. (2015). Executive summary - The future of Japan: Reigniting productivity and growth. McKinsey Global Institute Report. March. *[Course Package]* (Only the sections on pp. 1-6 is required – feel free to stop reading after the first two paragraphs on p. 6)
- Obe, M. (2015). TPP deal expected to shake up Japan's agriculture sector. WSJ.COM, October 6. *[Online access]*  
<http://blogs.wsj.com/japanrealtime/2015/10/06/tpp-deal-expected-to-shake-up-japans-agriculture-sector/>

- Harding, R., & Lewis, L. (2015). Abe scorecard: Japan's progress on structural reform. FT.COM, September 10. **[Course package]**
- Choi, W. et al. (2013). Executive summary. In McKinsey Global Institute, Beyond Korean style: Shaping a new growth formula. April. **[Course Package]** (Only the section on pp. 1-9 is required reading. Feel free to stop reading right after Exhibit E7 on p. 9.)

Review:

- Kondo, M. J., Lewis, W. W., Palmade, V. & Yokoyama, Y. (2000). Reviving Japan's economy. The McKinsey Quarterly, No. 4: 20-36. **[Course Package]** (This was a required reading for Class 8.)
- Vogel, S. K. (2013). Whatever happened to Japanese electronics? A world economy perspective. The Asia-Pacific Journal: Japan Focus, 11(45), November 11. **[Online access]** (This was a required reading for Class 7.)  
[http://japanfocus.org/-Steven\\_K.-Vogel/4026](http://japanfocus.org/-Steven_K.-Vogel/4026)
- Choi, W. et al. (2013). Box 2 – The story of Mr. Kim. In McKinsey Global Institute, Beyond Korean Style: Shaping a new growth formula. April. p. 24. **[Course Package]** (This was a required reading for Class 10.)

Questions:

1. Has the productivity level in Japan, as described in Kondo et al. (2000), improved during more recent years? What changes are urgently needed in Japan?
2. What are some of the major challenges facing South Korea today? Do you now have a better understanding of Mr. Kim's plight as described in Choi et al. (2013)?
3. What is the "Galapago's phenomenon" to which Vogel (2013) refer? Why is TPP so important to Japan's long-term economic competitiveness?
4. Would you venture to guess why protectionism persists especially in Japan's agriculture sector? Has your view on Abenomics changed somewhat between Classes 6 and this class? If so, in what ways?

**Class 12      February 11 (Thursday)**

**Topic:        Test 1 & Social Etiquette in Confucian Societies**

Readings:

- CultureGrams (World Edition), 2014, on "China", "Hong Kong", "Taiwan", "Japan", "South Korea" and "Singapore". (For this class, please read only the "Customs and courtesies" and "Lifestyle" sections.) **[Online access]** – Links are provided under Classes 2 and 3.]

Questions:

1. Do you detect common themes in the social norms in these societies? What are they?

## MODULE III: GREATER CHINA

**Class 13**      **February 22 (Monday)**  
**Topic:**        **Taiwan and the Pan-Pacific Supply Chain**

### Readings:

- The Economist (1998). In Praise of Paranoia. November 5. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/174726>
- The Economist (1998). An army of ants. November 5. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/174761>
- The Economist (1998). Silicon Valley (East). November 5. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/174784>
- Meltzer, J. (2014). Taiwan's economic opportunities and challenges and the importance of trans-Pacific Partnership. Brookings Center for East Asia Policy Studies. January. (Only the section on pp. 1-10 is required.) [Online access]  
<http://www.brookings.edu/research/papers/2013/09/30-taiwan-trans-pacific-partnership-meltzer>
- The Economist (2013). Taiwan's information-technology industry: After the personal computer. July 6. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/21580509>
- The Economist (2005). My fab is bigger than yours: A cross-strait chip-making competition. January 13. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/3535283>

### Questions:

1. What factors have led to Taiwan's economic success, according the Economist (1998) articles?
2. Taiwan's companies are pivotal players in the global electronics industry. Are Taiwanese electronics firms in a more enviable situation than its Japanese counterparts? How does it compare with the South Korean counterparts?
3. Do you think Taiwan's strong economic ties with China serves the Island well?
4. Going forward, what are Taiwan's economic challenges and the strategies of meeting these challenges?

**Class 14**      **February 25 (Thursday)**  
**Topic:**        **The Rise of China**

### Readings:

- Anderson, J. (2006). Part 1: State economy or market economy? How to think about China: 1-34. USB Securities Asia Ltd. (Only the section on pp. 6-13 of Part I is required reading.) [Online access]  
[http://s3.amazonaws.com/zanran\\_storage/www.ceibs.edu/ContentPages/52742413.pdf](http://s3.amazonaws.com/zanran_storage/www.ceibs.edu/ContentPages/52742413.pdf)
- VanderMey, A. (2013). China's new infrastructure. Fortune.com, May 23. [Online access]  
<http://fortune.com/2013/05/23/chinas-new-infrastructure/>



- Tanzer, A. (1994). The bamboo network. *Forbes*, July 18. [Online access] <http://search.ebscohost.com.proxy.queensu.ca/login.aspx?direct=true&db=buh&AN=9408057586&site=ehost-live>
- *The Economist* (2012). Video: The largest migration in history. February 22. [Online access] <http://www.economist.com.proxy.queensu.ca/node/21548277> (You will find the hyperlink to the video by scrolling down to the bottom of the article), or [http://link.brightcove.com/services/player/bcpid1425961410001?bckey=AQ~~,AAABDH-R\\_E~,dB4S9tmhdOo20g03jDsDgNBGDccIfHEU&bctid=1475649563001](http://link.brightcove.com/services/player/bcpid1425961410001?bckey=AQ~~,AAABDH-R_E~,dB4S9tmhdOo20g03jDsDgNBGDccIfHEU&bctid=1475649563001)

#### Questions:

1. Is China a socialist or capitalist economy?
2. What factors have contributed to China's export competitiveness?

**Class 15            February 29 (Monday)**  
**Topic:                China's Challenges and Future Prospect**

#### Readings:

- The World Bank & Development Research Center of the State Council, PRC (2012). Chapter 2 – A new development strategy for 2030. In *China 2030: Building a modern, harmonious, creative high income society* (: 3-24). Washington, DC: The World Bank. [Online access] (You need to download the entire report by following the link below but only Chapter 2 on pp, 15-22 is required.) <http://documents.worldbank.org/curated/en/2013/03/17494829/china-2030-building-modern-harmonious-creative-society>
- *The Economist* (2015). Managing migration: No riff-raff. September 26. [Online access] <http://www.economist.com.proxy.queensu.ca/node/21667951>
- *The Economist* video (2013). Tackling pollution in China. August 10. [Online Access] <http://www.economist.com.proxy.queensu.ca/node/21583277> (You will find the video by scrolling down to the bottom of the article.)
- *The Economist* (2015). Fast and furious: Chinese private firms are embracing innovation. September 12. [Online Access] <http://www.economist.com.proxy.queensu.ca/node/21663325>
- Woetzel, J. (2015). Five myths about Chinese economy. *McKinsey Quarterly*, November. [Course Package] (This reading will be handed out during the class.)

#### Questions:

1. Based on the course readings and discussion so far, what do you think are the major threats to China's continued economic growth?
2. What steps should be taken to deal with these threats? Is China moving in the right direction?
3. In what respects are Chinese firms innovators? What inhibits Chinese creativity?

**Class 16**      **March 3 (Thursday)**  
**Topic:**      **Understanding Chinese Consumers**

Readings:

- The Economist (2014). Chinese consumers: Doing it their way. January 25. *[Online access]*  
<http://www.economist.com.proxy.queensu.ca/node/21595019>
- Doctoroff, T. (2012). Chapter 14 - Barbie, Starbucks, and COFCO: An introduction to Chinese consumerism. Brand management in China: Three golden rules. In What Chinese want: Culture, Confucianism, and China's modern consumers (: 91-95). New York: Palgrave. *[Course Package]*
- Gadiesh, O., Leung, P. & Vestring, T. (2007). The battle for China's good-enough market. Harvard Business Review, September: 80-89. *[Course Package]*
- Chiu, C., Guild, T. & Orr, G. (2015). Five keys to connect with China's wired consumers. McKinsey & Company, August. *[Course Package]*

Questions:

1. Given that by 2020 China's upper-middle-class will include more than half of the country's urban household, why is it important for MNCs to compete in China's less profitable mass middle-class market?
2. Why do many MNCs find the Chinese consumer market challenging? How should they meet these challenges?
3. What are some of the key characteristics of Chinese consumers? How might you improve the design and marketing of some of the familiar western products?

**Class 17**      **March 7 (Monday)**  
**Topic:**      **The Competiveness of Chinese firms within and beyond China**

Readings:

- Bloomberg Briefing (2015). One belt, one road: Assessing the economic impact of China's Silk Road. [www.bloombergbriefings.com](http://www.bloombergbriefings.com). July 2. *[Course Package]*
- CKGSB Knowledge (2010). Pearl River Piano: Building a Chinese brand for the global market. August 28. *[Online access]*  
<http://knowledge.ckgsb.edu.cn/2010/08/28/china-business-strategy/pearl-river-piano-building-a-chinese-brand-for-the-global-market/>
- The Economist (2012). Huawei: the company that spooked the world. August 4. *[Online access]*  
<http://www.economist.com.proxy.queensu.ca/node/21559929>

Questions:

1. Why is China eager to building the new "Silk Road"?
2. To what extent are the stories of Huawei and Pearl River Piano's rise typical of Chinese firms' paths to international prominence?
3. Compared to other Asian firms, what are some of the unique advantages and special challenges facing Chinese firms on the global stages?

## MODULE IV: SOUTHEAST ASIA

**Class 18**      **March 10 (Thursday)**  
**Topic:**        **Southeast Asia's Challenges and Emerging Trends (A)**

### Readings:

- Schwarz, A. & Villinger, R. (2004). Integrating Southeast Asia's economies. McKinsey Quarterly, Issue 1: 37-47. **[Course Package]**
- Nehru, V. (2011). Southeast Asia: Crouching tiger or hidden dragon. Carnegie Endowment for International Peace International Economics Bulletin, July 7. **[Online access]**  
<http://carnegieendowment.org/2011/07/07/southeast-asia-crouching-tiger-or-hidden-dragon/2wc7>
- The Economist (2015). Race in Malaysia: Playing with fire. September 26. **[Online access]**  
<http://www.economist.com.proxy.queensu.ca/node/21667969>
- The Economist (2015). Manufacturing: Still made in China. September 12. **[Online access]**  
<http://www.economist.com.proxy.queensu.ca/node/21663332>

### Review:

- Tanzer, A. (1994). The bamboo network. Forbes, July 18. **[Online access]** (This was a required reading for Class 14.)  
<http://search.ebscohost.com.proxy.queensu.ca/login.aspx?direct=true&db=buh&AN=9408057586&site=ehost-live>

### Questions:

1. Why is China an economic challenge to some Southeast Asian countries?
2. How should Southeast Asian countries deal with this challenge, according to Schwarz & Villinger (2004)? What are your own thoughts on this topic?
3. What are some of the negative consequences of Malaysia's race-based policies and politics?

**Class 19**      **March 14 (Monday)**  
**Topic:**        **Southeast Asia's Challenges and Emerging Trends (B)**

### Readings:

- CultureGrams (World Edition), 2011, on "Indonesia", "Malaysia", "Thailand", "Philippines", and "Vietnam" **[Online access]** (For this class, please read only the "Customs and courtesies" and "Lifestyle" sections.) **[Online access]** – Links are provided under Classes 2 and 3.]
- The Economist (2014). Video: Why democracy has gone wrong in Thailand. **[Online access]**  
<http://www.economist.com.proxy.queensu.ca/node/21603374>
- Kubota, Y. & Sugiyama, K. (2014). Toyota warning on Thai crisis reveals frustration, limited options. Reuters, January 21. **[Online access]**  
<http://reut.rs/1dQBtVH>

- Bellman, E. (2010). World news: Thai tourism feels fallout of riots --- Singapore, others mobilize to displace Bangkok as travelers' gateway to Asia. Wall Street Journal ((Eastern edition), May 29. **[Online access]**  
<http://proquest.umi.com.proxy.queensu.ca/pqdweb?index=0&did=2044683611&SrchMode=2&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1314326139&clientId=14119>
- Traufetter, G. (2005). Biotech in Singapore: A treasure island for elite researchers. Spiegel Online International, March 26. **[Online access]**  
<http://www.spiegel.de/international/spiegel/biotech-in-singapore-a-treasure-island-for-elite-researchers-a-349122.html>
- The Economist (2011). Singapore's financial rise: Going swimmingly. April 20. **[Online access]**  
<http://www.economist.com.proxy.queensu.ca/node/18586804>
- The Economist (2013). Banking on the *Ummah*: Malaysia leads the charge in Islamic finance. January 5. **[Online access]**  
<http://www.economist.com.proxy.queensu.ca/node/21569050>

#### Questions:

1. Why is Thailand so unstable politically? Is Thailand's automobile industry under serious threat? If so, in what ways?
2. Are there potential threats to Thailand's tourism industry? How should Thailand react?
3. What has propelled Singapore's determination to position itself as a "biopolis" and global financial hub, Malaysia's as an Islamic finance center, and Thailand's as a tourism mecca?
4. On the whole, are Southeast Asian countries on track to meet the "China challenge"?

**Class 20            March 17 (Thursday)**  
**Topic:                Overseas Chinese Family Businesses in Southeast Asia**

#### Readings:

- Ahlstrom, D., Young, M. N., Chan, E. S., & Bruton, G. D. (2004). Facing constraints to growth? Overseas Chinese entrepreneurs and traditional business practices in East Asia. Asia-Pacific Journal of Management, 21: 263-285. **[Online Access]**  
[http://resolver.scholarsportal.info.proxy.queensu.ca/resolve/02174561/v21i0003/263\\_ftgtoctbpiea.xml](http://resolver.scholarsportal.info.proxy.queensu.ca/resolve/02174561/v21i0003/263_ftgtoctbpiea.xml)
- Case: The Ex-CEO Contemplates a Coup (#R1306X). **[Course Package]**

#### Review:

- Tanzer, A. (1994). The bamboo network. Forbes, July 18. **[Online Access]** (This was a required reading for Class 14.)  
<http://search.ebscohost.com.proxy.queensu.ca/login.aspx?direct=true&db=buh&AN=9408057586&site=ehost-live>

## Discussion Questions

1. Which aspects of the Martapura Group's management practices are consistent with what you read about Chinese family businesses in Ahlstrom et al. (2004)? Which aspects are inconsistent with what you have read?
2. What are some of the strengths and weaknesses of Chinese family businesses?
3. What advice should Myra give her father?

**Class 21      March 21 (Monday)**

**Topic:        The "Singapore School" of Effective Government**

## Readings:

- Sikorski, D. (1996). Effective government in Singapore: Perspective of a concerned American. Asian Survey, 36: 818-832. [Online access]  
<http://www.jstor.org.proxy.queensu.ca/stable/2645441>
- Li, E. X. (2013). Video: A tale of two political system. Ted Talk, June. [Online Access] (Please watch the whole video including the Q&A at the end – It is about 20 min in length)  
[http://www.ted.com/talks/eric\\_x\\_li\\_a\\_tale\\_of\\_two\\_political\\_systems.html](http://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems.html)
- The Economist (2015). The Singapore exception. July 18. [Online access]  
<http://www.economist.com.proxy.queensu.ca/node/21657606>

## Review:

- Lee, K. Y. (2000). Chapter 3 - Surviving without a hinterland. In From third world to first: The Singapore story 1965-2000 (:49-69). New York: HarperCollins. [Course Package] (Only pp. 49-64 is required). (This was a required reading for Class 4.)
- The Economist (2014). Video: Why democracy has gone wrong in Thailand. [Online access] (This was a required reading for Class 19.)  
<http://www.economist.com.proxy.queensu.ca/node/21603374>

## Questions:

1. Does the "Singapore School" of good governance make sense to you? What about human rights violations in Singapore?
2. Do you agree or disagree with Eric Li's viewpoints expressed in his Ted Talk? Should Western democratic system be transplanted into China?
3. What does the current situation in Thailand tells us about the conditions for the efficient functioning of liberal democracy?
4. How would you define good governance? Can good governance be achieved in a non-democracy?

**Class 22**      **March 24 (Thursday)**  
**Topic:**      **Test 2 & The Future of the Asia-Pacific Region**

Readings:

- None!

**Class 23**      **March 28 (Monday)**  
**Topic:**      **Team Project Presentations**

**Class 24**      **March 31 (Thursday)**  
**Topic:**      **Team Project Presentations**

**DELIVERABLES**

Component		Deadline*	%
Tests	#1	Feb 11 (Thu)	15%
	#2	Mar 24 (Thu)	15%
LEGO China Marketing Memo		Mar 8 (Tue)	20%
Team Project	Topic Preferences	Jan 15 (Fri)	N/A
	Content Overview	Feb 23 (Tue)	N/A
	Written Report	Mar 28 (Mon)	35%
	Class Presentation	Mar 28 (Mon) / Mar 31 (Thu)	
	Peer Evaluation	Apr 1 (Fri)	N/A
Participation		N/A	15%
<b>TOTAL</b>			<b>100%</b>

\* The Assignment description below outlines the specific time and date when each assignment is due. Deadlines are firm. Please also follow the precise guideline with respect to how and where to submit each of the assignments.

**TESTS**

**Overview**

There will be two closed-book tests. Both last 30 minutes. The tests, taking the forms of true/false and multiple choice questions, assess students’ learning from the readings and lectures. They are not intended as tests of simple memorization.

**Other Expectations**

Consult the professor. While the content coverage of the tests will be outlined in the “test guide” to be posted in the “deliverables” section under the “content” tab of the course portal, some may like me to further clarify some issues. I ask that you post this type of questions in the “tests Q&A” forum under the “discussions” tab of the course portal. My responses will then be visible to everyone in class. This is done to ensure fairness to all.

**Deadlines**

- Test #1 will take place at the **beginning of the class on February 11 (Thursday)**. Please be on time.
- Test #2 will take place at the **beginning of the class on March 24 (Thursday)**. Please be on time.

## LEGO CHINA MARKETING MEMO

A more detailed guide regarding this assignment is posted on the course portal in the “deliverables” section under the “content” tab. Below is a synopsis.

### Overview

Each individual is required to design two different marketing campaigns to help LEGO product sales in the Chinese market.

### Deliverables

The core messages and formats of the two designed marketing campaigns should be presented in the form of a memorandum prepared by a marketing agency for LEGO China’s top management.

### Deadline

- LEGO China Marketing Memo is due at **11:00am on Mar 8 (Tuesday)**. Please **submit it in both of the following two forms**: 1) drop a **printed copy** into the designated box for this course located in the Commerce Office; and 2) submit an **electronic copy** online to a designated Turnitin\*-enabled “dropbox” on the course portal.

\*Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable and, in doing so, it validates the effort each student puts into a course deliverable.

## TEAM PROJECT

A more detailed guide regarding this assignment is posted on the course portal in the “deliverables” section under the “content” tab. Below is a synopsis.

### Overview

Teams of students will be required to complete a written report and make a class presentation on one of the following topics.

- Japan’s FamilyMart: Extending convenience at home and abroad
- Futuristic Japan: A robotics superpower
- Balance act: Women’s work and family lives in South Korea
- China’s high-speed rail on fast track
- Smart phone market in China: A consequential showdown
- Tencent: Not a mere “pony” in the global tech horse race
- China’s presence in Africa: A partner, a competitor or an imperialist
- China: Airbnb’s new frontier
- Cascade Healthcare: Elevating senior living quality in China
- Timbits anyone? Tim Hortons eyeing China
- Tesla: Brazing a new trail in China

### Deliverables

Written Report. The written report should not exceed 16 double-spaced pages (excluding appendices and exhibits).

Class Presentation. The class presentation will take place during the last two classes of the term. It should last slightly over 10 minutes (exact presentation length will be determined later based on the number of teams). It should reflect the highlights of your written report. It will be evaluated based on the selection

and organization of the content and by the style and creativity of the delivery. Every member of the team must take part in the presentation.

## Deadlines

- Completed Topic Preferences Form is due at **11:00am on January 15 (Friday)**. Please **submit online to your personal “dropbox” on the course portal**. A Team Project Topic Preferences Form can be downloaded from the “deliverables” section under the “content” tab of the course portal. Those who have not submit the form by the deadline will be assigned to a group at the professor’s discretion.
- Content Outline is due at **11:00am on February 23 (Tue)**. Please **submit online to the team’s “dropbox” on the course portal**. A content outline template can be downloaded from the “deliverables” section under the “content” tab of the course portal.
- Written Report is due at **11:00am on March 28 (Mon)**. Please **submit online to the team’s “dropbox” on the course portal**.
- Class Presentations will take place in classes on **March 28 (Mon) and March 31 (Thu)**. Your team’s specific presentation dates and sequence for the presentations will be determined later during the term. Each team is required to **submit its presentation slides online to the team’s “dropbox” on the course portal prior to the presentation**.
- Peer Evaluation is due at **11:00am on April 1 (Fri)**. Please **submit online to your personal “dropbox” on the course portal**. A peer evaluation form can be downloaded from the “deliverables” section under the “content” tab of the course portal.

## PARTICIPATION (CLASS AND ONLINE CONTRIBUTIONS AND ATTENDANCE)

The **quality** of contributions is emphasized. Contributions both in class and online are valued. Contributions can take many forms. The following are some examples:

- giving a succinct analysis of cases or readings;
- pointing out facts or problems which have been overlooked in the class discussion;
- summarizing the divergent viewpoints expressed, and drawing conclusions from what has been said; and
- sharing your personal experiences to illustrate a point.

It goes without saying that class attendance is important. Repeated absence will affect participation grades. If you encounter a special situation which prevents you from attending the class (medical emergency, family emergency and job interviews), I would appreciate if you send me a quick email. Occasionally, you might have a scheduling conflict which prevents you from attending the class of your designated section, and it is generally OK to sit in a different section of the same class instead. It would be a good idea to let me know ahead of time so I can ensure enough seats and handouts for everyone.

Take advantage of the online discussion forums on the course portal to connect with your classmates and to increase your participation grade. If you run into technical problems, please get in touch with the IT help desk located in the basement of Goodes Hall.



## COURSE POLICIES AND EXPECTATIONS

### ACADEMIC INTEGRITY

Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviors may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with the QSB policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php). Helpful FAQ's about academic integrity can also be found at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### DEADLINES

**Test schedule and assignment deadlines are strictly followed. Please also follow the precise instructions on submission venues** (in class, course portal dropbox or Commerce office dropbox) to avoid confusion. Heavy work load due to other course work, recruitment activities or other commitments are NOT considered as justification for test rescheduling or assignment deadline extension. Assignment due time and submission venue are clearly listed in the course outline.

**The following table summarizes the late submission penalty:**

Submitted*	Penalty
within 24 hours of the deadline	-10%
24 to 48 hours past deadline	-20%
48 to 72 hours past deadline	-30%
72 to 96 hours past deadline	-40%
96 hours past deadline	Not accepted

\* The penalty period include all weekends and holiday. In the event of a late submission, please [email me](#) the assignment so that your submission is time stamped.

### DISABILITIES ACCOMMODATIONS

Students with physical and learning disabilities must contact me as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including

important deadlines, please visit the QSAS website  
at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## CLASSROOM CONDUCT

### **In-Class Usage of PCs and Other Electronics Devices**

In-class usage of laptop PCs and other electronic devices (such as mobile phones and PDAs) introduces distraction. To ensure that your educational experience and the educational experience of your classmates is of the highest quality, please refrain from using your laptop PCs, mobile phones and other electronic devices during the class sessions of this course. This means that laptop PCs must remain closed during all classes (So do other electronic devices).

### **Professionalism**

Students are expected to maintain a high standard of professionalism during all classes. Arriving late for classes, carrying out a private conversation or operating an electronic device during classes is disruptive to the learning environment and discourteous to fellow students and the professor. Unprofessional conduct will negatively affect participation grades.

### **Name Cards**

Each student is asked to pick up your name card upon arriving in class. Please sign your name card before returning it to the professor at the end of the class. Please feel free to note down brief questions and/or comments on your card. I am interested in your thoughts and do enjoy reading about them. Picking up another student's name card and/or signing another student's name card is considered a serious misconduct.

## INFORMATION AND ACCESS

### **Class Slides and Note-taking**

All class slides are posted on the course portal after each class in the “readings, slides and handouts” section under the “content” tab. A “lecture notes organizer” are posted at the same location at least 24 hours before each class. You may want to print a copy, bring it to the class, and insert more detailed notes during the class.

### **Get in Touch with Professor**

I am here to help you learn. You are welcome to drop in during my office hours. In the event where office hours need to be cancelled due to a critically important meeting or other unanticipated situations, an announcement will be made on the course portal. You can also email me to set up appointments outside of office hours or ask questions. You can expect that I respond to your emails within 2 business days.

**BUSINESS LAW I - COMMERCE 381, Section 001 - Fall 2015****Reading Materials:**

1. **Text:** Smyth, Soberman & Easson, The Law and Business Administration in Canada (*14<sup>th</sup> edition*), Prentice-Hall, 2016. (This text will also be used in COMM382 next term.)
2. **Supplemental Materials:** There is also a small package of supplementary materials that should be picked up from the QSB Materials Management Department, Goodes Hall Room LL132.

**B. Disability and Accommodation**

I want everyone in my classes to know that if they are struggling physically, emotionally or otherwise, they should not suffer in silence. Please talk to someone (roommates, friends, parents, Commerce Office, HCDS) and arrange for help; I welcome you to come speak to me if you need help at any time and you think that I can be of help. Sooner or later, everyone in life needs help to achieve their goals.

Queen's University and the Commerce Program are committed to achieving full accessibility for people with disabilities. This commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, please visit the DSO website at: <http://www.queensu.ca/hcnds/ds/>.

**C. Evaluation in the Course**

(Take Home) Mid-Term ( <i>due Mon. Oct. 26 @8:30 a.m.</i> )	- 10/15%
Major Term Paper ( <i>due Tues. Nov. 17 @ 3:00 p.m.</i> )	- 20/25%
Group Project ( <i>variable dates</i> )	- 20%
Class Participation and Professionalism	- 5%
Final Exam	- 40%

\*Whichever of your Mid-Term and Major Term Paper receives the higher grade will be given the higher stated weighting (i.e. if your MT grade is higher, it will be worth 15% and the Term Paper worth 20%; if the reverse is true, the MT will be weighted 10% and the Term Paper 25%).

\*\*If your p-grade is 10% higher than your final exam grade, it will be weighted 10% and your exam 35%.

\*\*\*\*\*

**Mid-Term:** The mid-term will cover material from Units 1 (Canadian Legal System) and 2 (Torts). It is a take-home exam, meaning that you will have more time to complete it than you would in the case of a typical exam; however, it is meant to simulate the types of questions you would see on the final exam. The mid-term will be released on **Thursday, October 22 at 8:30 a.m. on the course website and will be due on Monday, October 26 @ 8:30 a.m.** It is to be submitted electronically by uploading a copy of the assignment to the COMM381 website by the due date so that it can be processed through originality software ("Turnitin"); additionally, students will be expected to hand in a hard copy of their assignment directly in class or in the COMM381 (Kissick) box on the Commerce office. Further instructions will be provided on the

Mid-Term document itself.

*Major Term Paper:* There is one major individual assignment in COMM381, outside of the mid-term and paper associated with the group projects. The second assignment will be significantly longer and will cover torts and (especially) contracts material. It will be released shortly after the mid-term and will be due – electronically and in hard copy form – **on Tuesday, November 17 @3:00 p.m.** More detailed instructions will be found on the assignment document itself, which will be posted to the COMM381 home page.

*Group Projects:* Each student in the section will join a group of 4 or 5 students and prepare a presentation on one of 12 topics/questions scheduled throughout the term. There is also an individual paper component to the Group Projects. Please see the “Group Projects” document.

*Class Participation and Professionalism:* This grade measures the level of engagement in the course, through attendance in class, effort in participating in oral discussion and other efforts that show the student’s interest in the material (such as e-mailing or discussing with me items of interest that are relevant to business law). Please note that the p-grade also takes into account (negatively) any in-class behaviours that show active disengagement or are distracting to others.

*Final Exam:* The will be an open-book, three-hour handwritten exam at the end of term covering material from the entire year.

*Grade Review:* Increasingly, it seems, students are concerned about their grades. Both I, and the course TAs, spend a significant amount of time not only grading the papers, but also including our comments. Before coming to me with a question about your grade on any evaluative component, please do the following: review the comments on the paper; wait 24 hours; review the comments again. If you still question the grade, please submit the paper to me with a quick note setting out why you take issue with the grade. I will treat any such request as a “regrade”, which means it is possible (although in my experience, uncommon) that the mark could decrease.

#### **D. Course Overview and Learning Objectives**

This course, Introduction to Business Law, is meant to provide an introduction to the system of civil law in Canada and the two broad areas of law that fundamentally affect business affairs in Canada: **torts** and **contracts** – they are the cornerstones of Canadian civil law.

The basic objective of this course is to make students comfortable and conversant with the Canadian civil law system (as it pertains to common law provinces such as Ontario, the laws of which are discussed in this course) and the fundamental concepts of tort law and contract law. More particularly, this course will try to illustrate how these concepts are relevant in the business world: how legal problems are identified, and either prevented, or (at an basic level), analysed/solved. Through lectures, the analysis of questions and problems, class discussions, group presentations and evaluation, I aim for you to have the following **learning outcomes**:

- (i) To understand the rudiments of the Canadian civil law system (including common law);
- (ii) To identify and understand legal problems facing business and professionals;
- (iii) To analyse and resolve legal problems in the areas of tort and contract in a rudimentary way; and
- (iv) To construct a cogent and defensible argument orally and in writing (based on some legal/analytical reasoning).

The course is comprised of three units. In Unit One we will examine law and its processes in the contemporary Canadian context, the formation of civil laws and the nature of a civil lawsuit (providing context for Units 2 and 3). In Unit Two, we will examine the law of Torts, with a particular emphasis on negligence and a specific examination of professional liability. Finally, Unit Three will be the largest part of the course, when we will study the law of Contract. In this last unit, we will focus on three aspects of contract law: and the rules governing contract formation; the extent, nature and effect of contractual obligations; and the termination (and breach) of such obligations.

The course follows quite faithfully the first 13 chapters of the *Smyth, Soberman & Easson* text book (as well as parts of Chapters 31 and 32), albeit in a slightly altered order and with some exceptions (like the section on Assignment of Contracts in Chapter 11) that are noted in the Course Schedule below. In an effort to make this course as relevant as possible given the learning outcomes above and to give it a more practical feel, I have also assigned some additional readings that can be found in a supplementary materials package.

**If you have questions:** You can always ask me questions about course procedure or material before or after each class or during my office hours (or at other times if you make an appointment or if you can catch me), or by e-mail. I may not always be able to meet with you, right away (outside of office hours), although I will try to return your e-mails within 24 hours. Please do not hesitate to e-mail one of the TAs, XX, YY or Adrienne Oake; to the extent that XX, Y or Adrienne can't answer your questions, they will promptly forward them to me. Before assignments are due and before exams, we will try to further expand our availability.

### **E. Course Expectations**

While much of this material is likely “new” to you, *this is not a course in memorization*. (Indeed the final exam is “open-book”.) You are upper year undergraduate students, who by now have developed sound analytical skills. You can form intelligent opinions on an array of different issues. Consequently, I expect your work in this course to reflect that high standard. You should have no difficulty finding opportunities to use analytical and argumentation skills in Business Law I. I have included a small participation grade for the course (see *Evaluation* above). To be blunt, your grade in the course will not be dramatically affected by the mere fact that you don't attend class (given that the most you can lose is the 5 participation marks); however, your performance in the class (on assignments and the exams) - and your enjoyment of the course and its subject matter - *will* most certainly be positively affected if you do attend class *fully engaged*.

What you can expect of me:

1. **Class Preparation:** I will come prepared for each class and on time. I will post a brief synopsis of the class lecture/readings to that class's web page before class. I will post to that class's web page 24-48 hours in advance any power point slides/other materials I will be using so that you may download and/or review these slides before class.
2. **Teaching Style:** Short lectures, and lots of class discussion. I love class discussion and the subject matter of this course facilitates it. I'm also happy to engage in course discussion in my office or by e-mail. There will be times when I won't know the answer to a question raised in class – I will undertake to look into the issue and respond in the next class. I will try my best to include as many opinions as I can, and I always first look

for the hand of the student who doesn't often participate in discussion. I may on occasion call upon students even if their hand is not raised.

3. **Outside of Class:** I will be in my office during office hours; if I have to cancel office hours, I will let you know in advance (except when it can't be helped). I will respond to your e-mails within 24 hours (usually I will respond the same day). In the case of any e-mail I receive after 4:00 on Friday afternoons, I will respond to late in the day on Sunday (unless I announce otherwise in class).
4. **Learning Responsibilities:** One of the joys of teaching this course is that I learn new things every year, often because of a question raised by a curious student (and I have been blessed to have taught intelligent, intellectually curious people!). However, my job is to facilitate your learning, not to do the learning for you. It is your course and your grade. It is your job to learn the material by doing the course readings, attempting the problems, attending lectures and asking any questions.

What I expect of you:

1. **Class Preparation:**

a. First, before class I will expect you to have read the assigned readings, whether from the text, or from the supplementary readings package. The assigned readings are not onerous, and there is no reason why you should not keep current with them.

b. Second, I will expect that you will come to class prepared to discuss these readings **and the case problems or questions assigned for each class**, whether or not you have formed an opinion on them (or whether you even understand them entirely). The problems will be of the sort you can expect to see on the exams and are a good opportunity to learn and practice. *I will call upon students in class to propose answers to these problems and questions.*

2. **In-Class Conduct:** I refer to the participation grade as “class participation and professionalism”. I expect students to listen to and be respectful of other opinions in class – mine and those of your colleagues. (Being respectful does not mean having to agree – I expect there to be “respectful disagreement”.)

*Floating In/Out:* Once class has begun, I expect students to remain in the classroom for the full 80 minutes, unless leaving can't be helped (or you have told me in advance that you'll be leaving early). When students “float” in and out of class it is incredibly distracting for all, especially in a class with only one door. Please get your coffee before class! And finally please try to be on time...

*Cell Phones, BlackBerrys, iPhones, Tablets etc.:* I should NEVER hear a communications device during class. While it is certainly distracting to me and your classmates, it is also quite simply rude and unprofessional; so please turn off your electronic devices at the beginning of class.

*Laptops:* Unless you are looking at the web-based materials for class (like noting slides, for e.g.), leave your laptop at home, or closed. Class time is not for catching up on e-mails, Facebook, Twitter or checking how your team is doing in the football pool.

**If I have one fundamental rule, it is this: If you are in my class, I expect you to be**

**engaged. I will reflect upon in-class conduct when assigning participation grades.**

### 3. Academic Dishonesty:

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php) .

I provide the following to assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this course. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

**Individual Work:** Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

**Group Work:** In a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. The rules for citing outside sources noted above in the section on individual work are equally applicable to written group work. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the work. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the submitted work.

**Sanctions for Breach of Academic Integrity:** A student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the Commerce Office (or relevant department in another faculty for a non-Commerce student) to be recorded in the student file.

**Simply put, cheating is not worth it!**

## **F. CLASS SCHEDULE FALL 2015**

*The following is a schedule of class topics, readings and discussion problems for the course this term. While it is possible that this schedule will be subject to some adjustment throughout the term, it is intended that all of the readings and topics listed below will be covered by the end of term, and consequently you will be responsible for these readings and topics on the final exam.*

*For each class, I have listed the topics to be discussed, the required text book readings (in regular print) and additional readings (in italics) as well as the questions or problems (usually from the text book) that will be specifically addressed in class.*

### **Part I – The Canadian Legal System**

<b>Class Number and Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Questions and Problems</b>
CLASS 1 Mon. Sept. 14, 2015	<u>Welcome to Law!</u> - Introduction to the Course -Role of Law	<i>The Nature and Purpose of Law</i>	None.
CLASS 2 Thurs. Sept. 17	<u>The Machinery of Law</u> -Sources of Law -Canadian Courts	Chapter 1, pp. 2-4; 10-19   Chapter 2, pp. 22-30; 42-45;	<i>Questions: Ch. 1 - #2, 3, 4 and 10;</i> <i>Contemporary Issue, pp. 18-19</i>
CLASS 3 Mon. Sept. 21	<u>Civil Litigation</u> - Procedure (a lawsuit) - Litigation Strategy	Chapter 2, pp. 31-42   <i>Sample Statement of Claim / Statement of Defence</i>	<i>Questions: Ch. 2 - #7, 8, 9, 14 and 15.</i>
CLASS 4 Thurs. Sept. 24	<u>Common Law</u> -Common Law Judgments -Reading and Writing Legal Opinions	(Chapter 2)   <i>Jones v. Tsige (ONSC).</i>	See Class 3

### **Part II – Tort Law**

CLASS 5 Mon. Sept. 28	<u>Introduction to Torts</u> - Introduction to Torts - Begin Negligence	Chapter 4, pp. 75-77 and 83-89	<i>Questions: Ch. 4 - #2 and #5.</i>
CLASS 6 Thurs. Oct. 1	<u>Negligence</u> - Continue Negligence - Legal Problems - Negligence Problems	Text - See Class 5 <i>Fridman, "The Tort of Negligence"</i>	<i>Questions: Ch. 4 - #6 and 9</i> <i>Problems: Ch. 4 - #7 and 2</i>
<b>Class 6 – Group Projects #1 (Rule of Law); and #2 (Judicial Independence)</b>			
CLASS 7 Mon. Oct. 5	<u>Negligence (cont'd)</u> - Negligence Problems (cont'd) - Occupiers Liability - Products Liability	Chapter 4, pp. 89-94	<i>Questions: None</i> <i>Problem: Ch. 4 - #4.</i>
<b>Class 7 – Group Project #3 (Access to Justice)</b>			



CLASS 8 Thurs. Oct. 8	<u>Other Aspects of Tort</u> - Intentional Torts - Damages in Tort	Chapter 4, pp. 78-82 and 95-96 <i>Mustapha v. Culligan of Canada</i>	<i>Question:</i> Case 4.1 <i>Problem:</i> Ch. 4 - #6
CLASS 9 Thurs. Oct. 15	<u>Professional Liability</u>	Chapter 5	<i>Questions:</i> Ch. 5 - #1, 4, 5, 8 and 12 <i>Problems:</i> Ch. 5 - #2, 4 and 6
CLASS 10 Mon. Oct. 19	<u>Tort Finale</u> -Complete Professionals -Legal Risk Management -Tort Reform	"Closing the Lottery"	See Class 9 (if not completed)
<b>Class 10 – Group Projects #4 (Waivers and Tort Liability); #5 (Battery and Consent in Sport); and #6 (Food Safety in Canada)</b>			
CLASS 11 Thurs. Oct. 22	<u>The Law of Privacy</u>	Chapter 32, pp. 772-782 <i>Jones v. Tsige (ONCA)</i>	<i>Question:</i> Ch. 32 - #9 <i>Problem:</i> Ch. 32 - #1
<b>(Take Home) Mid-Term Exam – will be made available Thurs. Oct. 22 at 8:30 a.m.; it is due on Monday, Oct. 26 at 8:30 a.m.</b>			

### **Part III – Contract Law**

CLASS 12 Mon. Oct. 26	<u>Contract Formation (1)</u> - Offer and Acceptance	Chapter 6	<i>Questions:</i> Ch. 6 - #6, 8, 12 and 15 <i>Problems:</i> Ch. 6 - #2, 3 and 6; <i>posted problem</i>
CLASS 13 Thurs. Oct. 29	<u>Contract Formation (2)</u> - Consideration	Chapter 7	<i>Questions:</i> Ch. 7 - #2, 3, 6, 8 and 14 <i>Problems:</i> Ch. 7 - #1, 2 and 5
CLASS 14 Mon. Nov. 2	<u>Contract Formation (3)</u> -Standard Form Contracts -Privity of Contracts (Vicarious Performance)	<i>Standard Form Contracts and the Internet</i> Chapter 11, pp. 229-235	<i>Question:</i> Ch. 11 - #8 <i>Problem:</i> Ch.11 - #3
CLASS 15 Thurs. Nov. 5	<u>Creating Good Contracts (1)</u> - Writing Requirements - E-Contracts - Contract Interpretation	Chapter 10 – <i>ignore pp. 212-213</i>   Chapter 31, pp. 739-742	<i>Questions:</i> Ch. 10 - #5; Ch. 31 - #2 and 4 <i>Problem:</i> Ch. 10 - #3
<b>Class 15 – Group Project #7 (Statute of Frauds)</b>			
CLASS 16 Mon. Nov. 9	<u>Creating Good Contracts (2)</u> - Contractual Interpretation - Contract Structure	Chapter 10 <i>-Sample Share Purchase Agreement</i>	<i>Questions:</i> Ch. 10 - #7 and 12 <i>Problem:</i> <i>posted problem</i>

CLASS 17 Thurs. Nov. 12	<u>Creating Good Contracts (3)</u> -Contract Structure -Contract Drafting	-“Comma Law” - Sample Share Purchase Agreement	None.
<b>Class 17 – Group Projects #8 (Plain Language Contracts); and #9 (NFPs and Contracts)</b>			
CLASS 18 Mon. Nov. 16	<u>Formation Defences (1)</u> -Incapacity -Illegality -No-competes	Chapter 8 Sample Power of Attorney Sample Non-Competition Clause	Questions: Ch. 8 - #2, 9 and 16 Problems: Ch. 8 - #3 and 7
<b>Class 18 – Group Project #10 (Contracts and the Elderly)</b>			
<i>The MAJOR TERM PAPER IS DUE AT 3:00 p.m. ON TUES. NOV. 17 to Comm381-001 DropBox (online); please also hand in a hard copy of the paper to the Comm381-001/002/003 (Kissick) box in the Commerce Office.</i>			
CLASS 19 Thurs. Nov. 19	<u>Formation Defences (2)</u> -Mistake -Misrepresentation	Chapter 9	Questions: Ch. 9 - #1, 3 and 6 Problem: Ch. 9 - #5
CLASS 20 Mon. Nov. 23	<u>Formation Defences (3)</u> - Contracts requiring Disclosure -Undue Influence, Duress, etc.	Chapter 9 Consumer Protection Act, 2002, ss. 14-19.	Question: Ch. 9 - #9 Problems: Ch. 9 - #6 and 3
<b>Class 20 – Group #11 (CN-CP CEO No-Compete dispute)</b>			
CLASS 21 Thurs. Nov. 26	<u>Discharge of Contracts</u>	Chapter 12	Questions: Ch. 12 - #8, 11 and 12 Problems: Ch. 12 - #2 and 4
<b>Class 21 – Group #12 (Motives for Breaching Contracts)</b>			
CLASS 22 Mon. Nov. 30	<u>Breach of Contract</u>	Chapter 13, pp. 271-279 - <i>Bhasin v. Hrynew</i>	Questions: Ch. 13 - #1, 4 and 5 Problems: Ch. 13 - #1 and 2
CLASS 23 Thurs. Dec. 3	<u>Remedies for Breach</u>	Chapter 13, pp. 279-291 - <i>Whiten v. Pilot Insurance</i>	Questions: None. Problems: Ch. 13, #3 and 4
REVIEW CLASS – date to be determined.			

**Commerce 385**  
**Negotiation Theory and Behaviour**  
**Fall Term 2015**

**Course Description**

The main objective of this course is to help you better understand the process of negotiation. We examine various models of negotiation, including distributive and integrative bargaining, as well as important topics, such as agency, ethics, emotions, gender, and groups. The course emphasizes the nature of the bargaining process and the strategy and tactics of negotiating, primarily in bilateral situations. It also examines negotiation as a behavioural and decision making process, emphasizing its psychological aspects.

A second and equally important objective is to help you learn about yourself as a negotiator and build negotiation skills. Most weeks include a simulated negotiation (role play) along with discussion of negotiation principles, strategies, tactics, and skills in light of these exercises. Each negotiation exercise has been carefully selected and sequenced to demonstrate certain principles, and to link with and develop concepts from the assigned readings. Thus, we work at both conceptual and practical levels throughout the course.

A third objective of the course is to help you better understand how to manage and resolve conflict. Negotiation is one avenue for managing conflict but there are others as well, most notably involvement of third parties. We will briefly discuss the use of third parties, with special attention to the role of the manager as mediator.

Because the course relies heavily on in-class, face-to-face negotiation exercises, attendance, preparation, and active participation are essential, and expected.

**Course Materials**

Course materials include assigned readings and negotiation exercises, as well as content presented in lectures and class discussions. You will access journal articles (e.g., *Harvard Business Review*) using the Queen's library e-journal subscriptions. Book chapters are in the course "Readings Packet." You are responsible for reading all assigned materials (see Course Schedule at the end of this document). Please keep up on the readings but do not read ahead as exercises and readings are linked together.

Negotiation exercises and book chapters make up our "Readings Packet." Exercises are distributed in class over the course of the semester; these negotiation role materials are confidential and should not be shared with other students. Also, please do not copy materials from (or for) a classmate; very often there are differences in the negotiation roles and it is important that you receive the materials assigned specifically to you.

**Course Website**

I use our course website for announcements, updates, and reminders. Some material will be posted during the first week of class, but most will appear after the drop/add period. You are expected to check and read the course website every day to stay on top of the course.

**Negotiation Exercises and the "Rhythm" of the Course**

There is a distinct rhythm to this course. Each week there will generally be an assigned negotiation exercise followed by a discussion of the exercise in conjunction with assigned readings. The Course Schedule at the end of this document indicates these details. Please study it carefully so that you know what is going on each day in class! I will remind you in class and on the course website but it is your responsibility to keep on top of the assigned materials for each class. The course rhythm goes something like the following:

1. First, negotiation materials are handed out in class – you are responsible for picking up your own negotiation materials. (After class, materials will be available in Goodes 274 from Karen Dundass, our Course Assistant.) Please do not copy materials from other students; there will often be differences between materials so you must get the materials assigned to you.
2. Next, work individually to prepare for the negotiation. Rely on previous readings and class discussions; do not consult with others, use the internet, or read ahead.
3. Then, come to class ready to negotiate! Negotiations usually take place in class; but there will be some exceptions. Consult the course schedule (at the end of this document, and posted on the website) for details. Unless otherwise indicated, you may take your confidential role materials, notes, and any other relevant tools (e.g., calculator, laptop) with you to your negotiation.
4. Afterward, submit your negotiation outcome and reflections using a pre-specified online form. Everyone fills out and submits an online “R&R form” (i.e., Reporting & Reflection form) following their negotiation. Work individually and without consulting anyone. The R&R link is emailed to your queensu.ca email address.

Note. The post-negotiation R&R form will usually be completed in class immediately after a negotiation so be sure to bring a laptop or tablet to class on negotiation days!

5. Lastly, bring your experiences, reflections, questions, insights, etc. to the next class session to contribute to the discussion of the negotiation. The session following a negotiation is usually devoted to discussion of the negotiation exercise focusing on your experiences and reflections in light of the assigned readings and previous negotiations (and discussions).

Thus, the rhythm: (1) Pick up your negotiation materials (role information) in class; (2) Individually prepare; (3) Come to class ready to negotiate (bringing laptop/tablet to complete R&R form); (4) Individually report results and your personal reflections (R&R), usually in class immediately after completing the negotiation; (5) After class, read articles assigned for the next class and bring observations, insights, questions, etc. to class to discuss! This process combines individual preparation-negotiation-reflection and group discussion. Also, knowledge is cumulative and we will refer back to previous readings and negotiations throughout the course. Don't get behind!

Because negotiation is a “full body sport,” you will grow intellectually and emotionally as you read about the research on negotiation and as you experience the feelings associated with an actual negotiation, albeit simulated. During this course, you are likely to feel positive emotions (e.g., happiness, pride, satisfaction) as well as negative ones (e.g., frustration, anger, and jealousy). This is the nature of negotiation. You will share some of these emotions as part of the reflection process following each negotiation. We have a full semester's time to learn about the topic and experience the ups and downs of negotiation. Everyone will have ups and downs as they build negotiation knowledge and skills. I

invite you to make the most of this learning opportunity by preparing thoroughly, jumping into each negotiation and subsequent discussion, and listening to your classmates and their experiences.

### **Course Grading**

Negotiation Knowledge Assessment ( <i>in class</i> , Oct 27)	20%
Negotiation “Reporting & Reflection” assignments	15%
Group project	45%
(Proposal, 5%; Presentation, 10%, Paper 30%)	
Professionalism	20%

(Note. Comm 385 participates in the Commerce Research Pool.)

### **Negotiation Knowledge Assessment – Oct 27<sup>th</sup> (20%)**

After covering the fundamentals of negotiation, there will be an in-class quiz. The purpose of the quiz is to gauge your understanding of the concepts, terminology, and research findings covered in the readings,

lectures, and class discussions and also brought to life in the negotiation exercises. The quiz will consist of forced-choice questions (e.g., multiple-choice, true-false) as well as a few short-answer or fill-in-the-blank questions. It will take place in class and will cover materials assigned or discussed in class up to October 27<sup>th</sup>. You may only bring a pencil and eraser to class the day of the quiz.

### **Negotiation “Reporting & Reflection” (R&R) Assignments (15%)**

A key element of the learning process in the course is developing the habit of careful reflection after negotiating. The R&R online form is designed to facilitate this learning. Although R&R forms will vary from negotiation to negotiation, they all will include questions about the details of the negotiation outcome and reflection questions about your experiences in the negotiation.

### **Group Assignment and Presentation (45%)**

The final assignment, which is a group project, is to write a negotiation exercise. After doing many during the semester you will have a chance to craft one of your own! Details about the assignment will be distributed in class during Week 3. In a nutshell, you will write the confidential information for the negotiator roles and also a companion document explaining the practical and scholarly motivation for the exercise, its goals, and the logistics of using it. You will also provide a full analysis of your exercise indicating the reasons behind the various design features, their link to research, and your expectations about students' outcomes and take-aways. Along with the final paper (30%), you will submit a proposal (5%) and make a brief in-class presentation (10%). Group projects are due by the end of the day on Nov 26<sup>th</sup> (11:59pm Kingston-time) and presentations will be made in class on Nov 27, Dec 1, and Dec 4. Because of the nature of our course – negotiation – I will assign students to groups. I will also give feedback on submitted proposals and provide class time on Oct 13<sup>th</sup> for students to get together in their groups. I encourage you to have fun with this assignment as it combines scholarship and creative writing. And, who knows, maybe next year students will be negotiating your exercise!

### **Professionalism (20%)**

Professionalism is a critical aspect of any business situation. In the context of our course, it will be assessed in three ways: (a) respect for course policies, norms, and people (e.g., instructor, assistant); (b) respect for fellow students (e.g., classmates, group project teammates); and, (c) getting the job done (e.g., performance on negotiation exercises). These three elements will be equally weighted in determining your professionalism mark.

As a guide, respect for course policies, norms and people includes such things as: attendance, arriving on time, attentiveness during class (e.g., no web browsing), on-time completion of assignments, adherence to course policies and norms, and, in-class participation, stressing the quality of your contributions and insights. I encourage comments that are constructive, insightful, probing, provocative, bridging (linking divergent viewpoints, linking experiences with the readings), and challenging (respectfully disagreeing with fellow students). It is also important to openly discuss preparation and experiences from negotiations – the good, the bad, and the ugly. I make assessments for each student after each class.

Respect for fellow classmates is assessed in two ways. Being “ready to negotiate” is critical and demonstrates respect for your pre-arranged negotiation counterpart. You, your partner, and I will make these assessments for each negotiation. You will also be part of a team writing a final paper. At the end of the term, team members individually and confidentially assess each other's contribution and professionalism regarding that group assignment.

Although in the “real world” the consequences of your negotiations may be significant (you may lose your job), in our class your performance will only constitute a small part of your mark. For each negotiation, I will assess your outcome relative to others who share your role (e.g., sellers against sellers; buyers against buyers). I make this assessment after each negotiation.

### **Class Notes and Slides**

The nature of this course makes it impractical to provide a full set of notes or slides at the beginning. Much of the learning from in-class exercises comes through discovery, which would be compromised if solutions, notes, or previous deals were presented in advance. Thus, slides will be posted after class.

### **The Course Contract and Attendance Policy**

Negotiation is a subject, and this is a course, that requires that you come to class prepared and actively participate. Although you should read the assigned readings carefully, this is not just a “readings” course. You will not be able to do well – and you will not learn nearly as much – unless you attend class regularly. As well, your classmates will be looking forward to hearing about your negotiation experiences and insights in our discussion. Thus, attendance is expected.

Attendance is recorded for each class by your signing the back of your name tent. Your name tent should be displayed during every class – I will bring them to class and collect them at the end of each class session. Please note that if your name tent is not turned in after class, you will be marked absent and will receive a “0” for that day’s activities (discussion or negotiation); if your name tent is lost or disappears, you will receive a failing mark for professionalism in the course.

Besides tracking attendance, your name tent is a mechanism for communication. Please feel free to ask me questions, make comments, offer observations, etc. on the back on your name tent. I usually respond (on the back of your name tent) by the next class session. Please note that you may only sign for yourself; signing for someone else constitutes an ethical violation.

Although you are expected to come to all classes, I recognize that a situation may arise that leads you to miss a class. If that occurs, email the reason for the absence – before it occurs – to our class assistant, Karen Dundass. If you know well in advance of a planned absence, please mark it on the back of your name tent. If it falls on a negotiation day, also see me during office hours.

**Standing up a counterpart**. It is important that you prepare for and participate in the negotiation exercises. Once role assignments and pairings have been made, you have a commitment to a counterpart(s) who is expecting you to come to class ready to negotiate. The other person you are assigned to negotiate with will have prepared their role and will be waiting to sit down with you. Their learning – and part of their grade – depends on you. Standing up a negotiation counterpart is, therefore, a serious offense. If you do not notify Karen Dundass at least 24 hours in advance of an absence – so that she can notify me -- there will be a course-grade penalty of ½ a letter grade for each offense (e.g., an A- becomes a B+). You will also receive failing professionalism and R&R marks for the missed negotiation. I am hopeful that I will not have to invoke this policy, but I will if necessary.

**Note**. If you know of an absence well in advance, please make a note of it on the back of your name tent and email the information to Karen Dundass, our course assistant. I will not make a role assignment for you and will not assign you a negotiation counterpart. Also, if you expect to miss many class sessions, you should consider dropping the course and taking it another semester.

### **Academic Integrity**

This class follows the QSB Academic Integrity Policy, which I copy below. I strongly encourage you to read the information and become familiar with the regulations. In my opinion, it is best not to run into Academic Integrity and professional ethics problems. If in doubt about what is acceptable in our class, please ask me!

**Definition of academic integrity**. Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration,

facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, please ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

**Individual work.** Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

**Group work.** I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

**Consequences of a breach of academic integrity.** Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**Turnitin.com.** Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

### **Professor Biography**

Susan E. Brodt is Associate Professor of Organizational Behaviour and Associate Professor of Psychology at Queen's University in Kingston, Ontario Canada. She received her undergraduate degree *summa cum laude* from the University of California, Berkeley, and her masters (in statistics) and doctorate (in research psychology) degrees from Stanford University. Prior to coming to Queen's in 2004, Dr. Brodt spent almost 10 years on the management faculty at Duke University's Fuqua School of Business. She has also been a Visiting Scholar at Stanford University and a Visiting Professor at both the Indian School of Business (ISB) in Hyderabad, India, and the Universidad Adolfo Ibañez (UAI) in Santiago, Chile. In 2014 she was on sabbatical in Marseille, France.

Dr. Brodt's teaching interests are in the area of organizational behaviour with an emphasis on executive leadership, negotiation, and trust. She has taught undergraduate, MBA, Executive MBA and doctoral students around the world in traditional classroom as well as technology-mediated teaching environments. Dr. Brodt is also an experienced executive educator having taught in custom and open enrollment programs for government and not-for-profit clients as well as corporate clients in the financial services, pharmaceutical, and telecommunications industries.

Dr. Brodt's research examines interpersonal and small group processes in organizations. For many years, she has studied the dynamics of trust in manager-subordinate relationships, in negotiations, and in virtual or distributed work groups. Of particular interest are the vagaries of trust, namely trust violation and repair. Dr. Brodt has recently added a cultural dimension to her research having received a Canadian government grant (SSHRC) to study the concept of a "cultural mosaic" in the Canadian workplace. Underlying all her research is an emphasis on relationships and social aspects of organizational life, and how management practices, technology and other organization factors can foster (or undermine) effective and satisfying work relationships. Her research has been published in numerous scholarly journals, such as the *Academy of Management Review*, *Organizational Behavior and Human Decision Processes*, *Journal of Applied Psychology*, *Journal of Personality and Social Psychology*, and *Negotiation and Conflict Management Research*, as well as in practitioner-oriented journals including the *MIT Sloan Management Review*.

Dr. Brodt has served on the Editorial Review Boards of several scholarly journals including *Organizational Behavior and Human Decision Processes*, *Organization Science*, *Journal of Management*, and the *Journal of International Business Studies*. She has also been active in professional associations, having held elected positions in the Academy of Management's Conflict Management Division. She has also been active in the International Association for Conflict Management (IACM), having served as Program Co-Chair for an annual conference and as a member of the IACM Board of Directors.

**COURSE SCHEDULE: COMM 385, FALL 2015**

(subject to change) [\*=in course packet]


<b>Week/Dates</b>	<b>Topic/Negotiation</b>	<b>Readings/Preparation</b>
Week #1 Sep 15 (Tue) -----	Course Overview and Introduction -----	<i>Course overview</i> -----
Sep 18 (Fri)	<i>Negotiate – IN CLASS</i>	<i>Negotiator Role Information (Confidential)</i>



<p>Week #2 Sep 22 (Tue)</p> <hr/> <p>Sep 25 (Fri)</p>	<p>Distributive Bargaining, Part 1 <i>Discuss assigned readings and previous Friday's negotiation</i></p> <hr/> <p><i>Negotiate – IN CLASS</i></p>	<p>Malhotra &amp; Bazerman, (2007). Chapter 1 <i>Claiming Value in Negotiation*</i> Schweinsberg, et al., (2011). Starting high and ending with nothing: The role of anchors and power in negotiations, <i>Journal of Experimental Social Psychology</i>, 48, 226-231. Schaerer et al., (2015). Anchors weigh more than power: Why absolute powerlessness liberates negotiators to achieve better outcomes. <i>Psychological Science</i>, 26(2), 170-181.</p> <hr/> <p><i>Negotiator Role Information</i></p>
<p>Week #3 Sep 29 (Tue)</p> <hr/> <p>Oct 2 (Fri)</p>	<p>Distributive Bargaining, Part 2 <i>Discuss assigned readings and previous Friday's negotiation</i></p> <hr/> <p><i>Guest speaker – IN CLASS</i></p>	<p>Lewicki et al, (2011). Chapter 6 <i>Communication*</i> Leary, Pillemer &amp; Wheeler (2013) Negotiating with emotion, <i>Harvard Business Review</i>; 91(1),96-103. Gino &amp; Moore (2008). Using final deadlines strategically in negotiation. <i>Negotiation and Conflict Management Research</i>, 1(4), 371-388.</p> <hr/> <p><i>Details to follow</i></p>
<p>Week #4 Oct 6 (Tue)</p> <hr/> <p>Oct 9 (Fri)</p>	<p><i>Discuss speaker's talk and Negotiate – IN CLASS</i></p> <hr/> <p>Integrative Bargaining, Part 1 <i>Discuss assigned readings and previous Tuesday's negotiation</i></p>	<p><i>Negotiator Role Information (Confidential)</i></p> <hr/> <p>Fisher &amp; Ury . Chapter 1 <i>The Problem: Don't Bargain over Positions*</i> Malhotra &amp; Bazerman. (2007). Investigative negotiation. <i>Harvard Business Review</i>; 85(9), 72-78. Malhotra, Ku, &amp; Murnighan. (2008). When winning is everything. <i>Harvard Business Review</i>, 86(5), 78-86.</p>

<p>Week #5 Oct 13 (Tue)</p> <p>-----</p> <p>Oct 16 (Fri)</p>	<p><i>Group project meetings</i></p> <p><b><i>Class time is to be used to meet in your group project teams.</i></b></p> <p><i>No formal class meeting</i></p> <p>-----</p> <p><i>Negotiate – IN CLASS</i></p>	<p>-----</p> <p><i>Negotiator Role Information (Confidential)</i></p>
<p>Week #6 Oct 20 (Tue)</p> <p>-----</p> <p>Oct 23 (Fri)</p>	<p>Integrative Bargaining, Part 2 <i>Discuss assigned readings and previous Friday's negotiation</i></p> <p>-----</p> <p>Putting it all together... Watching fundamentals in action</p> <p><i>Watch movie – IN CLASS</i></p>	<p>Bazerman, Chapter 9 <i>Negotiator Cognition*</i> Sebenius. (2001). Six habits of merely effective negotiators, <i>Harvard Business Review</i>, 79(4), 87-95.</p> <p>-----</p> <p><i>Cast of characters</i> D. Malhotra. (2009). When contracts destroy trust. <i>Harvard Business Review</i>, 87(5), 25-25. Watch online some historical late night television, specifically: (a) Johnny Carson, (b) Jay Leno; and (c) David Letterman</p>
<p>Week #7 Oct 27 (Tue)</p> <p>-----</p> <p>Oct 30 (Fri)</p>	<p>Review and Assessment... <i>Brief discussion of movie followed by quiz</i></p> <p>-----</p> <p><i>Negotiate – IN CLASS</i></p>	<p>Review all assigned materials up to this point, plus class slides &amp; notes</p> <p>-----</p> <p><i>Negotiator Role Information (Confidential)</i></p>

<p>Week #8 Nov 3 (Tue)</p> <p>-----</p> <p>Nov 6 (Fri)</p>	<p>Special Topic #1: Negotiating an Excellent Job <i>Discuss assigned readings and previous Friday's negotiation</i></p> <p>-----</p> <p><i>Negotiate – IN CLASS</i></p>	<p>Fortgang, Lax, &amp; Sebenius (2003). Negotiating the spirit of the deal. <i>Harvard Business Review</i>, 81(2), 66-75. Maddux, et al. (2008). Chameleons bake bigger pies and take bigger pieces: Strategic behavioral mimicry facilitates negotiation outcomes. <i>Journal of Experimental Social Psychology</i>, 44, 461-468.</p> <p>-----</p> <p><i>Negotiator Role Information (Confidential)</i></p>
<p>Week #9 Nov 10 (Tue)</p> <p>-----</p> <p>Nov 13 (Fri)</p>	<p>Special Topic #2: Tough choices and gender issues <i>Discuss assigned readings and previous Friday's negotiation</i></p> <p>-----</p> <p><i>Work in assigned negotiating groups to prepare negotiation</i></p>	<p>Bazerman &amp; Tenbrunsel, Chapter 4 <i>Why You Aren't as Ethical as You Think You Are*</i> DeSteno, et al. (2012). Detecting the trustworthiness of novel partners in economic exchange, <i>Psychological Science</i>, 23(12), 1549-1556. <i>Online questionnaires</i> Kray, Kennedy &amp; van Zant (2014). Not competent enough to know the difference? Gender stereotypes about women's ease of being misled predict negotiator deception, <i>Organizational Behavior and Human Decision Processes</i>. Hu, One reason women fare worse in negotiations? People lie to them. July 29, 2014, Slate.com: <a href="http://www.slate.com/blogs/xx_factor/2014/07/29/gender_in_negotiation_study_women_fare_worse_in_negotiations_because_people.html?wpsrc=sh_all_dt_tw_ru">http://www.slate.com/blogs/xx_factor/2014/07/29/gender_in_negotiation_study_women_fare_worse_in_negotiations_because_people.html?wpsrc=sh_all_dt_tw_ru</a></p> <p>-----</p> <p><i>Negotiator Role Information (Confidential)</i></p>

<p>Week #10 Nov 17 (Tue)</p> <p>-----</p> <p>Nov 20 (Fri)</p>	<p><i>Negotiate – IN CLASS</i></p> <p>-----</p> <p>Special Topic #3: Groups &amp; Multiple Parties <i>Discuss assigned readings and previous Tuesday's negotiation</i></p>	<p><i>Negotiator Role Information (Confidential)</i></p> <p>-----</p> <p>Thompson, Chapter 9 <i>Multiple parties, coalitions, and teams*</i> Brett, Friedman, Behfar. (2009). How to manage your negotiating team, <i>Harvard Business Review</i>, 87(9), 105-109. Review: Leary et al, (2013)</p>
<p>Week #11 Nov 24 (Tue)</p> <p>-----</p> <p>Nov 27 (Fri)</p>	<p><i>Negotiate – IN CLASS</i></p> <p>-----</p> <p>Special Topic #4: 3<sup>rd</sup> Parties, and Group Presentations, Part 1. <i>Discuss assigned readings and previous Tuesday's negotiation. Plus, Group Presentations, Part 1</i></p>	<p><i>Negotiator Role Information (Confidential)</i></p> <p><b>DUE: Final paper - midnight Nov 26<sup>th</sup></b> <b>DUE: Presentation slides - 8am Nov 27<sup>th</sup></b></p> <p>-----</p> <p>Lewicki et al (2011) Chapter 8, <i>Disputes and third-party help*</i></p>
<p>Week #12 Dec 1 (Tue)</p> <p>-----</p> <p>Dec 4 (Fri)</p>	<p>Group Presentations, Part 2 <i>Group presentations, Part 2</i></p> <p>-----</p> <p>Group Presentations, Part 3, and Course Celebration and Wrap-up <i>Group presentations and course wrap-up discussion</i></p> <p style="text-align: center;"></p>	<p>-----</p> <p>Bring to class your cumulative list of "Lessons Learned" from each negotiation in the course</p>

# Comm 395: IS Strategy – Maximizing Business Value

Fall 2015

## COURSE MATERIALS

---

All material will be posted on the course website in advance of the next lecture. Please check it regularly.

Posted on the course website will be:

- Lecture Slides
- Cases
- Assignments

I will also set up a class distribution list and communicate any important changes or updates to your email.

## COURSE OVERVIEW

---

Technology is at the heart of all business. There is very little that goes on in an organization that does not rely on technology to run well or drive the business forward. You might say, technology more and more, is the business. Having a high performing IT function that is aligned and delivers value to the business is becoming more and more important. Companies that excel in this discipline, thrive.

An IT Strategy that is aligned to the business, and takes the technology function to where the business needs it to be is critical. This strategy is not just an aspirational statement, but a set of disciplines, capabilities and delivery models that must be aligned and add up to deliver on the strategy.

I am going to use the following framework as the basis of the course. I like pictures and I hope you find it helpful as a framework to guide you through the course or to use in the future, in terms of how all the pieces fit together. Your final assignment for the course will be a group report and presentation where you will create an IT Strategy for an organization against this framework.

I tried to select cases from a number of different industries, to show that the IT challenges and frameworks across industries are not unique, and also to show that technology and innovations are at the heart of all successful businesses.

Framework Group	IT Strategy Subject Area (Class #)
Strategy	Vision and Digital Business Strategy (1)
	Getting Funded and Generating Organizational Buy-In (2)

	Digitizing the Business, “Flexible Operating Models” (3)	Technology Sales and Vendor Management (3)
Enabling Capabilities	Building the Foundation, “Architecture” (4)	Security and Privacy (5)
	Creating New Digital Solutions – Portfolio Management (6)	Keeping the Lights On – Infrastructure and Operations (7)
	Information Management – Business Intelligence and Analytics (8)	Getting ‘IT’ Right – Project Delivery (9)
	Technology Innovation (10)	
Delivering Value	Production Operations and Measurements (10)	

## COURSE SCHEDULE FALL 2015

The course is made up of 12, 3 hour classes.

We will use:

- 10 for lectures and in class discussions
- 1 lecture for the group presentations
- 1 lecture for a special guest lecturer – from a consulting strategy practice to give you an additional industry perspective

For each of the 10 lecture classes, we will use the following schedule:

6:30pm – 6:40pm	– Welcome + Announcements and Administration
6:40pm – 7:40pm	- In Class Discussion of Case
7:40pm – 7:55pm	- Break
7:55pm – 9:15pm	- Formal Lecture (to be applied to the following week’s case)
9:15pm – 9:30pm	- Class Participation Write Up

Class # and Date	Case Discussion Topic	Lecture Topic	Assigned Cases	Assignments
1 – Sept. 16, 2015	Introductions and Course Overview	Vision and Digital Business Strategy	Radically Simple IT	

2- Sept. 23, 2015	Vision and Digital Business Strategy	Getting Funded and Generating Organizational Buy-In	Bridging the CIO-CEO Gap: It Takes Two to Tango	
3 – Sept. 30, 2015	Getting Funded and Generating Organizational Buy-In	Digitizing the Business & Vendor Management	The Obamacare Website	Case Assignment #1 Assigned
4 – Oct. 7, 2015	Digitizing the Business & Vendor Management	Building the Foundation, “Architecture”	Mercedes-Benz India	
5 – Oct. 14, 2015	Building the Foundation, “Architecture”	Security and Privacy	Security Breach at TJX	Case Assignment #1 Due
6 – Oct. 21, 2015	Security and Privacy	Creating New Digital Solutions – Portfolio Management	Royal Caribbean Cruises Ltd.	Case Assignment #2 Assigned
7 – Oct. 28, 2015	Creating New Digital Solutions –	Keeping the Lights On –	SAP 2014 Reaching for the Cloud	
	Portfolio Management	Infrastructure and Operations		
8 – Nov. 4, 2015	Keeping the Lights On – Infrastructure and Operations	Information Management – BI and Analytics	Podium Data Harnessing the Power of Big Data	Case Assignment #2 Due
9 – Nov. 11, 2015	Information Management – BI and Analytics	Getting “IT” Right – Project Delivery	Driving health IT implementation success	Team Case (groups formed)
10 – Nov. 18, 2015	Getting “IT” Right – Project Delivery	Technology Innovation & Production Operations and Measurements	Design Thinking and Innovation at Apple	

11 – Nov. 25, 2015	Technology Innovation & Production Operations and Measurements	Special Guest: Munir Nasser from Accenture's IT Strategy Practice		
12 – Dec. 2, 2015	Team Case Presentations			Team Case Report Due

## PERFORMANCE EVALUATION (SEE APPENDICES FOR DETAILS)

Item	Value	Due Date
Case Assignment # 1 (individual)	25%	Oct. 14, 2015
Case Assignment # 2 (individual)	25%	Nov. 4, 2015
Team Case Presentation (group)	10%	Dec. 2, 2015
Team Report (group)	30%	
Class Participation (individual)	10%	Each Class
<b>Total</b>	<b>100%</b>	

See the appendices for further details.

## COURSE POLICIES

### 1 GENERAL EXPECTATIONS

My primary expectation is that you will be prepared for class and are willing to participate. At a minimum, this means paying attention and being interested. Ideally, you will make comments, answer questions, and ask questions, as this contributes to everyone's learning. There is no requirement to attend each class - it is entirely up to you whether you turn up or not. If you do come, make sure you are **attentive, on time, and ready to participate**.

### 2 ACCOMMODATIONS

Students who require special accommodations to fully participate in course activities or meet course requirements must register with the Disability Services Office. If you qualify for one or more accommodations, please bring your letter of accommodations to me as soon as possible so I can make sure your needs are met.

### 3 SMART PHONE POLICY

No smart phone use in class. If you need to use your phone, please step out of the classroom. Smart phones can be used in the last 15 minutes of class to submit your class participation assignment.



## 4 LAPTOP/TABLET POLICY

During lectures, discussions and presentations we will maintain a “screens down” policy. Laptops can be used in the last 15 minutes of class to submit your class participation assignment.

## 5 COURSE WEBSITE AND SLIDES

The website for this course should be visited prior to every class to ensure that announcements and session material are not missed. The website is used as the main conduit for communicating with you outside of class. I will frequently put important information on the website that you need to know, so please check the site regularly. If you have difficulty with the website, please contact the QSB IT Help Desk at [helpdesk@business.queensu.ca](mailto:helpdesk@business.queensu.ca) or 533-3072.

## 6 EMAIL

The best way to reach me is for questions about the course is by email. I will respond to all emails within 24 hours.

## 7 ACADEMIC INTEGRITY

### Definition of Academic Integrity

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or

resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **8 MISSED DEADLINES**

I will not allow late assignments. The only exception to this rule is if you provide a detailed doctors note that explicitly says that you were unable to complete the assignment or you were not able to attend class on the date of your presentation.

## **9 APPEALING GRADES**

You may appeal a mark if you believe the mark you were assigned does not accurately reflect the quality of the work. To appeal, you must write a memo outlining why you think your answer answered the question better than the mark you received indicated. You should not include any additional information, such as what you know now, or what you meant at the time. Just explain how the original answer you wrote answers the question better than I thought it did. Appeals can be no longer than **1 PAGE, DOUBLE SPACED** and should state your argument as succinctly as possible.

Appeals are to be emailed to me directly. I will not accept appeals until **1 WEEK AFTER** the assignment has been handed back and you have **1 WEEK** from that point to submit. If you appeal a grade, I first read your reasons; if they are compelling then I will re-mark the assignment in its entirety. This means that your overall mark may remain the same, increase, or decrease.

## **APPENDIX A. INDIVIDUAL CASE ASSIGNMENT (50%, 2 x 25%)**

---

There will be two individual case assignments, assigned in classes 3 (due at the beginning of class 5 – Oct. 14, 2015) and 6 (due at the beginning of class 8 – Nov. 4, 2015). You will have two weeks for each assignment to write a short report about one of the topics covered in classes 1-3 for assignment 1 and classes 4-6 for assignment 2.

Each report should be 2 pages single spaced and discuss:

- your understanding of the chosen topic and framework
- how the framework and related constructs are applied in the associated case and why the constructs applied supportive of that organization's business strategy
- are there other examples of organizations that either you have worked for, or in the news that have used a similar framework to solve a business problem

## **APPENDIX B. TEAM CASE PRESENTATION/REPORT (40%)**

---

This assignment will be handed out in class 9. You will have three weeks to work with your group to write and present an IT Strategy for an organization. You will be given an overview of the organization and the context their business and IT departments currently face. Using the course constructs, your group will formulate an appropriate IT Strategy for this organization to achieve its desired business outcomes.

## **APPENDIX C. CLASS PARTICIPATION (10%)**

---

Class participation will be based on a short write up at the end of each lecture.

Please write a response to the following topics/questions and submit to my email before you leave at the end of class.

**Subject Line:** COMM395 – class # - your name

(Example if I was submitting my class participation for class 3 the subject line would be "COMM395 – 3 – David Markwell")

**Topics to Answer:**

- 1) The most important thing you learned this evening and why
- 2) What was the best point or insight provided by someone else during the case discussion and why (don't need to name the person)
- 3) What was the best part of the class
- 4) Any ideas for improvement

## **APPENDIX D. RESEARCH POOL COURSE PARTICIPATION**

---

This course is participating in the research pool, which means it is eligible for research pool credit. If you choose to assign your research credit to this course it will bump your final grade by a single increment (e.g., from C+ to B-). All details about the research pool can be found on the research pool website (<https://qsb-researchpool.sona-systems.com>), which is administered by Professor Laurence Ashworth ([lashworth@business.queensu.ca](mailto:lashworth@business.queensu.ca)). All questions about the research pool should be directed to him.

# Commerce 398

## Business, Government, and the Global Economy

Fall 2015

### ***Course Overview:***

*In an era of globalization and economic crises, the modern era of international business can be argued to be one characterized by “total competition.”* Individuals compete, companies compete, and national economic systems compete for competitive advantage. This means that an understanding of the global economy is critical for managers who wish to succeed in it. This course explores the current pressures and dynamics that animate the global economy, and develops frameworks, tools, and concepts that will help students meet the challenges they will inevitably face.

The global economic system has undergone tremendous stress over the past several years. Some of the outcomes from that stress have been predictable, others less so. However certain key consistent themes have emerged in how the global economy operates. One key theme underlying the course is the ongoing tension between global economic demands and national (even local) political realities that structure the operating environment in which managers must operate. A second key theme is that economic activity is often conditioned by political ideology and imperatives that differ according to circumstance. Thirdly, business and political leaders are how less inclined to accept “conventional” economic wisdom: new approaches and mechanisms for managing economic activity are being considered and implemented. Effective global managers must understand those themes and be able to adapt to them.

### **Course Content and Objectives:**

The course is divided into subject areas and issues. The major issue areas we will cover include: government business relations, competitiveness, the global oil and energy systems, the global financial system, and the global trading system. We will conclude the course by raising key questions and issues about the future of the global economy. The goals of the course are as follows:

- To ensure students know the fundamental principles upon which each of the individual systems are supposed to operate
- To ensure students understand where those ideas came from and how those ideas might need to adapt in the future
- To examine how these principles and ideas are impacting the contemporary workings of the global economy.
- To examine how these companies create “non-market” strategies in order to compete within, and ultimately shape, the rules of the global economic game

## ***Course Requirements***

Team Debate Presentation	30%
Team Debate Critique	10%
Class Participation	10 % or 20%
Case Assignment	(optional 10 %)
Individual Final Paper	40%

## ***Description of Assignments:***

### **Class Participation, Preparation, Conduct, & Contribution (20%)**

I am looking for substantive input in class. At times this class will seem more like a seminar than lecture, and in this regard the success of the class will largely depend on your active participation. I will also seek out your participation throughout the semester. In class, you should be able to summarize readings, describe core points, and offer your analysis of the strengths and weaknesses of the reading's central argument(s). Participation will be necessary in class case discussions, in particular, but will also fully expected in the lectures, and during case presentations. Participation can also include online conduct and other general contributions to the class.

Students will also be expected to conduct themselves in a professional manner while in class. Class begins and ends on time. If you need to be late you will let me know. Once started, students do not leave class until it is over, as it is very distracting and disrespectful. Electronic devices are shut off or muted during class time. Laptops are used for professional purposes only.

I expect that you will be present and prepared for every class (i.e., you have read carefully all assigned cases and articles) and that you are ready to share your views and to respond to the points of others in our classroom discussions. In fact, you have an obligation not only to study the material but also to assist in the learning of your classmates whether in large class discussions or in small group work. Your goal in every session is to put forward your best efforts to become involved in all class activities through engaged listening as well as by providing insights and building on prior comments that help sort out the key concepts under consideration.

### **Case Assignment (Optional: 10%)**

Given that some students possess different skill sets and have a greater or lesser degree of comfort in participating in class, there is an optional assignment. Students can, if they so choose, write up a case report on one of the class cases. The report must be handed in before the case is discussed. Students are free to choose which case they will write.

This case will be graded out of 10, and students electing to do the write up will substitute the mark they get on the case assignment for half of their class participation grade. That

is, 10% of their grade will be determined by the case assignment and 10% of their grade (rather than 20%) will be determined on class participation.

### **Team Debate Presentation: 30%**

The primary team assignment for Commerce 398 will come in the form of group participation in a debate. Teams will be assigned to take a position on a contemporary issue in the global economy and will be pitted against another team whose job is to present the alternate or contending side. Description of the debate topics is given at the end of this course outline.

Each team is responsible for presenting a side of a debate and handling a Q&A period. Presentations shall be ***no more than 20 minutes*** in length, and must address the substantive issues that arise in the debate topic. You will be responsible for making a clear and concise argument about the debate topic, which should be stated no later than your second slide, after your title. The use of notes during your presentation is not permitted. The presentation will be followed by a ***10 minute Q&A period*** in which teams will field questions by their classmates and by me. Slides must be emailed to me no later than the day of the presentation. Teams will also prepare a three page summary of their argument and analysis, and email this summary to me no later than one day prior to the presentation. Each team must also meet with me to discuss their case presentation in advance. You are responsible for scheduling this meeting, which must take place at least one week prior to the presentation date.

### **Team Debate Critique Questions (10%)**

Teams will also prepare one page of questions (no more than 3 questions) for ***one*** case that they are not presenting or updating (teams will be assigned to case presentations). Each question should be motivated by a theoretical or empirical question. In other words, you should be writing a short paragraph that sets up your questions in light of the readings and the previous lecture. The questions should build on concepts, theories, and frameworks that have been discussed in the readings. Teams will email their questions to the class and me no later than one day prior to the presentation. Late submissions will not be accepted. There is no presentation associated with this assignment.

### **Individual Final Paper: 40%**

Students in Commerce 398 will be expected to produce a 10-12 page research intensive paper that will represent 40% of their term grade. This paper will be due early in the exam period. More details will follow shortly.

### ***Readings***

There is no textbook for this course. Instead, articles and book chapters/documents have been assigned and have been provided to you in your reading package. From time to time I may suggest or post additional readings: these are for your interest only and are not required. You will typically be expected to read one article and/or prepare one case for each class. I may at times list supplementary readings which are for your interest and (hopefully) benefit, but you are under no obligation to read them for class. I would also strongly urge you to read the “International Economy” page of the *Financial Times*,

which is available free of charge in the atrium. I will also place numerous weblinks, additional print and media sources, and other sources of reference material both on the course website and in this outline. They are there for your interest and further education.

## **Commerce 398: Schedule(FALL2015) of Class Topics and Reading Material**

This course examines many key issues within the global economy, and examines how they interact with and affect companies. It is built around an examination of various “themes” that will help us understand the material. One of these themes is the notion of national systems of political economy and government business relations. A second key component of understanding the global economy– and the modern company’s role within it – is to think of the various systems that govern it. This course will cover a number of “systems” – the international systems of trade, energy, finance, and standards – to help us understand how the world economy works. It will also cover a number of “issues” that, while topical, reveal some fundamental trends emerging within the global economy.

The cases for each session are designed to examine one particular example of a broader issue within the global economy. The supplementary readings and lecture are designed to give you an understanding of the longer term and broader economic dynamics that underlay that individual instance.

### **September 14: Class overview, description of assignments, orientation, introduction to the class.**

The purpose of the introductory session is to provide you enough information to answer the following questions:

- Is this a course that I wish to invest time in?
- Am I excited about learning the course material?
- Do I have a clear idea of what the assignments entail?
- Am I clear on what will be expected of me and what I must do to achieve a strong grade? Am I willing to do those things?

### **September 17: Business-Government Relations in Democracies**

The purpose of this week’s material is to introduce students to the idea of non-market strategy and to provide an outline of how to think about government-business relations. The tobacco industry is interesting in and of itself. But it is also an interesting test case in which to understand how rule and law making works in democracies. This in turn influences how such countries view similar functions in global economic institutions.

Readings: Gerald D. Keim and Amy J. Hillman, “Political Environments and Business Strategy: Implications for Managers”, Kelley School of Business, Indiana University, pp. 1-7.

Supplementary Reading: Stefanie Ann Lenway and Kathleen Rehbein, “Leaders, Followers, and Free Riders: An Empirical Test of Variation in Corporate Political Involvement”, *The Academy of Management Journal*, 34(4), 1991, 893-905.



### **September 21: Case Discussion: Tobacco Negotiations (HBS 9-899-049).**

Case Questions:

1. Describe the elements of the tobacco industry's strategy in the period 1960-1990. Why were they successful at avoiding litigation or government regulation?
2. What happened during the period of the case that made that non-market strategy untenable?
3. Who, in your view, "won" the negotiation? Why?

### **September 24: National Competitiveness and Domestic Economic Institutions**

In the era of globalization – characterized by increasingly integrated financial, production, trade, and “people” markets – countries have to “compete”. This means that they often have to rely on the development and “marketing” of domestic economic capacities in order to draw investment capital and build a global reputation for competitiveness. This class examines how one such country – Singapore – has adopted the “competitiveness” agenda. Singapore has done this very successfully, often by doing things that are contrary what developing countries are “supposed” to do. We will examine the Singapore model, discuss its strengths and weaknesses and its applicability to other countries.

Readings: Robert D. Atkinson and Stephen J. Ezell, Innovation Economics: The Race for Global Advantage, (New Haven: Yale University Press, 2012), Chapters 2 (pp. 18-56) & Chapter 10 (pp.301-337).

Supplementary Reading: Willem H. Buiter and Ebrahim Rahbari, “Global Growth Generators: Moving Beyond Emerging markets and BRICs”, Center for Economic Policy Research, Policy Insight No 5. April 2011.

### **September 28: Case: Singapore's Mid-Life Crises”. (# 9-714-039)**

Case Questions:

1. Describe the key elements of the Singapore “competitiveness” model.
2. Do you see any current threats that might de-rail that model?
3. How (if at all), must the Singapore model be adapted to meet the demands of the global economy and its own population?

## **October 1: Investing in Emerging And/Or Difficult Markets: Geopolitical Risk**

Companies are often compelled via industry dynamics to invest in unpredictable and uncertain international environments. In order to understand how companies evaluate the risks from these environments, we will examine a case study that involves a very large investment in a politically unpredictable country. We will examine the case with an eye to gauging the potential payoff of the investment balanced against the perceived risks that the investment entails. Our lecture will be designed to give us the tools that we need to make such an evaluation.

Readings: Tarun Khanna, Krishna G. Palepu, and Jayant Singh, “Strategies That Fit Emerging Markets”, *Harvard Business Review*, (Reprint No. R0506C)

Supplementary Reading: Control Risks Group, RiskMap Report 2014. Read pages 1-23: scan other relevant sections as appropriate.

## **October 5: Case: Journey to Sakhalin: Royal Dutch/Shell in Russia (A) (HBS 9-704-040)**

Case Questions:

1. What factors make the investment attractive for Royal Dutch Shell? Pay attention to industry structure and the position of Russia as a major supplier of oil and gas.
2. What factors about the investment would give you concern? How (if at all) would you mitigate those risks?
3. Should Shell’s managers proceed with Sakhalin II and invest another \$10 billion in Russia?

## **October 8: Debate #1**

## **October 12: Thanksgiving, no class.**

## **The Global Oil System**

## **October 15: The Promise and Perils of Resource-Based-Economies**

Building on our work from the previous week, we will continue taking an in-depth look at the international oil market. This market is key because of the current indispensability of oil as a fuel, industrial lubricant and feedstock, the tremendous sums of money oil exploration and development can generate for companies and countries, and the current location of the world’s major oil deposits. We will examine the idea of the “resource curse” – or why many countries who have significant oil supplies often over the long terms are made worse off because of it. We will discuss the future of companies who compete in this business (particularly important to Canada, as energy firms currently

compose about 35% of the total market value of the TSX). Finally, we will discuss the geopolitics of energy exploration in the 21<sup>st</sup> century, and the political/economic repercussions of the past year's dramatic fall in oil prices.

Readings: Richard H.K. Vietor and Rebecca Evans, World Oil Markets (Harvard Business School Case # 9-702-030)

Supplementary Reading: Amy Myers Jaffe, "U.S. Energy Abundance: Exports and the Changing Global Energy Landscape", Testimony to the Committee on Energy and Commerce, U.S. House of Representatives, May 7 2013. On course website.

### **October 19: Lecture on the Global Oil Market**

Readings: David Detomasi, Navigating the Politics and Geopolitics of Oil, chapter 1.

### **October 22: Case: Saudi Arabia: Finding Stability After the Arab Spring (9-714-053)**

Case Questions:

1. Has oil been a blessing or a curse for Saudi Arabia?
2. What was Abdullah's strategy for economic development? Will his successors continue it?
3. How well did Abdullah manage the Arab Spring? Will his successors differ significantly?

### **October 26: Debate #2**

## **The Global Financial System**

### **October 29: The Global Financial System**

This section switches our attention away from the global energy system to one that is closely associated with it – the global financial system. Clearly the global financial system has undergone great stress over the past five years, leading some to question whether its established structures can endure. The next two sessions are designed to look at that system in more detail – the institutions that govern it, the stresses it has undergone, and the evolving domestic and international policy responses to it.

Readings: George Cooper, The Origin of Financial Crises, pp. 1-37 (New York: Random House, 2008).

Supplementary Reading: Jonathan D. Ostry et al., Capital Inflows: The Role of Controls, International Monetary Fund Staff Position Note, February 19 2010.

## **Video: “PBS Frontline: The Crash”**

Questions for the Video:

1. What (if any) common links do you see between the crash of 1997 and that of 2007-2008?
2. Why do we seem compelled to repeat the same mistakes when it comes to the global financial system?

## **November 2: Global Financial System**

Readings: Eric Helleiner, “Reluctant Moneylenders? The New Politics of International Currencies”, The BRICs and Asia, Currency Internationalization and International Monetary Reform, Paper No. 6 – July 2013.

Supplementary Reading: Paola Subacchi, “Who Is In Control of the International Monetary System?” International Affairs, \*6(3), 2010, 665-680.

## **November 5 Case: “Can the Eurozone Survive?” (HBS # 9-713-003)**

Case Questions:

1. What were the original purposes for forming the Eurozone region?
2. In what ways were those purposes subverted, ignored, or forgotten in the lead up the European financial crises?
3. What in your view is the “future” of the Eurozone?

## **November 9: Debate #3**

# **The Global Trading System**

## **November 12: The Global Trading System: Fundamentals and the Politics of Protectionism**

The world trading system has been a significant contributor to overall global economic growth over the last 50 years. However, that growth has been in many cases uneven and has led to significant stress and tumult within the countries that have liberalized their trading system. The purpose of this class is to understand the fundamental ideas behind international trade and to discuss the reasons why countries may choose to “protect” certain industries even when it may appear economically inefficient to do so. Subsequent classes will examine such issues as: trade dispute settlement mechanisms, the role of

trade in fostering (or not) economic development, and the role of trade in promoting standards.

Reading: Paul Krugman, “Is Free Trade Passe?” *Journal of Economic Perspectives* 1 (2) 1987: 131-144. This study is available on JSTOR.

Marc L. Busch and Edward D. Mansfield, “The Political Economy of Trade Policy”, (On Course Website).

### **November 16 Case: Chiquita Bananas International (A) (9-797-015)**

Case Questions:

1. How strong a company was Chiquita Bananas before the trade war began?
2. Why was Chiquita vulnerable to a trade barrier?
3. What should Chiquita do now?

### **November 19: Debate #4**

### **November 23: Trade Politics: Developed Vs. Developing Markets**

Readings: Stalemate At the WTO: TRIPs, Agricultural Subsidies, and the Doha Round (Harvard Business School Reading (9-711-043))

Supplementary Reading: Arvind Subramanian and Martic Kesoler, “The Hyperglobalization of Trade and Its Future”, Peterson Institute for International Economics, Working Paper 13-6 (On Course Website).

### **November 26: Case: Brazil: Leading the BRICs? (9-711-024)**

Case Questions:

1. Are Brazil’s actions in the case serving the countries long-term interest?
2. In the compulsory licensing issue, who is right, Brazil or Merck?
3. What are the key arguments the U.S. and Brazil can make in the cotton dispute?

### **November 30: The Future of the Global Economy**

Supplementary Reading: Cornel Ban and Mark Blyth, “The BRICs and the Washington Consensus: An Introduction”, Review of International Political Economy, 20(2), 2013.

### **December 2: Debate #5**

## Statement on Academic Integrity

Queen's University has an obligation to ensure academic integrity of the highest standards. All cases of cheating or plagiarism will be immediately referred to the Program Director. Students who participate in any form of cheating and/or plagiarism will be sanctioned including possibly being required to withdraw from the course, the School, or perhaps the University. Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

Students are expected to carefully review the following points that address academic integrity. Acts of academic dishonesty include, but are not limited to, the following: using the exact words of a published or unpublished author without quotation marks or referencing the source; duplicating a table or graphic without referencing the source; paraphrasing the conceptual framework, research design, interpretation, etc., of another person, whether written or verbal without referencing the source; copying another student's answers in any test or assignment; providing answers to another student in any test or assignment; taking unauthorized materials into an examination; impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any exam; stealing or mutilating library materials; accessing tests prior to the time of the sitting; changing name or answer(s) on a test after it has been returned; submitting the same paper or portions thereof for more than one assignment without agreement of the instructor(s) involved.

### ***ACADEMIC INTEGRITY***

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

## **Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

## **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

## **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

**COMM 401**  
**Business and Corporate Strategy**  
**Fall 2015**

**What is this course about?**

*Why do some firms manage to outperform rivals over long periods of time? Why are large companies sometimes unable to reinvent themselves and adapt to changing market conditions? When a firm diversifies, what guiding principles should it follow? What is a business strategy, and how can the performance of a strategy be assessed? When does it pay to be the first mover in a new market? What market conditions are likely to lead to hyper competition, and why should managers pay attention to those? What are the advantages and disadvantages of various forms of structuring a multi-business operation?*

All those questions, which will be addressed in this course, relate to the “strategy” of a firm. Making “strategy” is about achieving a set of goals determined by firm management (typically, financial or positioning goals, although other goals can be reputational or social in nature). Thus, making strategy is a process that integrates the various functional perspectives which you have acquired in previous courses into a “big picture” approach to an organization’s decisions. This process of making strategy is fraught with challenges, and my goal in this class will be (a) to equip you with the conceptual tools and skills required to manage this process; and (b) to sensitize you to the complexities of the strategy making process.

**After taking this course, what will I have learned?**

At the completion of this course, each student will be able to:

1. Distinguish and understand the *core conceptual frameworks* used in designing business and corporate strategy;
2. *Apply* those conceptual frameworks to analyze business settings, diagnose strategic issues and develop solutions for effective management;
3. *Use various analysis tools* such as value chain analysis to support your analysis of business situations;
4. *Communicate* strategic analyses and choices in verbal and written format.

The benefits from taking a course like this are immediate. The case analysis skills developed in this course can be applied to job interviews and your career search process. The concepts and skills acquired in this class will also enhance your sensitiveness to strategic issues, which is becoming increasingly important in today’s dynamic business environment and will be instrumental in managing your career trajectory.

**What is the instruction method?**



The teaching philosophy underlying this course is well illustrated by the Chinese proverb: “*Tell me and I forget. Show me and I remember. Involve me and I understand.*” An important goal of this course is for students to *apply* and *integrate* various concepts acquired throughout their tenure in the Commerce Program at QSB. The course uses a number of pedagogical approaches, including lectures, simulations, case-studies, and experiential exercises, to provide multiple perspectives on concepts. Overall, you will find that the course provides a lot of interactive activities, opportunities for class discussions, and fun exercises. Given the interactive nature of the course, your active participation is crucial to the quality of your learning experience, and that of your peers.

**How will I be evaluated?**

<u>Component</u>	<u>Value</u>	<u>Due date</u>
<b>Participation</b>	<b>20%</b>	-
Class Preparation Assignments	(10%)	
Contribution to Class Discussion	(10%)	
<b>Case Analysis</b>	<b>20%</b>	<b>TBD</b>
Case Presentation	(15%)	
First Questions	(5%)	
<b>Capstone Simulation:</b>	<b>30%</b>	
Company Performance	(10%)	
Company Strategy Statements	(10%)	Oct. 26 & Nov. 13
Capstone Final Presentation	(10%)	Nov. 30 – Dec. 2
<b>Final Exam</b>	<b>30%</b>	<b>TBD</b>

Participation:

*Class Preparation Assignments.* Part of your preparation for class each week will include answering some short questions about the readings (chapter or case), and posting your answers in the Dropbox on the course website. Assignments are due by beginning of class (late submissions will be penalized) and will be graded by my TAs using a simple scale ranging from 0 (missing assignment) to 3 (complete and accurate response).

*Contribution to Class Discussion.* This component of your participation grade will reflect your contribution to class, as evaluated through: (a) the quality of your interventions, to move the discussion further; (b) the quantity of participation, and how engaged you are in class. Active participation could take the form of: synthesizing readings, creating bridges with practice or personal experience; building links with current events in the news, or bringing additional relevant material to inform the class or initiate discussion. You are encouraged to direct your comments to the entire class rather than to the instructor; our goal is to create a dialogue among peers, not a series of individual conversations. Thus, I encourage you to react to the interventions of others and to build on them, to foster a meaningful class discussion. It is not helpful to dominate class discussion as it discourages other students to contribute.

Case Analysis:

*Case Presentation.* Throughout the semester, teams will present in class their analysis of a business case, and proposed strategy. Further guidelines for this presentation will be provided on the course website. Please plan for a 15 min presentation, supported by PowerPoint slides. The slide deck should be sent to me by 8pm on the day preceding the presentation. The presentations will be graded by the instructor as well as by the entire class.

*First Questions.* Each team will prepare first questions on another team's presentation. You may use maximum one slide to support your first questions, which should last about 5 min. The goal of the first questions will be to add value and increase the analytical depth of the analysis for the entire class.

### Capstone Simulation:

As part of a self-selected team of 5 students, you will compete with other teams in the CAPSTONE computer simulation. Detailed information about the simulation can be found in the Team Member's Guide which will be distributed in class, or on the Capsim website ([www.capsim.com](http://www.capsim.com)). The simulation will contribute to your final grade through three components:

*Company Performance.* Student teams will compete within industries, and each company will be evaluated based on a set of criteria (cumulative profits, ending stock price, average ROE, average ROS, average asset turnover, and average market share). The scoring algorithm also assesses each firm's capacity to manage margins, cash flow and capital requirements, sales forecasting capabilities, productivity and operational efficiencies, and profitable market share growth. The instructor may decide to modify scores in case of spectacular turnaround successfully implemented by a team.

*Company Strategy Statements.* Each team will submit two Strategy Statements: Strategy Document #1 (due Monday Oct. 26 at 11pm) will describe your intended strategy, while Strategy Document #2 (due Friday Nov. 30 at 11pm) will describe your emerging strategy. Further guidelines on those documents will be provided on the course website.

*Capstone Final Presentation.* During the last week of class (Nov.30 – Dec. 2), student teams will present their results in the form of a Board of Directors Briefing to a panel of judges (faculty members, graduate students, and selected guests). Please prepare a presentation of approximately 15 minutes, and bring at least 3 hardcopies of your slide deck to the presentation. All team members are expected to participate in this presentation.

Team grades on the Capstone simulation will be pondered by individualized peer ratings, which need to be completed periodically through the simulation website. In order to ensure that all team members complete this peer rating component, the system will penalize students who do not complete the rating of their teammates.

### Final Exam:

The final exam will be a combination of multiple choice, short answer, and case analysis. You will be tested on concepts included in the readings, in cases, or discussed in class. The final exam is cumulative, and will be scheduled during the examination period. Rescheduling of exams can only be granted for valid personal circumstances, i.e., illness of the student or of a member of the student's immediate family;

death of a member of the student's immediate family; University-sponsored trips; or major religious holidays. Any rescheduling needs to be arranged with me at least 2 weeks prior to the scheduled date of the exam.

### **What is expected from me in this class?**

Professionalism: Given the interactive nature of the course, attendance to class is expected. I expect you to arrive and leave on time, out of consideration for your colleagues. If you have to miss a class for personal reasons, please let me know beforehand.

Preparation: For each class you are expected to read the readings and/or case provided, and to have thought carefully about the guiding questions provided in advance. Doing that preparation seriously is the only way to build a solid analysis on each topic and to support a meaningful class discussion.

Laptops: Laptops are often a source of distraction in class, and in most sessions you will not need a laptop for class activities anyway. I will post the lecture slides on the website after each class for your reference. For a couple of classes though, you will need to bring your laptop to use in a class activity. I will let you know the week before.

Academic Integrity: Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### *Individual Work*

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

#### *Group Work*

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

#### *Consequences of a Breach of Academic Integrity*

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

#### *Turnitin.com*

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

#### **Course Website**

The course website is accessible through the QSB Commerce Web Portal, under "courses."

The detailed schedule of classes as well as the list of readings for each class is available on the course website. You will need to look at the course website every week to consult the information board, to read study questions for each week's activities and submit your preparation assignments, or if you want to post a question or an answer.

## Course Materials

Readings for this course will be from the textbook and the course website.

The Textbook “Strategic Management: A Dynamics Perspective” by Carpenter, Sanders, and Harling, First Canadian Edition, is available for purchase at the Queen’s Bookstore.

There is also a digital coursepack which each student will purchase directly through the Harvard Business Publishing website (please follow the link provided on the D2L website, on pages for weeks 2 and 11). All other readings are available freely on the D2L course website.

## Overview of Topics

For detailed contents and list of readings, please consult the course website. While the exact schedule is subject to slight changes (with ample notice to students), the topics covered include:

<b>What is Strategy?</b>
<b>Strategic Leadership</b>
<b>Internal Analysis</b>
<b>External Analysis</b>
<b>Business Strategy</b>
<b>Competitive Dynamics</b>
<b>Assessing Strategy Performance</b>
<b>Strategy Implementation</b>
<b>Corporate Strategy</b>
<b>Mergers and Acquisitions</b>
<b>Cooperative Strategy</b>
<b>New Business Models</b>

# COMM 405: NEW BUSINESS DEVELOPMENT

## ABOUT THE COURSE

Welcome to Comm 405! During this semester, I will use a variety of teaching methods to guide you through the steps necessary to develop a great business plan. Each class will be devoted to introducing a topic relevant to developing your opportunity and then working on a team activity to help you better understand that concept.

In the process of completing the various exercises you will get the chance to apply not only what you learn in this course, but also many things that you have learned throughout your Commerce career. Students are expected to properly prepare for each class, attend class, and actively participate in the discussions and team-based exercises which take place. I encourage you to **think of each week as a team meeting; if you miss class you will lose time to work with your team on your final project.**

At the end of the course you will have a business plan that you have vetted in front of real investors and can use as a guide to start an actual business. Even if you don't implement this business plan, however, you will learn a skill—what it takes to turn an idea into a viable business—that will be useful whether you start your own business, develop new products or services in an existing business, or work in a position that in any way requires you to evaluate new products, services and/or companies.

## COURSE OBJECTIVES

The course is built around a number of core objectives. Your success in this course is dependent on your ability to:

- Evaluate an entrepreneurial opportunity with respect to its investment potential using a standard template that you have developed (as evidenced by your individual midterm)
- Explain the fundamentals of an aspect of the business you did not previously understand (as evidenced by your individual interview assignment)
- Prepare a comprehensive business plan that demonstrates that your idea is a viable entrepreneurial opportunity (as evidenced by your team's business model and final written business plan)
- Convince real investors that your own entrepreneurial opportunity is a product/service worthy of investment of time and/or resources (as evidenced by your team's presentation of its business plan)

## ADMINISTRATIVE INFORMATION

**You are responsible for knowing the course policies that are described on the following pages.**

## WEBSITE

The course website can be reached through <https://qsblearning.ca>. Please bookmark the page and reference it often. I will post course announcements, class overheads and handouts on the site.

## READINGS AND CASES

The **one required book** can be purchased online in either paper, electronic or audio format. It is: Ries, Eric. *The Lean Startup*. Crown Business. ISBN: 0307887898. In addition, there is a small **required course pack** available through the business school and links to articles on the course website.

The readings and cases all provide important information that is directly linked to the midterm and/or an assignment. Therefore, **regardless of the amount of time we spend on these materials in class time you are responsible for knowing and incorporating the content as appropriate.**

## ACADEMIC INTEGRITY

I expect all members of the class to adhere to the academic integrity and academic dishonesty guidelines as outlined in the Commerce Course Calendar: [business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's are at: [business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

## STUDENTS WITH SPECIAL NEEDS

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, please feel free to come and discuss them with me. You can also contact an Academic Advisor.

## GENERAL ASSIGNMENT GUIDELINES

---

### SUBMITTING ASSIGNMENTS

Unless otherwise noted, all **assignments** are to be **submitted as an electronic copy** to the course website **by 11:59 PM** on the date that they are due. Please follow the general formatting guidelines detailed on the class platform.

---

### LATE POLICIES

Assignments submitted one day late will be deducted by one-third of a letter grade (e.g. if you received a B+ on your assignment it would be reduced to a B). Those submitted two days late will be deducted by two-thirds of a letter grade (e.g. B+ to B-). Assignments submitted more than two days late will receive an F.

The exception to the above policy is if you have a documented illness (i.e. you must supply a doctor's note) or emergency (e.g. death of an immediate family member) that prevents you from completing an assignment on time. If such a case arises please contact me ASAP to make alternate arrangements.

---

### REQUESTS TO REVIEW AND/OR RE-GRADE ASSIGNMENTS

If you would like additional feedback on your assignments, my TA and I are happy to provide it as long as you contact us **within one week of receiving your graded assignment** (we ask that you please wait 24 hours before responding). In your written request please provide me (group assignments) or my TA (individual assignments) a written explanation of what you would like to discuss and/or why you think the grade is inappropriate. In reviewing your assignment we reserve the right to increase, maintain or decrease your grade.

---

### USE OF THE WRITING CENTRE

For those of you who have gone through the Commerce program thus far without having to write many essays you may find aspects of this course tough, and condensing your thoughts into the page limit even tougher. Thus I encourage you to visit the Writing Centre (<http://commerce.queensu.ca/writingcoach>) to help with your writing.

## ASSIGNMENTS AND GRADING

### OVERVIEW

With the exception of the individual in-class midterm, the remaining assignments—individual and group—all

contribute directly to the development of your team’s final business plan. I use the senate-approved “letter-in/letter-out” method of grading. The underlying numerical value for each assignment grade is then used to calculate your final grade. **Detailed assignment descriptions and rubrics are available online.**

Type	Assignment	Percent of Final Grade	Due
Individual (see below)	Weekly team assignments	10	throughout
Individual	In-class midterm	25	Mon Oct 19
Individual	Interview questions Industry Interview	15	Thur Oct 8 Sun Nov 1
Team	Business Model	20	Thur Nov 12
Team	In-class Business Plan Pitch	10	Mon Nov 23
Team	Market research questions Executive Summary Written Business Plan Log book ( <b>update every meeting</b> )	15	Tue Nov 3 Thur Nov 19 Sun Nov 29 Mon Nov 30
Individual	Peer Evaluations	5	Sun Nov 29

#### INDIVIDUAL MIDTERM ASSIGNMENT OVERVIEW

The midterm will cover material up to the date of the midterm and occur during class time. To prepare for the midterm you will want to use the material in the readings to help you develop your own template for evaluating a business opportunity. This framework, which includes a justification for each section, will be submitted at the start of the midterm. On the day of the midterm an entrepreneur will come to class to pitch his or her idea. You will then have the opportunity to ask the entrepreneur questions. The remaining time will be devoted to writing up your criteria for evaluating a plan and evaluating the pitch that you just saw against those criteria.

#### INDIVIDUAL INDUSTRY INTERVIEW OVERVIEW

One of the best ways to learn about an industry for your business plan is to talk to individuals who are already operating in that industry, either as competitors, substitutes, suppliers, distributors, or key customers. As a group you will brainstorm different types of individuals who your team should interview and then assign one type of individual to each student who will complete the exercise as an **individual** assignment.



## TEAM BUSINESS PLAN OVERVIEW

You will form groups of five students (team size may be smaller based on final enrollment) based on a common interest you wish to pursue as a business opportunity. Businesses that have very simple business models and lack scalability (e.g. a laundromat meant to provide an owner with supplemental income) are strongly discouraged. The business plan, which will constitute your final exam for the course, **consists of three related team submissions** (business model analysis, pitch, and business plan), **in-class team activities** (graded individually because only team members who participate in the activity will receive a grade) and your **peer evaluations**. **You are also required to maintain a log book of your progress throughout the semester.**

Under specific circumstances (e.g. you already have a business for which you want to write a plan) I may relax team size rules. Please arrange a meeting with me if you would like to consider this option.

## COMMERCE 405: CLASS SCHEDULE FALL 2015

Date	Topic	Required readings (in course package unless hyperlinked)	In class team activity	Due (T=team; I=individual)
Sep 14	The entrepreneur & opportunity search	None	Opportunity search	I: Complete online bio
Sep 21	Background for understanding business plans	How to Write a Great Business Plan How Venture Capitalists Evaluate Potential Venture Opportunities	Evaluate an opportunity	
Sep 28	The founding team & other resources	Financing new ventures	Write team contract	Have team finalized (Sep 28)
Oct 5	Modeling a business	<a href="#">Business Model Design</a> Business Model Analysis	Complete bus model canvas	I: Interview questions (10.08)
Oct 12	NO CLASS – THANKSGIVING			
Oct 19	In-class midterm	None	None	I: Mid-term (10.19)
Oct 26	Market research & Lean start-up P1	The Lean Start-up: Part 1 (Ch 1-4)	Competitor search	
Nov 2	Lean start-up P2	The Lean Start-up: Part 2 (Ch 5-8)	Critical assumptions & hypotheses	I: Interview (11.1) T: Market research questions (11.3)
Nov 9	Refining business models	A business plan? Or a journey to plan B? The Lean Start-up: Part 3 (Skim)	What do you need to change?	T: Business model (11.12)
Nov 16	The pitch	<a href="#">The Ultimate Pitch Deck to Raise Money for Startups</a> <a href="#">The Art of Pitching</a> (audio) <a href="#">MARS DD Blog post</a>	Prepare a 1 <sup>st</sup> draft of your slides	T: Exec. summary (11.19)
Nov 23	Team presentations	None	Complete pitch	T: Slides for pitch (start of class)
Nov 30	Growing the venture	None		T: Final plan (11.29) I: Peer evals (11.29)

# COMM 406: SOCIAL IMPACT & INNOVATION

## ABOUT THE COURSE

Welcome to Comm 406! Working for a corporation and having a positive impact on society are not mutually exclusive goals. This course is designed for individuals with an interest in driving innovation and social change within and beyond organizations on a global scale. More specifically we focus on the design and execution of strategies for social innovation – crafting solutions to address today’s most critical needs. From needs of small, entrepreneurial ventures and large corporations to those of a local community and even to more widespread issues such as global health, poverty and homelessness, this course is designed to create opportunities to understand the theory and practice of social innovation.

Through a variety of readings, self-assessments, videos, and class assignments, you will develop a wide range of ideas, tools, and best practices that will help you expand your capacity to lead meaningful change in society.

## COURSE OBJECTIVES

This course gives you an opportunity to:

- Increase your self-awareness as a purpose-driven individual
- Develop a deeper understanding of and appreciation for the complexity of problems and solutions facing society
- Learn a broad variety of skills and tools that will help you develop and execute an agenda for social change from within and outside established organizations
- Understand the power of design thinking and innovation
- Design multi-stakeholder and multi-dimensional value propositions for socially innovative solutions

## ADMINISTRATIVE INFORMATION

**You are responsible for knowing the course policies that are described on the following pages.**

## WEBSITE

The course website can be reached through <https://qsblearning.ca>. Please bookmark the page and reference it often. We will post course announcements, class overheads and handouts on the site.

## READINGS AND CASES

The **required course pack** is available through the business school and links to electronically articles are available on the course website.

## ACADEMIC INTEGRITY

We expect all members of the class to adhere to the academic integrity and academic dishonesty guidelines as outlined in the Commerce Course Calendar: [business.queensu.ca/about/academic\\_integrity/index.php](https://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's are at: [business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

## STUDENTS WITH SPECIAL NEEDS

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, please feel free to come and discuss them with us. You can also contact an Academic Advisor.

## GENERAL ASSIGNMENT GUIDELINES

### SUBMITTING ASSIGNMENTS

Unless otherwise noted, all **assignments** are to be **submitted as an electronic copy** to the course website **by 11:59 PM** on the date that they are due.

### LATE POLICIES

Case memos and in-class presentations will not be accepted late. All other assignments submitted one day late will be deducted by one-third of a letter grade (e.g. if you received a B+ on your assignment it would be reduced to a B). Those submitted two days late will be deducted by two-thirds of a letter grade (e.g. B+ to B-). Assignments submitted more than two days late will receive an F.

The exception to the above policy is if you have a documented illness (i.e. you must supply a doctor's note) or emergency (e.g. death of an immediate family member) that prevents you from completing an assignment on time. If such a case arises please contact us ASAP to make alternate arrangements.

### REQUESTS TO REVIEW AND/OR RE-GRADE ASSIGNMENTS

If you would like additional feedback on your assignments, we and/or our TA are happy to provide it as long as you send us a written request **within one week of receiving your graded assignment** (we ask that you please wait 24 hours before writing to us). In your written request please provide a written explanation of what you would like to discuss and/or why you think the grade is inappropriate. In reviewing your assignment we reserve the right to increase, maintain or decrease your grade.

### USE OF THE WRITING CENTRE

For those of you who have gone through your undergraduate degree thus far without having to write many essays you may find aspects of this course tough, and condensing your thoughts into the page limit even tougher. Thus we encourage you to visit the Writing Centre (<http://commerce.queensu.ca/writingcoach>) for help.

## ASSIGNMENTS AND GRADING

### OVERVIEW

Assignments are clearly marked as to whether they are individual or team assignments.

### INDIVIDUAL WORK

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

---

## GROUP WORK

We will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

---

## CONSEQUENCES OF A BREACH OF ACADEMIC INTEGRITY

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. As instructors we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student's file.

---

## TURNITIN.COM

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of an assignment and, in doing so, it validates the effort each student puts into their assignments.

Type	Assignment	Percent of Final Grade	Due
Individual Ashoka Case Study	Preliminary Memo	10%	Oct 9
	Final Report	30%	Nov 5
Individual Case Study Memo – Best 2 of 3 grades will be averaged.	KIVA vs MYC4	20%	Oct 29
	IBM Service Corp		Nov 19
	Salesforce.com		Nov 26
Team Community Solutions Project	Presentation to Community Panel	10%	In class Dec 4
	Key Insights Paper	20%	Dec 10
	Peer Evaluation		Dec 10
Team Storytelling & Social Innovation Research	Presentations	10%	Ongoing starting Oct 16

---

## INDIVIDUAL ASHOKA CASE STUDY

You are required to prepare a case study of an Ashoka Fellow. You will be responsible for researching publicly available information about the organization and collecting additional information via Skype if needed. You should cover the following in your case study:

- Introduce the social enterprise and the main social/environmental issue(s) it is working to address
- Describe the way/s in which the enterprise is addressing the issue(s) and the impact it is striving to make
- Assess if you think it is having an impact and what metrics are useful to evaluate this impact
- What opportunities, challenges and obstacles were managed or leveraged by the organization? What current challenges exist?
- Good case studies are built around how an enterprise addresses a significant decision, turning point, or issue that this enterprise is facing or has faced in the recent past. In your preliminary research memo you should tell us the significant decision, turning point or problem upon which you aim to focus. In the final report you will explain and analyze this significant decision, turning point or problem.
- A good example of a social venture case turning point is decision-making around whether to remain non-profit or start a for-profit to raise capital.
- Keep in mind that you are creating a case study that doesn't give readers all the answers to the decision or problem, but poses the possible solutions, and provides readers with information and some analysis so that readers can decide what course of action would work best.
- Your case study may be selected for further development and used for research or teaching purposes by the Centre for Social Impact at the Queen's School of Business. You would have the option to "opt out" by stating so on your case submission. Your contribution to the written case would always be acknowledged.

---

#### DELIVERABLES:

**Preliminary Ashoka Research Memo** – This memo should describe your rationale for case selection, your overall approach to data collection, and the significant decision, turning point or problem on which you aim to focus. Each memo should be no more than 3-5 pages in length (double-spaced, one inch margins, 12 point font) and. **Due: to course dropbox by end of regularly scheduled class session on Friday October 9 (10%).**

**Final Ashoka Case Study Report** – This final report should follow the guidelines above and be 15-20 pages in length with up to 5 pages for optional appendices. It is not to exceed 25 pages in total (double-spaced, one inch margins, 12 point font). **Due: to course dropbox by 11:59 p.m. Thursday November 5 (30%).**

#### INDIVIDUAL CASE MEMOS

Submit a memo to us that outlines answers to the case questions provided on the course website for **two of the three following cases**: KIVA vs MYC4; IBM Service Corp; Salesforce.com. Each memo should be 3-5 pages in length (double-spaced, one inch margins, 12 point font). Note: If you choose to do all three case memos we will average your best two grades.

The criteria for evaluation are to apply the course content and to answer the questions fully. To receive a high grade, the memo must demonstrate an understanding and ability to apply the concepts discussed in the course readings/class to the specific situation described in the case.

Please structure your answers as follows – Q.1; Q. 2; etc. Use of bullets is acceptable.

**Due: to course dropbox by 11:59 p.m. Thursday October 29 (KIVA vs MYC4), Thursday November 19 (IBM Services Corp), and Thursday November 26 (Salesforce.com) (best two grades will be averaged; together they are worth 20% of final grade)**

## TEAM COMMUNITY SOLUTIONS PROJECT

There are many social problems in need of solutions (areas such as energy, environment, poverty, literacy, empathy to name a few).

We will invite a community organization to present a challenge or pressing problem. Based upon this presentation and what you have learned about the process of designing social innovation solutions, you will identify and define the boundaries and scope of the problem. What can you design, develop, create, etc. to provide some type of temporary or longer term solution to resolve this need?

More information will be provided in class but there will be a number of steps required for the successful completion of this assignment.

Step 1 - Describe the challenge or problem to be addressed. Specifically, identify the specific social need and describe it. In other words, what is the problem, the background research, its importance and justify why it is indeed something that needs to be addressed (what is not working now).

Step 2 – Design your approach and collect data.

Step 3 – Present your ideas to the community organization and co-create next steps.

Step 4 – Write up your plan for execution and iteration.

Consider the following:

1. What tools can be utilized to help you understand the problem?
2. Who should be involved?
3. What process could be undertaken (consultation, observation, dialogue, lab, timing, sequencing, etc.)
4. What resources will you need?
5. How will you obtain buy-in?

---

### DELIVERABLES:

**Presentation to Community** – You and your team will be asked to present your ideas to a panel from appropriate groups in the community in class on **Friday December 4**. Specific details on expected length and content of the presentation will be provided in class. (10%)

**Key insights paper** – Maximum 12-15 page paper including exhibits (double-spaced, one inch margins, 12 point font) following guidelines above as well as details provided in class. **Due: to course dropbox by 11:59 p.m. Thursday December 10.** (20%)

## TEAM STORYTELLING AND PRESENTATION

Your team will be required to research a successful social innovation, tell a story to the class about it and research the story behind it. Your assignment consists of a compelling presentation as well as your accompanying slide deck that describes the innovation, background, key metrics to evaluate the success of the innovation, and why you think the innovation has potential to drive social change. Teams will sign up in early October for their preferred date.

Each team will have 10 minutes to present their story starting October 16th with an additional 5 minutes for Q & A. We will try not to have more than two teams per class session. Dress is Business Casual for the presentation. Please **submit the slide deck** that you have prepared to the **course dropbox by the start of class on the day which you are scheduled to present.** (Presentation + slide deck, 10%)

COMMERCE 406: CLASS SCHEDULE – FALL 2015

Date	Instructor	Topic	Required readings (in course package unless hyperlinked)	Due (T=team; I=individual)
09/18	Tina Dacin	Background & Tools: Course Orientation	Reading: <a href="#"><i>The Process of Social Innovation</i></a> (Mulgan) Innovations, MIT Press 2006.	
09/25	Kelley Packalen	Background & Tools: Finding Ideas & Solutions (aka (social) innovation)	Reading: <a href="#"><i>Patterns, Principles and Practices in Social Innovation</i></a> , (Huddart) Philanthropist, 2010 Reading: <a href="#"><i>Rediscovering Social Innovation</i></a> , (Phills, Deiglmeier, & Miller) Stanford Social Innovation Review, 2008	
10/02	Tina Dacin	Background & Tools: Systems Thinking & Mapping Problems	Reading: <a href="#"><i>Introduction to Complexity Science Applied to Innovation – Theory meets Praxis</i></a> . (Goldstein), The Innovation Journal: The Public Sector Innovation Journal. 2008.	
10/09		NO CLASS	Work on your preliminary memo for your Ashoka individual case study	I: Preliminary Ashoka Case Memo (end of class period)
10/16	Tina Dacin	Background & Tools: Design Thinking	Reading: <a href="#"><i>Design Thinking for Social Innovation</i></a> , (Brown & Wyatt) Stanford Social Innovation Review, 2010 Reading: <a href="#"><i>Tapping the Entrepreneurial Potential of Grassroots Innovation</i></a> (Gupta) Stanford Social Innovation Review, 2013	
10/23	Tina Dacin	“New” Pathways: Social Enterprises	Reading: <a href="#"><i>Social Entrepreneurship: Why We Don’t Need a New Theory and How We Move Forward From Here</i></a> . (Dacin, Dacin & Matear) Academy of Management Perspectives, 2010 Reading: <a href="#"><i>Taking Social Entrepreneurship Seriously</i></a> . (Dees) Society, 2007 Case: <b><i>Gram Vikas: What is the Essence of Social Entrepreneurship?</i></b> INSEAD, 2011	
10/30	Kelley Packalen	Background & Tools: Business Models & Funding Sources	Reading: <a href="#"><i>Ten Nonprofit Funding Models</i></a> , (Foster, Kim, & Christiansen), Stanford Social Innovation Review, Spring 2009 Reading: <a href="#"><i>Business Model Design</i></a> (MaRS Discovery District) Case: <b><i>KIVA versus MYC4: Business Model Innovation in Social Lending</i></b> INSEAD, 2009	I: KIVA vs MYC4 case memo (10/29)

Date	Instructor	Topic	Required readings (in course package unless hyperlinked)	Due (T=team; I=individual)
11/06	Tina Dacin	Background & Tools: Labs & Collective Impact	<p>Reading: Excerpt, <a href="#">The Social Labs Revolution</a> (Hassan) 2014</p> <p>Reading: <a href="#">Collective Social Entrepreneurship: Collectively Shaping Social Good</a>. (Montgomery, Dacin, &amp; Dacin) Journal of Business Ethics, 2012</p> <p>Reading: <a href="#">Collective Impact</a>. (Kania &amp; Kramer), Stanford Social Innovation Review, 2011</p>	I: Final Ashoka Case Study Report (11/5)
11/13	Kelley Packalen	"Old" Pathways in New Ways: Foundations & Non-profits	<p>Reading: <a href="#">Galvanizing Philanthropy</a> (Ditkoff &amp; Colby), Harvard Business Review, November 2009, R0911K</p>	
11/20	Kelley Packalen	"Old" Pathways in New Ways: Corporations Part 1	<p>Reading: <a href="#">The Tempered Radicals: How Employees Push Their Companies—Little by Little—to be More Socially Responsible</a> (Meyerson), Stanford Social Innovation Review, Fall 2004</p> <p>Reading: <a href="#">Big Business Matters</a>. Samuelson, Fall 2010, pp 27-28, Stanford Social Innovation Review</p> <p>Case: <a href="#">IBM Service Corps</a> (HBSP 9-409-106)</p>	I: IBM case memo (11/19)
11/27	Kelley Packalen	"Old" Pathways in New Ways: Corporations Part 2	<p>Reading: <a href="#">Breaking through: How corporate social innovation creates business opportunity</a> (Carnegie, Draimin, Bichall, Elkington &amp; Love) KPMG Social Innovation Report 2014</p> <p>Case: <a href="#">Social Innovation at Salesforce.com</a> (HBSP)</p>	I: Salesforce case memo (11/26)
12/04	Tina Dacin & Kelley Packalen	Wrap-up and student presentations	None	<p>T: Community presentation (in class)</p> <p>T: Community paper (12/10)</p> <p>I: Peer eval (12/10)</p>



# COMM 408

## Sustainability Strategies and Practices *Syllabus Fall 2015*

If it's business as usual, earth is going out of business.

***"A thief who tells a judge he is stealing less than before will receive no leniency. So why do companies get environmental awards for polluting less than before?"***

Gunther Pauli [The Blue Economy](#)

***"Humanity has fabricated the illusion that somehow we can get by without biodiversity or that it is somehow peripheral to our contemporary world: the truth is we need it more than ever on a planet of 7 billion [people], heading to over 9 billion by 2050. Business as usual is no longer an option if we are to avoid irreversible damage to the life-support systems of our planet."***

Achim Steiner, the executive director of the United Nations Environment Program (UNEP)  
The UN report can be read [here](#)

### **Process:**

1. Big-picture thinking about sustainability
2. Questioning some unquestionable assumptions
3. Asking some tough questions: Is capitalism still the best system? Sustainable?
4. Finding some answers for the future

*Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.*

University of Toronto

**Philosophy of Learning:** *significant changes in capability, understanding, practices, attitudes, or values but excluding the acquisition of factual information when it does not contribute to such changes.*  
Acknowledgement to Frank Coffield

This includes the social processes of

- learning to belong to different "communities of practice"
- learning to recognise changes in our identity
- learning to create meaning out of our experiences
- learning what it means to know in practice.

## Assumptions:

Corporations are the dominant institution of our time, just as the church was in the Middle Ages, the nobility was in the 15<sup>th</sup> to 18<sup>th</sup> centuries, and nations were in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Therefore, sustainability must address corporations and contain all the characteristics below, adapted from Allen White, Tellus Institute <[businessethicsnetwork.org/article.php?id=277](http://businessethicsnetwork.org/article.php?id=277) > and Corporations 2020 [www.corporation2020.org](http://www.corporation2020.org)

## Academic Integrity

### Definition of Academic Integrity

Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me. The onus is on you to ensure that your actions do not violate standards of academic integrity.**

### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic.

Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only.

All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

Don't take any chances with your reputation and your future. If you have any questions about whether your actions are over the line or not, Prof. Moore will be happy to help you figure it out.

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.
- Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services>.

### **Professional Engagement**

- Please attend class. If you don't learn anything from me, you will learn something from your colleagues.
- Once you are here, please stay. Cell phones, tablets, and laptops are not required for this course so you can keep them in your pack.
- Be prepared. I do my homework and I expect you to do yours. Be familiar with the required readings for each session. I've reduced the assignments to put more emphasis on the readings so be prepared to discuss them and your website subscription. I'll call on you to do so in our Updates section of each lecture.
- Email is good. Send me your questions and comments. I am happy to discuss your evaluations with you anytime but I do not negotiate marks. Please point out any math errors or obvious goof-ups and I will correct them.

# Required Course Materials:

(<http://www.campusbookstore.com/Textbooks/Course/13984-COMM408-FALL14>< [Bookstore](#)

## Arguing for Our Lives

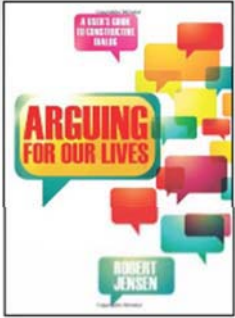
A User's Guide to Constructive Dialog

Robert Jensen

---

**New Book Price: \$15.50**  
New Book Availability: 140 In Stock  
Buy Now:

**Used Book Price: \$11.63**  
Used Book Availability: 8 In Stock  
Buy Used Book Now:



All other course materials will be available or linked from the course website on Desire2Learn.

## Course Website – Desire2Learn COMM 408

Content: Readings, bios of presenters

Resources: Links to articles on various topics

Assignments: Deadlines, tips, schedules, etc.

Announcements: As needed

Please note that the material on the course website is copyrighted and is for the sole use of students registered in COMM 408 or by permission. However, **distributing links is not only fine but encouraged**. One of the key tenants of an academic institution must be to spread learning and ideas as widely as possible. Feel free to engage your friends, colleagues, parents, and fellow students in discussions of the ideas presented in this course. Knowledge may be bound but not gagged.

Having said that, in order to comply with the Queen's copyright policy, **hard copies of course materials shall not be distributed** or disseminated to anyone other than students registered in COMM 408. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## Other Key Websites

- 350

<http://www.350.org/>

Our mission is to inspire the world to rise to the challenge of the climate crisis--to create a new sense of urgency and of possibility for our planet.

- Natural Resources Defense Council

<http://www.nrdc.org/greenbusiness/>

NRDC is a U.S.-based environmental action group, combining the grassroots power of 1.2 million members and online activists with the courtroom clout and expertise of more than 350 lawyers, scientists and other professionals.

- Tar Sands Watch

<http://www.tarsandswatch.org/>

Tar Sands Watch is a part of the [Polaris Institute](#). Polaris is designed to enable citizen movements to act for democratic social change on major public policy issues in an age of corporate driven globalization.

- AASHE

<http://www.aashe.org/about/about.php>

AASHE is an association of colleges and universities in the U.S. and Canada working to create a sustainable future. It was founded in 2006 with a mission to promote sustainability in all sectors of higher education - from governance and operations to curriculum and outreach - through education, communication, research and professional development. Businesses, NGO's, and government agencies can participate as AASHE partner members.

- Rocky Mountain Institute

<http://www.rmi.org/>

Rocky Mountain Institute is an independent, entrepreneurial, nonprofit think-and-do tank. Co-founded in 1982 by [Amory Lovins](#), who remains an active thought leader as Chairman and Chief Scientist, RMI excels in radical resource efficiency, especially via integrative design. We drive progress chiefly by transforming design, identifying and busting barriers, and spreading innovation.

- The Canadian Index of Wellbeing

<http://ciw.ca/en/>

The first-ever CIW composite report shows that in the fifteen year period from 1994 to 2008, Canada's GDP grew by a robust 31% while our quality of life only improved by a very modest 11%. Where did the benefits from the rest of our economic growth go? How did the lion's share of gains in income and wealth end up going to the richest 20%, while the gap down to the rest of us is growing even larger? Why are we living longer, but experiencing poorer health? How is the time crunch preventing us from enjoying our free time and leisure with our family and friends? Why aren't we tackling greenhouse gas emissions?

## Evaluation:

**Please Note:** There will be a 1% per hour penalty for assignments handed in late without prior permission from the instructor.

### ***1. Arguing for Our Lives: Individual Written Report 15%***

Dissect an opinion essay using Jensen's four basic questions that should be asked about a claim being made.

## **2. *Blue Sky*: Team Written Report (20%) and Presentation**

Check out the articles in the 408 Library and Other Documents of Interest. Choose a problem to solve and create three proposals to solve it using anything but magic. Your solution does not have to be feasible with current technology as long as you anticipate any problems or difficulties with your proposals. For example, if you think a solution to climate change might be to sweep the atmosphere with giant CO<sub>2</sub> collectors then use it to help terraform Mars for human habitation, make a case for that.

## **3. *Greenwashing Analysis*: Team Written Report 5%**

Select an organization that is partially responsible the problem solved by your Blue Sky proposals. Write them a letter (submit for prior approval to Prof. Moore) outlining your concerns, your suggestions, and asking for their response. Advise them that their response, or lack of it, will be discussed in class and may be available to other students at Queen's and beyond. Do your best to get a response. Analyse their response for greenwashing. If you fail to get one, please submit a one-page report detailing who you selected, the letter you sent, your efforts to get a response, and the outcome. You will be given a letter to analyse.

## **4. Individual Peer Evaluation 15%**

At the end of the term you will be asked to anonymously and honestly evaluate the contributions and cooperation of the other members of your Blue Sky team.

## **5. *My Plan to Save Civilization*: Individual Written Report 25%**

You have been given unlimited power over all the world's institutions and the responsibility to reduce CO<sub>2</sub> emissions to zero in 15 years. Please develop a detailed plan, written in three five-year stages (2015-19, 2020-24, 2025-30) to reorganize the world to do so. **What** needs to be done and **in what order**.

## **6. Individual Participation/Citizenship 20%**

- **5% Submitting questions/comments after each class**  
Please complete Class Namecards after each session and hand them in to Prof. Moore. He will read them and hand them out at the beginning of the next class.
- **5% Evidence of completing and contemplating the readings**  
Desire2Learn sees all/knows all. The minimum requirement is that you download the readings prior to each class. Please make sure you do so because Desire2Learn records your activity. Please note: surges of downloading to catch up are suspect.

- **5% Submitting (and reporting in class if chosen) a minimum of one Update per week (URL-linked title plus a 25-word summary) from one or more of the following websites:**

***Climate and Capitalism (Canada + World)***

<http://climateandcapitalism.com/>

***Rabble (Canada)***

<http://rabble.ca/>

***The Dominion (Canada)***

<http://www.dominionpaper.ca/>

***Council of Canadians (Canada + World)***

<http://www.canadians.org/>

***Truthout Environment (U.S. + World)***

<http://www.truthout.org/issues/environment>

***Inhabitat***

<http://inhabitat.com/>

***Earth Policy Institute (World)***

<http://www.earth-policy.org/>

***Canadian Centre for Policy Alternatives (Canada)***

<http://www.policyalternatives.ca/>

- **5% Participating in class**
  - Relevant comments – on topic, on issue
  - Substantive comments – reflect active listening to the comments of other class members, make a contribution to the ideas being exchanged
  - Persuasive comments – well articulated, argued, and supported, so that others take note
  - Respectful questions – reasonably question or challenge comments of others or without disparaging the person who made them

**Commerce 411**  
**Financial Statement Analysis and Accounting Based Valuation**  
**Winter Term, 2016**

**Course overview:**

Recently valuation models that make use of accounting numbers have been developed in the academic literature in accounting. These models or variants of them are increasingly being used by analysts as a way to model valuation, forecasting, etc. As you will see as we progress through the course, these models are conceptually equivalent to valuation models based on cash flows or dividends, *but have very distinct practical advantages since accounting based valuations make direct use of the numbers provided in firms' financial statements*. The first part of the course develops two versions of accounting based valuation – the residual (or abnormal) income model and the abnormal earnings growth model. The second part of the course then uses the insights from these valuation models to analyze financial statements to identify and understand the process of value generation in the firm. Finally, the course ultimately merges the valuation models with financial statement analysis in a hands-on course project in which you will perform an analysis and valuation of a company.

**Course text:**

*Financial Statement Analysis and Security Valuation* Fifth Edition, by Stephen Penman. McGraw-Hill Irwin, 2013. The book should be available at the campus bookstore. The textbook is very thorough which is a benefit, but this also means that there is a lot of material covered in many of the chapters. I recommend that you read through the chapters before we cover them in class to have an idea of what is covered in the chapter, but note that I will cover in class the most critical material in each chapter. Therefore the classes will naturally help you focus on the most important material in the text that you can refer back to later.

**Course web page:**

The web page for this course contains the course outline and details of the course schedule. I will use the web page to post announcements concerning the course schedule, the assignments, or any other aspect of the course. Slides to facilitate following lectures will also be posted on the website. *Therefore, I recommend that you check the course web page on a regular basis.*

**Course objectives:**

The primary focus of this course is on practical application. The major objective of the course is to provide you with some of the tools necessary to operate as a financial analyst. At the end of the course you should be able to tackle with confidence the tasks assigned to the equity or credit analyst: financial statement analysis, forecasting, and valuation.

**Course requirements:**

The course requirements and their relative weighting in the final mark are:

In-class quizzes	(2@20% each)	40%
Homework assignments	(6@ 2% each)	12%
Course project		40%
Class participation and attendance		8%

Detailed explanations of these requirements follow.



**Homework assignments:**

You will turn in homework assignments that will provide you with an opportunity to apply the concepts we cover in the class. These homework problems are all “mini-cases” that I have put together specifically for this course. There are eight mini-cases assigned in the class, and I will determine your grade taking the highest six scores you receive out of the eight mini-cases. This allows you to avoid turning in two of the eight assignments, either because you are ill and unable to work the assigned problem on time, have interviews scheduled, or otherwise find yourself unable to complete an assignment. Please note that I strongly recommend that you work through all eight of these cases, even though you will only need to turn in six. Completing these mini-cases is one of the most important things that you can do to prepare yourself for the in-class quizzes. These assignments are to be done individually. **Late assignments will not be accepted under any circumstance as the cases will be discussed in class as they are collected, and there will be no accommodation for any circumstances that may contribute to you being unable to turn in an assignment!** You are welcome to use excel to complete these assignments, but I will be carefully checking for duplicate spreadsheets turned in to me.

**In-class Quizzes:**

I will utilize two in-class quizzes to test your knowledge of the two major components of the course: valuation and financial statement analysis. Hence, you will note a tentative date (hopefully these will not need to change) for two in-class quizzes. Each quiz is to be done individually and each will be worth 20% of your grade.

**Participation and Attendance:**

I am keenly aware that classes with more active participation by students are more enjoyable for everyone. In addition, active participation in problem solving exercises and asking questions helps everyone in the class since participation helps to reveal what material is not clear and requires further explanation. If you show up consistently and occasionally ask a question that helps move the class along and gives me a break from talking you'll get 4 out of 8. If you show up consistently and ask really stimulating questions (in addition to the occasional question to help move the class along), and also actively participate in a meaningful way in class problem solving activities, you'll get 8 out of 8. If you don't show up consistently and never say a word in class, you'll get 0 out of 8. Almost every day in class there are problems on the course outline designated as “in-class” problems. One way to prepare for class is to look ahead at the chapter to be covered that day and look over the problems to be worked in class, and to be prepared to contribute to preparing a solution to the problem in class. We will also be discussing the solution to each of the mini-cases during the class when these mini-cases are turned in. Hence, participating in the preparation of a solution to the case during class is also an excellent opportunity to enhance your participation mark. I am willing to engage in cold calls.

**Course Project:**

The course project emphasizes the practical nature of the course. Hopefully, you will enjoy seeing your effort in mastering concepts rewarded with a concrete, practical product. Your project involves preparing an equity analyst report on a company. I don't require any particular format. The standard approach is to have an executive summary of your report that provides your overall recommendation on the company. This would be followed by a description of how you reformulated the financial statements, your interpretation of the financial statement analysis (i.e. what did the ratios and common sized statements tell you about the important drivers of profitability and growth for the company), a discussion of accounting quality and credit worthiness for your company, how you approached the forecasting (what assumptions you made and why), followed by a discussion of the valuation. The discussion of the valuation should include some discussion of sensitivity analysis – what happens to the valuation if key assumptions you are making change? While these elements should be there, don't be too mechanical.

The most important point is to write a persuasive report that leads to a credible conclusion or investment recommendation. The reader wants to see that you know what you are talking about, that you are a thorough and insightful analyst. The reader will want to see that you have the

necessary understanding and are using the appropriate tools. Keep it short and to the point. I certainly do not reward length but I do reward thorough, insightful analysis. Past reports have ranged from around 20 pages to around 40, not counting detailed appendices that show the details of the analysis (e.g. spreadsheets showing ratios, valuations, etc.) It is important to relegate details to an appendix to avoid disrupting the flow of your report.

The projects should be done in groups of 5 or 6 students, which will allow for lots of discussion of the process in the groups. You will be allowed to form your own groups (or partial groups), but please do not submit a group with more than 5 students. I will facilitate group formation by assigning students who would like some help in finding groups to a group. **The projects must be turned in to me (or the drop box for this class in the commerce office) prior to noon on Monday, April 4<sup>th</sup>.** There will be no final exam in this course.

#### **How to succeed in this course:**

Like most courses in accounting or finance, this course will require a regular commitment of time and effort in order to digest the material and apply it effectively to the problems and cases studied. Accordingly, you are well advised to set aside time before each class meeting as preparation time. Only by preparing on a regular basis will you gain skill at applying the material in a real world setting as required by the project. Past students have been almost unanimous in describing the course project in the course as one of the most challenging, time-consuming, and rewarding projects in the commerce program. They also uniformly indicate that the best advice I could give on day one is: 1) only take the class if a project of that nature appeals to you, and 2) begin work on the project as early as possible and leave plenty of time to pull the pieces together into a well-written, well-integrated product.

#### **Academic Dishonesty:**

I provide the following guidelines for each of the requirements in this course.

Course project: The solutions you submit *must be entirely your team's own effort*. You can only discuss in very broad terms the course project with members of other groups. I will ensure that each group is working individually by not allowing any two groups to analyze the same company. I reserve the right to facilitate team formation and to assign new members to a group to ensure that all class members have a group for the project.

Homework assignments: When preparing solutions to the homework assignments, you may discuss these problems with others *in general terms only*. Where plagiarism is identified, the minimum penalty will be no credit for the solutions submitted.

Quizzes: The quizzes are an individual effort. Collaboration is strictly prohibited.

**TENTATIVE CLASS SCHEDULE  
WINTER 2016**

(Changes, if any, will be announced in class and on course website.)

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>In-Class Problems</b>	<b>Mini-Cases Due</b>
Tues, Jan 5	Introduction to course, Review Financial Statements			
Thurs, Jan 7	Class cancelled – Reading assigned	Chapters 1&2		
Tues, Jan 12	The use of financial statements in valuation – relative valuation	Chapter 3	E3-7	
Thurs, Jan 14	Cash flow and dividend discounting	Chapter 4	Case M4.1	<b># 1</b>
Tues, Jan 19	Residual (Or Abnormal) earnings valuation	Chapter 5	Case M5.2, Coca-Cola only	<b># 2</b>
Thurs, Jan 21	continued			
Tues, Jan 26	Abnormal earnings <i>growth</i> valuation	Chapter 6	Case M6.1, Pepsi only	<b># 3</b>
Thurs, Jan 28	Reverse Engineering	Chapter 7	M7.1, part a only, M7.2, part b only	<b># 4</b>
Tues, Feb 2	Class cancelled – Experiment with CapitalIQ			
Thurs, Feb 4	CapitalIQ training session			
<b>Tues, Feb 9</b>	<b>First in-class quiz</b>			
Thurs, Feb 11	Business Activities and Financial Statements	Chapter 8	E8-10	
Tues, Feb 23	Analysis of Income Statements and Balance Sheets	Chapter 10	E10-10 (part b only)	
Thurs, Feb 25	Analysis of Profitability	Chapter 12	E12-9 (note part a is E10-10 again)	<b># 5</b>
Tues, Mar 1	Analysis of Growth	Chapter 13	E13-7	<b># 6</b>
Thurs, Mar 3	Valuation of the Enterprise	Chapter 14	H-D	
Tues, Mar 8	Full information forecasting and valuation	Chapter 16	Ditto	
Thurs, Mar 10	Analysis of Accounting Quality	Chapter 18	Ditto	
Tues, Mar 15	Analysis of Credit Risk	Chapter 20	Ditto	<b># 7</b>
Thurs, Mar 17	Review, Q&A, catch-up, optional class ☺			<b># 8</b>
<b>Tues, Mar 22</b>	<b>Second in-class quiz</b>			
Thurs, Mar 24	Finalize work on projects			
Tues, Mar 29	Finalize work on projects			
Thurs, Mar 31	Finalize work on projects			
<b>Mon, Apr 4</b>	<b>Noon – projects due</b>			

### **Homework Problem # 1. Due Thursday, January 14**

This problem asks you to determine a value per share for Boeing using peer company data. Below are the business descriptions for six *possible* peer companies, and for the target company to be valued, Boeing.

Northrop Grumman Corporation (NYSE:NOC) Northrop Grumman Corporation, a security company, provides systems, products, and solutions in aerospace, electronics, information systems, and technical service areas to government and commercial customers worldwide. The company's Aerospace Systems segment designs, develops, integrates, and produces manned aircraft, unmanned systems, spacecraft, high-energy laser systems, microelectronics, and other systems and subsystems. This segment sells its products primarily to government agencies for use in various areas, including intelligence, surveillance, and reconnaissance; communications; battle management; strike operations; electronic warfare; earth observation; satellite communications; space science; and space exploration. Its Electronic Systems segment offers solutions for sensing, understanding, anticipating, and controlling operating environment to military, civil, and commercial customers. This segment provides various defense electronics and systems, airborne fire control radars, situational awareness systems, early warning systems, electronic warfare systems, air defense radars and management systems, navigation systems, communications systems, marine power and propulsion systems, space systems, and logistics services. The company's Information Systems segment offers advanced solutions for Department of Defense, national intelligence, federal civilian, state, international, and commercial customers. This segment provides products and services primarily in the fields of command and control, communications, cybersecurity, air and missile defense, intelligence processing, civil security, health information technology, and government support systems. Its Technical Services segment provides logistics, modernization, and sustainment support; and other advanced technology and engineering services, including space, missile defense, nuclear security, training, and simulation services. The company was founded in 1939 and is based in Falls Church, Virginia.

Raytheon Company (NYSE:RTN) Raytheon Company develops integrated products, services, and solutions in the areas of sensing; effects; command, control, communications, and intelligence; mission support; and cyber and information security worldwide. It operates in four segments: Integrated Defense Systems (IDS); Intelligence, Information, and Services (IIS); Missile Systems (MS); and Space and Airborne Systems (SAS). The IDS segment provides integrated air and missile defense; radar solutions; naval combat and ship electronic systems; command, control, communications, computers, and intelligence solutions; and air traffic management systems. The IIS segment offers a range of technical and professional services to intelligence, defense, federal, and commercial customers, as well as specializes in intelligence, surveillance and reconnaissance, navigation, DoD space and weather solutions, cybersecurity, analytics, training, logistics, mission support, and engineering and sustainment solutions. The MS segment develops and supports a range of weapon systems, including missiles, smart munitions, close-in weapon systems, projectiles, kinetic kill vehicles, directed energy effectors, and combat sensor solutions. The SAS segment provides electro-optical/infrared sensors, airborne radars for surveillance and fire control applications, lasers, precision guidance systems, signals intelligence systems, processors, electronic warfare systems, communication systems, and space-qualified systems for civil and military applications. Raytheon Company serves the U.S. Department of Defense (DoD), the U.S. Intelligence Community, the Federal Aviation Administration, the U.S. Armed Forces, the National Oceanic and Atmospheric Administration, Department of Homeland Security, the National Aeronautics and Space Administration, and other international customers. The company was founded in 1922 and is based in Waltham, Massachusetts.

United Technologies Corporation (NYSE:UTX) United Technologies Corporation provides technology products and services to building systems and aerospace industries worldwide. Its Otis segment designs, manufactures, sells, and installs passenger and freight elevators, escalators, and moving walkways; modernization products to upgrade elevators and escalators; and maintenance and repair services. The company's UTC Climate, Controls & Security segment provides heating, ventilating, air conditioning, and refrigeration solutions, such as controls for residential, commercial, industrial, and transportation applications. This segment offers electronic security products, including intruder alarms, access control systems, and video surveillance systems; and fire safety products, as well as systems integration, video surveillance, installation, maintenance, and inspection services. Its Pratt & Whitney segment supplies

aircraft engines for commercial, military, business jet, and general aviation markets; and provides aftermarket maintenance, repair, and overhaul, as well as fleet management services. The company's UTC Aerospace Systems segment provides electric power generation, power management, and distribution systems; engine control, electric, environmental control, propeller, cargo, actuation, landing, intelligence, surveillance, and reconnaissance systems, as well as fire and ice detection and protection systems; engine components; aircraft aero structures, lighting, and seating products; space products and subsystems; air data, and flight sensing and management systems; and aftermarket services. Its Sikorsky segment manufactures military and commercial helicopters; and provides aftermarket helicopter and aircraft parts and services. The company offers its services through manufacturers' representatives, distributors, wholesalers, dealers, retail outlets, and sales representatives, as well as directly to customers. United Technologies Corporation was founded in 1934 and is headquartered in Hartford, Connecticut.

General Dynamics Corporation (NYSE:GD) General Dynamics Corporation operates as aerospace and defense company worldwide. It operates through four business groups: Aerospace; Combat Systems; Information Systems and Technology; and Marine Systems. The Aerospace group designs, manufactures, and outfits business-jet aircrafts; provides aircraft services, such as maintenance, repair work, fixed-based operations, and aircraft management services; and performs aircraft completions for aircraft. The Combat Systems group is involved in the systems engineering, spanning design, development, manufacture, and support of military vehicles, weapons systems, and munitions. This group's product lines include wheeled combat and tactical vehicles; main battle tanks and tracked combat vehicles; weapons systems and munitions; and maintenance and logistics support and sustainment services. The Information Systems and Technology group provides technologies, products, and services that support a range of military, federal/civilian, and commercial information-system needs. This group offers information technology solutions and mission support services; secure communications systems; command and control solutions; signals and information collection, processing, and distribution systems; imagery sensors; and cyber security, information assurance, and encryption products, systems, and services. The Marine Systems group designs, builds, and supports submarines and surface ships for the U.S. Navy and Jones Act ships for commercial customers. This group offers nuclear-powered submarines, surface combatants, auxiliary and combat-logistics ships, and commercial product carriers and containerships; and provides design and engineering support services, as well as overhaul, repair, and lifecycle support services. The company was founded in 1899 and is based in Falls Church, Virginia.

Lockheed Martin Corporation (NYSE:LMT) Lockheed Martin Corporation, a security and aerospace company, engages in the research, design, development, manufacture, integration, and sustainment of technology systems, products, and services. It also provides management, engineering, technical, scientific, logistics, and information services. Its Aeronautics segment offers combat and air mobility aircraft, unmanned air vehicles, and related technologies. The company's Information Systems & Global Solutions segment provides technology systems and expertise, integrated information technology solutions, and management services; and supports customers in data analytics, cyber security, air traffic management, and energy demand management. This segment also provides network-enabled situational awareness; delivers communications, and command and control capabilities; integrates complex global systems that help customers to gather, analyze, and distribute critical intelligence data; and offers classified systems and services in the support of national security systems. Its Missiles and Fire Control segment provides air and missile defense systems; tactical missiles and air-to-ground precision strike weapon systems; logistics and other technical services; fire control systems; mission operations and engineering support, readiness, and integration services; and manned and unmanned ground vehicles. The company's Mission Systems and Training segment offers ship and submarine mission and combat systems; mission systems and sensors for aircraft; sea and land-based missile defense systems; radar systems; littoral combat ships; simulation and training services; and unmanned systems and technologies. Its Space Systems provides satellites, strategic and defensive missile systems, and space transportation systems. The company serves civil, defense, intelligence, and other government customers in the United States and internationally. Lockheed Martin Corporation was founded in 1909 and is headquartered in Bethesda, Maryland.

Precision Castparts Corp. (NYSE:PCP) Precision Castparts Corp. manufactures and sells metal components and products to the aerospace, power, and general industrial and other markets worldwide. The company operates through three segments: Investment Cast Products, Forged Products, and Airframe

Products. The Investment Cast Products segment manufactures investment castings for aircraft engines, industrial gas turbine (IGT) engines, airframes, medical implants, armament, unmanned aerial vehicles, and other industrial applications. This segment offers aerospace structural castings; aerospace airfoil castings, including stationary vanes and rotating blades used in the turbine section of jet aircraft engines; and IGT castings, and structural and airfoil castings for aero derivative gas turbine engines, power generation, and other commercial and military land- and marine-based applications. It also provides artificial hips and knees, landing gear struts and engine inlets for unmanned aerial vehicles, and impellers for pumps and compressors, as well as titanium components for armament systems. The Forged Products segment manufactures fan discs, compressor discs, turbine discs, seals, spacers, shafts, hubs, and cases; landing gear beams, bulkheads, wing structures, engine mounts, struts and tail flaps, and housings; mechanical and structural tubular products; nickel-alloy casing and tubular products; titanium melted and mill products; and revert management solutions. The Airframe Products segment develops and manufactures engineered fasteners, fastener systems, aero structures, and precision components. This segment provides bolts, sleeved fastening systems, nuts, nut plates, latches, expandable diameter fasteners, quick release pins, hydraulic fittings, bushings, inserts, collars, and other precision components. The company sells its products through direct sales, sales representatives, distributors, and marketing staff. Precision Castparts Corp. was founded in 1949 and is headquartered in Portland, Oregon.

Airbus Group SE (ENXTPA:AIR) Airbus Group SE manufactures and sells commercial aircraft, civil and military helicopters, commercial space launch vehicles, missiles, military aircraft, satellites, defense systems, and defense electronics; and provides related services worldwide. The company operates in three segments: Airbus; Airbus Helicopters; and Airbus Defence and Space. The Airbus segment is involved in the development, manufacture, marketing, and sale of commercial jet aircraft of approximately 100 seats; and regional turboprop aircraft and aircraft components, as well as provides aircraft conversion and related services. The Airbus Helicopters engages in the development, manufacture, marketing, and sale of civil and military helicopters; and provision of helicopter related services. The Airbus Defence and Space segment is involved in the development, manufacturing, marketing, and sale of military transport aircraft and special mission aircraft and related services; missiles systems, military combat aircraft and training aircraft; and satellites, orbital infrastructures, and launchers. This segment also provides defense electronics and global security market solutions, such as integrated systems for global border security and secure communications solutions and logistics; training, testing, engineering and other related services; and space related services. The company was formerly known as Airbus Group N.V. and changed its name to Airbus Group SE in June 2015. Airbus Group SE was founded in 2000 and is headquartered in Leiden, the Netherlands.

Spirit AeroSystems Holdings, Inc. (NYSE:SPR) Spirit AeroSystems Holdings, Inc., through its subsidiaries, operates as a non-original equipment manufacturer (OEM) that designs, engineers, and manufactures large commercial aircraft structures worldwide. It operates through three segments: Fuselage Systems, Propulsion Systems, and Wing Systems. The Fuselage Systems segment develops, produces, and markets forward, mid, and rear fuselage sections and systems primarily to aircraft OEMs; and provides related spares, as well as maintenance, repair, and overhaul (MRO) services. This segment also offers rotorcraft comprising forward cockpit and cabin fuselage. The Propulsion Systems segment is involved in the development, production, and marketing of struts/pylons; nacelles, including thrust reversers; and related engine structural components principally to aircraft or engine OEMs, as well as provides related spares and MRO services. The Wing Systems segment develops, produces, and markets wings and wing components consisting of flight control surfaces; and other miscellaneous structural parts primarily to aircraft OEMs, as well as offers related spares and MRO services. This segment also offers low observables, such as radar absorbent and translucent materials; radomes; and other military services comprising fabrication, bonding, assembly, testing and tooling, processing, engineering analysis, and training. The company was formerly known as Mid-Western Aircraft Systems Holdings, Inc. Spirit AeroSystems Holdings, Inc. was founded in 1927 and is headquartered in Wichita, Kansas.

The Boeing Company (NYSE:BA) The Boeing Company, together with its subsidiaries, designs, develops, manufactures, sells, services, and supports commercial jetliners, military aircraft, satellites, missile defense, human space flight, and launch systems and services worldwide. The company operates in five segments: Commercial Airplanes, Boeing Military Aircraft, Network & Space Systems, Global Services & Support,

and Boeing Capital. The Commercial Airplanes segment develops, produces, and markets commercial jet aircraft for various passenger and cargo requirements, as well as provides related support services to the commercial airline industry. This segment also offers aviation services support, aircraft modifications, spares, training, maintenance documents, and technical advice to commercial and government customers. The Boeing Military Aircraft segment is involved in the research, development, production, and modification of manned and unmanned military aircraft and weapons systems for the global strike and vertical lift, and unmanned airborne systems programs, as well as mobility, surveillance, and engagement. The Network & Space Systems segment engages in the research, development, production, and modification of electronics and information solutions; strategic missile and defense systems; space and intelligence systems; and space exploration products. The Global Services and Support segment offers integrated logistics, including supply chain management and engineering support; maintenance, modification, and upgrades for aircraft; and training systems and government services, such as pilot and maintenance training. The Boeing Capital segment facilitates, arranges, structures, and provides financing solutions, such as equipment under operating leases, finance leases, notes and other receivables, assets held for sale or re-lease, and investments for its commercial airplanes customers. The Boeing Company was founded in 1916 and is based in Chicago, Illinois.

A spreadsheet downloaded from CapitalIQ showing the comparables analysis generated by CapitalIQ for this set of companies is provided below. Note that LTM means last twelve months, NTM means next twelve months, FQ means latest fiscal quarter, FCF means Free Cash Flow, EBIT means Earnings Before Interest and Taxes, EPS means Earnings Per Share, EBITDA means Earnings Before Interest, Taxes, Depreciation and Amortization and TEV means total enterprise value.

Company Comp Set											
Company Name	Day Close Price Latest	Shares Outstanding Latest	Market Capitalization Latest	LTM Net Debt	LTM Total Revenue	LTM EBIT	NTM EPS (Capital IQ)	FQ Book Value/Share	LTM Unlevered Free Cash Flow	LTM EBITDA	
Northrop Grumman Corporation (NYSE:NOC)	189.48	182.4	34,557.9	5,235.0	23,940.0	3,149.0	9.86	31.16	1,514.13	3,618.0	
Raytheon Company (NYSE:RTN)	127.04	301.1	38,251.5	2,273.0	23,062.0	2,904.0	6.79	33.71	2,058.0	3,290.0	
United Technologies Corporation (NYSE:UTX)	98.22	887.0	87,123.2	17,190.0	63,978.0	9,618.0	6.38	34.41	2,148.25	11,574.0	
General Dynamics Corporation (NYSE:GD)	145.5	316.1	45,996.6	41.0	32,022.0	4,180.0	9.29	33.9	2,322.5	4,660.0	
Lockheed Martin Corporation (NYSE:LMT)	226.06	307.3	69,467.2	5,112.0	45,745.0	5,364.0	11.7	9.15	2,268.5	5,948.0	
Precision Castparts Corp. (NYSE:PCP)	231.0	137.6	31,782.8	4,366.0	9,662.0	2,343.0	13.0	83.41	1,173.38	2,680.0	
Airbus Group SE (ENXTPA:AIR)	70.74	787.3	55,692.4	1,126.8	67,289.0	2,870.2	3.75	8.65	855.61	5,122.7	
Spirit AeroSystems Holdings, Inc. (NYSE:SPR)	53.57	136.4	7,305.2	98.0	6,608.9	870.8	4.09	16.42	854.25	1,033.1	
<b>The Boeing Company (NYSE:BA)</b>	<b>149.4</b>	<b>670.0</b>	<b>100,095.6</b>	<b>(803.0)</b>	<b>97,009.0</b>	<b>8,037.0</b>	<b>9.09</b>	<b>10.05</b>	<b>7,388.13</b>	<b>9,914.0</b>	
Summary Statistics	Day Close Price Latest	Shares Outstanding Latest	Market Capitalization Latest	LTM Net Debt	LTM Total Revenue	LTM EBIT	NTM EPS (Capital IQ)	FQ Book Value/Share	LTM Unlevered Free Cash Flow	LTM EBITDA	
High	231.0	887.0	87,123.2	17,190.0	67,289.0	9,618.0	13.0	83.41	2,322.5	11,574.0	
Low	53.57	136.4	7,305.2	41.0	6,608.9	870.8	3.75	8.65	854.25	1,033.1	
Mean	142.7	381.9	46,272.1	4,430.2	34,038.4	3,912.4	8.11	31.35	1,649.33	4,740.7	
Median	136.27	304.2	42,124.1	3,319.5	27,981.0	3,026.5	8.04	32.44	1,786.06	4,139.0	





**REQUIRED:**

Of the eight comparable companies listed above, which do you think are the most appropriate to use as a foundation for comparables valuation for Boeing? Why? Which multiples do you think are best to use for valuing Boeing? Why? Do a valuation of Boeing, using 1) the list of comparable companies you believe is best and 2) the multiples you think are best. How does your valuation compare with the share price on the date these data were collected, \$149.4. What concerns do you have about your comparables valuation?

**Homework Problem # 2. Due Tuesday, January 19**

Apple Inc. designs, manufactures, and markets mobile communication and media devices, personal computers, and portable digital music players to consumers, small and mid-sized businesses, education, and enterprise and government customers worldwide. The company also sells related software, services, accessories, networking solutions, and third-party digital content and applications. It offers iPhone, a line of smartphones; iPad, a line of multi-purpose tablets; and Mac, a line of desktop and portable personal computers. The company also provides iLife, a consumer-oriented digital lifestyle software application suite; iWork, an integrated productivity suite that helps users create, present, and publish documents, presentations, and spreadsheets; and other application software, such as Final Cut Pro, Logic Pro X, and FileMaker Pro. In addition, it offers Apple TV that connects to consumers' TV and enables them to access digital content directly for streaming high definition video, playing music and games, and viewing photos; Apple Watch, a personal electronic device; and iPod, a line of portable digital music and media players. Further, the company sells Apple-branded and third-party Mac-compatible, and iOS-compatible accessories, such as headphones, displays, storage devices, Beats products, and other connectivity and computing products and supplies. Additionally, it offers iCloud, a cloud service; AppleCare that offers support options for its customers; and Apple Pay, a mobile payment service. The company sells and delivers digital content and applications through the iTunes Store, App Store, iBooks Store, Mac App Store, and Apple Music. It also sells its products through its retail and online stores, and direct sales force, as well as through third-party cellular network carriers, wholesalers, retailers, and value-added resellers. Apple Inc. was founded in 1977 and is headquartered in Cupertino, California.

The income statement, balance sheet and cash flow statements from the latest 10-K are provided below. As you will see, the company generates and holds significant cash. The question is, how does this cash translate into value?

## CONSOLIDATED STATEMENTS OF OPERATIONS

(In millions, except number of shares which are reflected in thousands and per share amounts)

	Years ended		
	September 26, 2015	September 27, 2014	September 28, 2013
Net sales	\$ 233,715	\$ 182,795	\$ 170,910
Cost of sales	140,089	112,258	106,606
Gross margin	<u>93,626</u>	<u>70,537</u>	<u>64,304</u>
Operating expenses:			
Research and development	8,067	6,041	4,475
Selling, general and administrative	14,329	11,993	10,830
Total operating expenses	<u>22,396</u>	<u>18,034</u>	<u>15,305</u>
Operating income	71,230	52,503	48,999
Other income/(expense), net	<u>1,285</u>	<u>980</u>	<u>1,156</u>
Income before provision for income taxes	72,515	53,483	50,155
Provision for income taxes	<u>19,121</u>	<u>13,973</u>	<u>13,118</u>
Net income	<u>\$ 53,394</u>	<u>\$ 39,510</u>	<u>\$ 37,037</u>
Earnings per share:			
Basic	\$ 9.28	\$ 6.49	\$ 5.72
Diluted	\$ 9.22	\$ 6.45	\$ 5.68
Shares used in computing earnings per share:			
Basic	5,753,421	6,085,572	6,477,320
Diluted	5,793,069	6,122,663	6,521,634
Cash dividends declared per share	\$ 1.98	\$ 1.82	\$ 1.64

See accompanying Notes to Consolidated Financial Statements.

Apple Inc. | 2015 Form 10-K | 39  
**CONSOLIDATED STATEMENTS OF COMPREHENSIVE INCOME**  
(In millions)

	Years ended		
	September 26, 2015	September 27, 2014	September 28, 2013
Net income	\$ 53,394	\$ 39,510	\$ 37,037
Other comprehensive income/(loss):			
Change in foreign currency translation, net of tax effects of \$201, \$50 and \$35, respectively	(411)	(137)	(112)
Change in unrealized gains/losses on derivative instruments:			
Change in fair value of derivatives, net of tax benefit/(expense) of \$(441), \$(297) and \$(351), respectively	2,905	1,390	522
Adjustment for net (gains)/losses realized and included in net income, net of tax expense/(benefit) of \$630, \$(36) and \$255, respectively	(3,497)	149	(458)
Total change in unrealized gains/losses on derivative instruments, net of tax	(592)	1,539	64
Change in unrealized gains/losses on marketable securities:			
Change in fair value of marketable securities, net of tax benefit/(expense) of \$264, \$(153) and \$458, respectively	(483)	285	(791)
Adjustment for net (gains)/losses realized and included in net income, net of tax expense/(benefit) of \$(32), \$71 and \$82, respectively	59	(134)	(131)
Total change in unrealized gains/losses on marketable securities, net of tax	(424)	151	(922)
Total other comprehensive income/(loss)	(1,427)	1,553	(970)
Total comprehensive income	\$ 51,967	\$ 41,063	\$ 36,067

See accompanying Notes to Consolidated Financial Statements.

## CONSOLIDATED BALANCE SHEETS

(In millions, except number of shares which are reflected in thousands and par value)

	<u>September 26, 2015</u>	<u>September 27, 2014</u>
<b>ASSETS:</b>		
Current assets:		
Cash and cash equivalents	\$ 21,120	\$ 13,844
Short-term marketable securities	20,481	11,233
Accounts receivable, less allowances of \$82 and \$86, respectively	16,849	17,460
Inventories	2,349	2,111
Deferred tax assets	5,546	4,318
Vendor non-trade receivables	13,494	9,759
Other current assets	<u>9,539</u>	<u>9,806</u>
Total current assets	89,378	68,531
Long-term marketable securities	164,065	130,162
Property, plant and equipment, net	22,471	20,624
Goodwill	5,116	4,616
Acquired intangible assets, net	3,893	4,142
Other assets	<u>5,556</u>	<u>3,764</u>
Total assets	<u>\$ 290,479</u>	<u>\$ 231,839</u>
<b>LIABILITIES AND SHAREHOLDERS' EQUITY:</b>		
Current liabilities:		
Accrued expenses	25,181	18,453
Deferred revenue	8,940	8,491
Commercial paper	8,499	6,308
Current portion of long-term debt	<u>2,500</u>	<u>0</u>
Total current liabilities	80,610	63,448
Deferred revenue, non-current	3,624	3,031
Long-term debt	53,463	28,987
Other non-current liabilities	<u>33,427</u>	<u>24,826</u>
Total liabilities	171,124	120,292
Commitments and contingencies		
Shareholders' equity:		
Common stock and additional paid-in capital, \$0.00001 par value: 12,600,000 shares authorized; 5,578,753 and 5,866,161 shares issued and outstanding, respectively	27,416	23,313
Retained earnings	92,284	87,152
Accumulated other comprehensive income	<u>(345)</u>	<u>1,082</u>
Total shareholders' equity	119,355	111,547
Total liabilities and shareholders' equity	<u>\$ 290,479</u>	<u>\$ 231,839</u>

See accompanying Notes to Consolidated Financial Statements.

**CONSOLIDATED STATEMENTS OF SHAREHOLDERS' EQUITY**

	Common Stock and Additional Paid-In Capital		Retained Earnings	Accumulated Other Comprehensive Income/(Loss)	Total Shareholders' Equity
	Shares	Amount			
Balances as of September 29, 2012	6,574,458	\$ 16,422	\$ 101,289	\$ 499	\$ 118,210
Net income	0	0	37,037	0	37,037
Other comprehensive income/(loss)	0	0	0	(970)	(970)
Dividends and dividend equivalents declared	0	0	(10,676)	0	(10,676)
Repurchase of common stock	(328,837)	0	(22,950)	0	(22,950)
Share-based compensation	0	2,253	0	0	2,253
Common stock issued, net of shares withheld for employee taxes	48,873	(143)	(444)	0	(587)
Tax benefit from equity awards, including transfer pricing adjustments	0	1,232	0	0	1,232
Balances as of September 28, 2013	6,294,494	19,764	104,256	(471)	123,549
Net income	0	0	39,510	0	39,510
Other comprehensive income/(loss)	0	0	0	1,553	1,553
Dividends and dividend equivalents declared	0	0	(11,215)	0	(11,215)
Repurchase of common stock	(488,677)	0	(45,000)	0	(45,000)
Share-based compensation	0	2,863	0	0	2,863
Common stock issued, net of shares withheld for employee taxes	60,344	(49)	(399)	0	(448)
x benefit from equity awards, including transfer pricing adjustments	0	735	0	0	735
Balances as of September 27, 2014	5,866,161	23,313	87,152	1,082	111,547
Net income	0	0	53,394	0	53,394
Other comprehensive income/(loss)	0	0	0	(1,427)	(1,427)
Dividends and dividend equivalents declared	0	0	(11,627)	0	(11,627)
Repurchase of common stock	(325,032)	0	(36,026)	0	(36,026)
Share-based compensation	0	3,586	0	0	3,586
Common stock issued, net of shares withheld for employee taxes	37,624	(231)	(609)	0	(840)
x benefit from equity awards, including transfer pricing adjustments	0	748	0	0	748
Balances as of September 26, 2015	5,578,753	\$ 27,416	\$ 92,284	\$ (345)	\$ 119,355

**CONSOLIDATED STATEMENTS OF CASH FLOWS**  
(In millions)

	Years ended		
	September 26, 2015	September 27, 2014	September 28, 2013
Cash and cash equivalents, beginning of the year	\$ 13,844	\$ 14,259	\$ 10,746
<b>Operating activities:</b>			
Net income	53,394	39,510	37,037
Adjustments to reconcile net income to cash generated by operating activities:			
Depreciation and amortization	11,257	7,946	6,757
Share-based compensation expense	3,586	2,863	2,253
Deferred income tax expense	1,382	2,347	1,141
Changes in operating assets and liabilities:			
Accounts receivable, net	611	(4,232)	(2,172)
Inventories	(238)	(76)	(973)
Vendor non-trade receivables	(3,735)	(2,220)	223
Other current and non-current assets	(179)	167	1,080
Accounts payable	5,400	5,938	2,340
Deferred revenue	1,042	1,460	1,459
Other current and non-current liabilities	8,746	6,010	4,521
Cash generated by operating activities	<u>81,266</u>	<u>59,713</u>	<u>53,666</u>
<b>Investing activities:</b>			
Purchases of marketable securities	(166,402)	(217,128)	(148,489)
Proceeds from maturities of marketable securities	14,538	18,810	20,317
Proceeds from sales of marketable securities	107,447	189,301	104,130
Payments made in connection with business acquisitions, net	(343)	(3,765)	(496)
Payments for acquisition of property, plant and equipment	(11,247)	(9,571)	(8,165)
Payments for acquisition of intangible assets	(241)	(242)	(911)
Other	(26)	16	(160)
Cash used in investing activities	<u>(56,274)</u>	<u>(22,579)</u>	<u>(33,774)</u>
<b>Financing activities:</b>			
Proceeds from issuance of common stock	543	730	530
Excess tax benefits from equity awards	749	739	701
Taxes paid related to net share settlement of equity awards	(1,499)	(1,158)	(1,082)
Dividends and dividend equivalents paid	(11,561)	(11,126)	(10,564)
Repurchase of common stock	(35,253)	(45,000)	(22,860)
Proceeds from issuance of term debt, net	27,114	11,960	16,896
Change in commercial paper, net	2,191	6,306	0
Cash used in financing activities	<u>(17,716)</u>	<u>(37,549)</u>	<u>(16,379)</u>
Increase/(decrease) in cash and cash equivalents	<u>7,276</u>	<u>(415)</u>	<u>3,513</u>
Cash and cash equivalents, end of the year	<u>\$ 21,120</u>	<u>\$ 13,844</u>	<u>\$ 14,259</u>
<b>Supplemental cash flow disclosure:</b>			
Cash paid for income taxes, net	\$ 13,252	\$ 10,026	\$ 9,128
Cash paid for interest	\$ 514	\$ 339	\$ 0

See accompanying Notes to Consolidated Financial Statements.

**REQUIRED:**

- 1) Based on the information contained in the cash flow statement, determine the unlevered free cash flow for 2015 and 2014. Assume that all short-term and long-term marketable securities are invested in interest earning assets. Interest cash inflow was \$2,921 in 2015 and \$1,795 in 2014. Interest cash outflow was \$514 in 2015 and \$339 in 2014. Assume a marginal tax rate of 35%.
- 2) Apple has a WACC of 11%. Assume that unlevered free cash flow will grow at a 3% (a long-run GDP growth rate estimate) rate after fiscal year 2015 and calculate the value of the equity as of the end of the 2015 fiscal year based on these data. Assume that cash and short and long-term marketable securities have a value equal to the book value (the value in the balance sheet). How does that value compare to the market cap of equity of \$665 billion that existed when the 2015 financial statements were released? Why might your calculated intrinsic value differ from the market cap? What is the growth rate in unlevered free cash flows that is implied by the market cap of \$665 billion? At the end of the 2014 FY, this calculation suggested that Apple was valued with about a positive 1.5% growth rate. Why do you think this market implied growth rate has changed between 2015 and 2014?

The following table showing segmented sales data may be useful to you:

Net sales by product for 2015, 2014 and 2013 are as follows (in millions):

	<u>2015</u>	<u>2014</u>	<u>2013</u>
Net Sales by Product:			
iPhone <sup>(1)</sup>	\$ 155,041	\$ 101,991	\$ 91,279
iPad <sup>(1)</sup>	23,227	30,283	31,980
Mac <sup>(1)</sup>	25,471	24,079	21,483
Services <sup>(2)</sup>	19,909	18,063	16,051
Other Products <sup>(1)(3)</sup>	10,067	8,379	10,117
Total net sales	<u>\$ 233,715</u>	<u>\$ 182,795</u>	<u>\$ 170,910</u>

### **Homework Problem # 3. Due Tuesday, January 26**

Keurig Green Mountain, Inc. (GMCR) produces and sells coffeemakers and specialty coffee in the United States, Canada, and internationally. The company sources, produces, and sells coffee, hot cocoa, teas, and other beverages under K-Cup, Vue, Rivo, K-Carafe, K-Mug, and Kold brands; and coffee in traditional packaging, including bags and fractional packs, as well as offers whole bean and ground coffee in bags, fractional packages, and cans. It also provides other specialty beverages in pods, which include hot apple cider, hot and iced teas, iced coffees, iced fruit brews, hot cocoa, and other beverages for use with its Keurig hot brewing systems, as well as sells coffee-related equipment and accessories. In addition, the company sells pods under its own brands, such as Green Mountain Coffee, the Original Donut Shop, and Van Houtte. It distributes its products through away-from-home and at-home channels to retailers, including supermarkets, department stores, mass merchandisers, club stores, and convenience stores; and restaurants, hospitality accounts, office coffee distributors, and partner brand owners, as well as to consumers through its Websites. The company was formerly known as Green Mountain Coffee Roasters, Inc. and changed its name to Keurig Green Mountain, Inc. in March 2014. Keurig Green Mountain, Inc. was founded in 1981 and is based in Waterbury, Vermont.

After market close on November 18, 2015, GMCR provided the following 4<sup>th</sup> quarter and annual earnings announcement:

## **Keurig Green Mountain Reports Fourth Quarter and Fiscal Year 2015 Financial Results**

### ***Board of Directors Authorizes a 13% Dividend Increase***

- Non-GAAP<sup>1</sup> EPS of \$0.85 and GAAP EPS of \$0.61 for the quarter
- Non-GAAP EPS of \$3.56 and GAAP EPS of \$3.14 for the full year 2015
- Net sales of \$1.04 billion for the quarter and \$4.5 billion for the full year
- Generated 2015 free cash flow of \$344 million
- Repurchased approximately 4% or \$350 million in common shares from the beginning of the fiscal fourth quarter 2015 through November 18



- Outlook includes fiscal year 2016 currency neutral revenue growth of flat to low single digits with Non-GAAP EPS of \$3.25-\$3.45 and free cash flow in the range of \$420-\$500 million

November 18, 2015 04:05 PM Eastern Standard Time

WATERBURY, Vt.--(BUSINESS WIRE)--Keurig Green Mountain, Inc. (Keurig) (NASDAQ: GMCR), a personal beverage system company that has revolutionized the way consumers create and enjoy beverages, today announced its business results for the 13 weeks and 52 weeks ended September 26, 2015.

“Our results for the quarter and the year reflect the competitive and dynamic marketplace in which we operate as well as the steps we are taking to position our Company for longer-term growth and value creation,” said Brian Kelley, Keurig’s President and CEO. “I’m particularly pleased with the benefits realized from our cost reduction efforts as well as our strong cash generation, both of which exceeded expectations in the fourth quarter. While we expect marketplace conditions will remain challenging in the near term, we have a stronger product line-up and price positioning as we enter the new holiday season.”

Mr. Kelley continued, “Our priorities for 2016 are to reinvigorate our hot system and continue the disciplined rollout of our Kold system. We remain confident that our investments in the business and our multi-year productivity program will deliver long-term value to shareholders. Today’s announcement of the Board’s authorization of a 13% increase in our dividend underscores our confidence in our future prospects and continues our track record of delivering strong cash returns to our shareholders.”

#### **Fourth Quarter Fiscal 2015 Financial Review**

(\$ in millions except earnings per share)	<b>Thirteen weeks ended Sept 26, 2015</b>	<b>Thirteen weeks ended Sept 27, 2014</b>	<b>% Increase / _ (Decrease)</b>
Net sales	\$ 1,037.0	\$ 1,195.6	(13 )%
Operating income:			
GAAP	\$ 144.2	\$ 228.8	(37 )%
Non-GAAP	197.0	\$ 248.0	(21 )%

Net income:			
GAAP	\$ 94.6	\$ 141.1	(33 )%
Non-GAAP	\$ 131.3	\$ 153.8	(15 )%
Diluted income per share:			
GAAP	\$ 0.61	\$ 0.86	(29 )%
Non-GAAP	\$ 0.85	\$ 0.94	(10 )%

Note: Complete GAAP to Non-GAAP reconciliation tables provided with this release.

### Net Sales by Product

Net sales of \$1.0 billion decreased 13% versus the prior year period with declines in brewer sales and pod sales. The net sales decline includes an unfavorable impact from foreign currency exchange rates of approximately 2%.

(\$ in millions)	Thirteen weeks ended	Thirteen weeks ended	\$ Increase (Decrease)	% Increase (Decrease)
	Sept 26, 2015	Sept 27, 2014		
Pods	\$ 861.2	\$ 948.7	\$ (87.5 )	(9 )%
Brewers and accessories	123.6	181.6	(58.0 )	(32 )%
Subtotal	984.8	1,130.3	(145.5 )	(13 )%
Other products and royalties	52.2	65.3	(13.1 )	(20 )%
Total net sales	\$ 1,037.0	\$ 1,195.6	\$ (158.6 )	(13 )%

### Pods

- Pod net sales were driven by a 4% decrease in equivalent servings<sup>2</sup> volume and an approximately 6% decrease due to product mix. This was partially offset by an

approximately 2% increase due to net price realization.<sup>3</sup> Foreign currency exchange rates negatively impacted pod net sales by approximately 2%.

- For the Company's U.S. At Home business, pod volumes fell by 3%. The Company typically sees a build in customer and retailer inventory in the fourth quarter in advance of the holiday season. In the fourth quarter of 2014, the Company saw a much larger build in such inventories, due in part to the SAP transition in the first quarter of 2015. While shipments were impacted by this comparison, consumer demand for pods as measured by retail sales remains healthy. The Company estimates that retail unit sales of pods grew 7% in the fourth quarter of 2015.

### ***Brewers and Accessories***

- For the quarter, 1.9 million Keurig® hot system brewers were sold including 1.8 million sold by Keurig with 0.1 million reported sold by Keurig's licensed brewer partners. This brewer shipment number does not account for consumer returns.
- Brewer sales were driven by a 20% decrease in sales volume, an approximately 10% decrease due to product mix and an approximately 1% decrease due to net price realization. Foreign currency exchange rates negatively impacted brewer and accessory net sales by approximately 1%.

### ***Other Products***

- Sales of other products were driven by the unfavorable impact of foreign exchange rates, the loss of a customer in our away from home channel and our decision to focus and allocate resources on our pod business.
- For the quarter, GAAP gross margin declined 530 basis points to 32.3% of net sales from 37.6% in the prior year period. Non-GAAP gross margin declined approximately 300 basis points to 34.7% of net sales from 37.6% in the prior year period. An \$8.6 million obsolescence charge related to BOLT® brewers negatively impacted both GAAP and Non-GAAP gross margin. An abandonment and impairment of packaging lines negatively impacted GAAP gross profit by \$24 million and was excluded from Non-GAAP gross profit. The following table quantifies the changes in gross margin period to period:

	<b>Change from Q4 Fiscal 2014 to Q4 Fiscal 2015</b>	
Impairment and abandonment of packaging lines	-230	bps
Unfavorable green coffee costs	-220	bps
Shift in sales mix between pods, brewers and accessories, and other products	210	bps
Higher obsolescence expense of finished goods	-120	bps
Mix primarily associated with pods	-110	bps
Sales return favorability	70	bps
Foreign currency rates	-60	bps
Other items	-70	<u>bps</u>
GAAP margin change	-530	bps
Impairment and abandonment of packaging lines	230	<u>bps</u>
Non-GAAP margin change	-300	<u>bps</u>

- GAAP SG&A declined 20%, representing 17.0% of net sales for the quarter as compared to 18.5% in the prior year period. Non-GAAP SG&A decreased 20% representing 15.7% of sales for the quarter as compared to 16.9% in the prior year period. The decrease in Non-GAAP SG&A over the prior year period was primarily driven by declines in marketing expense and compensation expense.
- GAAP operating income declined 37%, representing 13.9% of net sales for the quarter, compared to 19.1% in the prior year period.
- Non-GAAP operating income declined 21%, representing 19.0% of net sales in the quarter, compared to 20.7% in the prior year period.
- The Company's effective income tax rate was 32.3% for the quarter as compared to 35.2% in the prior year period.
- Diluted weighted average shares outstanding for the fourth quarter were 155.2 million, down 6% from 164.4 million in the prior year period. The reduction in shares outstanding from the prior year quarter was driven by the Company's share repurchases under its previously announced share repurchase authorizations

including a \$700 million accelerated share repurchase (ASR) program, open market purchases and 10(b)5-1 plans and the previously announced repurchase of 5.2 million shares from Luigi Lavazza S.p.A. on March 3, 2015.

- GAAP diluted EPS declined 29% from the prior year period to \$0.61.
- Non-GAAP diluted EPS declined 10% from the prior year period to \$0.85.

### **Fiscal Year 2015 Financial Review**

(\$ in millions except earnings per share)	<b>Fiscal 2015</b>	<b>Fiscal 2014</b>	<b>% Increase / (Decrease)</b>
Net sales	\$ 4,520.0	\$ 4,707.7	(4 )%
Operating income:			
GAAP	\$ 765.4	\$ 947.2	(19 )%
Non-GAAP	\$ 861.0	\$ 1,001.2	(14 )%
Net income:			
GAAP	\$ 498.3	\$ 596.5	(16 )%
Non-GAAP	\$ 565.8	\$ 632.9	(11 )%
Diluted income per share:			
GAAP	\$ 3.14	\$ 3.74	(16 )%
Non-GAAP	\$ 3.56	\$ 3.97	(10 )%

Note: Complete GAAP to Non-GAAP reconciliation tables provided with this release.

### **Net Sales by Product**

For the year, net sales of \$4.5 billion declined 4% over the prior year. The 4% net sales decline includes an unfavorable impact from foreign currency exchange rates of approximately 1%.

<b>Net Sales by Product</b>				
(\$ in millions)	<b>Fiscal 2015</b>	<b>Fiscal 2014</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
Pods	\$ 3,645.1	\$ 3,604.5	\$ 40.6	1 %
Brewers and accessories	__632.6	__822.3	__(189.7 )	(23 )%

Subtotal	4,277.7	4,426.8	(149.1 )	(3 )%
Other products and royalties	<u>242.3</u>	<u>280.9</u>	<u>(38.6 )</u>	(14 )%
Total net sales	\$ 4,520.0	\$ 4,707.7	\$ (187.7 )	(4 )%

### ***Pods***

- For the year, approximately 10.5 billion equivalent pod servings were sold.
- Pod sales were driven by an increase of approximately 7% due to equivalent servings volume and a 2% increase due to net price realization partially offset by a roughly 7% decrease due to product mix. Foreign currency exchange rates negatively impacted pod net sales by approximately 1%.

### ***Brewers and Accessories***

- For the year, 9.2 million Keurig® hot system brewers were sold including 8.7 million sold by Keurig with 0.5 million reported sold by Keurig's licensed brewer partners. This brewer shipment number does not account for consumer returns.
- Brewer net sales were driven by a decrease of 16% due to sales volume, a 5% decline in net pricing and a roughly 1% decrease due to product mix. Foreign currency exchange rates negatively impacted brewer net sales by approximately 1%.
- Additionally, accessories net sales decreased by \$15 million.

### ***Other Products***

- Sales of other products were primarily driven by the unfavorable impact of foreign exchange rates as well as the loss of a customer in our away from home channel and our decision to focus and allocate resources on our pod business.
- For the year, GAAP gross margin declined 300 basis points to 35.6% of net sales from 38.6% in the prior year period. Non-GAAP gross margin declined 250 basis points to 36.1% of net sales from 38.6% in the prior year period. GAAP and Non-GAAP gross margin were negatively impacted by \$36 million in obsolescence charges related to Rivo®, Bolt® and certain Keurig 2.0 brewers. Losses on abandonment and impairment of packaging lines negatively impacted GAAP gross profit by \$24 million and was

excluded from Non-GAAP gross profit. The following table quantifies the changes in gross margin period to period:

	<b>Change from Fiscal 2014 to Fiscal 2015</b>	
Shift in sales mix between pods, brewers and accessories, and other products	250	bps
Mix primarily associated with brewers	-160	bps
Higher obsolescence expense of finished goods	-160	bps
Unfavorable green coffee costs	-140	bps
Mix primarily associated with pods	-90	bps
Impairment and abandonment of packaging lines	-50	bps
Other items	50	<u>bps</u>
GAAP margin change	-300	bps
Impairment and abandonment of packaging lines	50	<u>bps</u>
Non-GAAP margin change	-250	<u>bps</u>

- GAAP SG&A declined 5%, representing 18.3% of sales for the year as compared to 18.5% in the prior year period. Non-GAAP SG&A decreased 5% representing 17.0% of sales for the year as compared to 17.3% in the prior year period. The decrease in Non-GAAP SG&A over the prior year period was driven by declines in compensation expense and marketing expense partially offset by higher research and development expenses and significant investments in the Keurig KOLD™ beverage @system.
- GAAP operating income declined by 19%, representing 16.9% of net sales for the year, down 320 basis points from 20.1% in the prior year period.
- Non-GAAP operating income decreased by 14%, representing 19.0% of net sales in fiscal year 2015, down 230 basis points from 21.3% in the prior year.
- The Company's effective income tax rate was 33.6% for the year as compared to 35.4% in the prior year.

- Diluted weighted average shares outstanding for the full year were 158.9 million, down from 159.6 million in 2014. The reduction in shares outstanding was driven by the Company's share repurchases under its share repurchase program including a \$700 million accelerated share repurchase (ASR) program, open market purchases and 10(b)5-1 plans and the previously announced repurchase of 5.2 million shares from Luigi Lavazza S.p.A. on March 3, 2015, partially offset by dilution from the Coca-Cola and Lavazza equity transactions<sup>4</sup>.
- GAAP diluted EPS decreased 16% from the prior year period to \$3.14; non-GAAP diluted EPS decreased 10% from the prior year period to \$3.56.

### Balance Sheet & Cash Flow Highlights

Balance Sheet & Cash Flow Highlights (\$ in millions)	September 26, 2015	September 27, 2014	% Change
Cash and cash equivalents, including restricted cash	\$ 89.8	\$ 761.6	(88 )%
Accounts receivables, net	\$ 517.9	\$ 621.5	(17 )%
Inventories	\$ 692.0	\$ 835.2	(17 )%
Raw materials & supplies	\$ 227.5	\$ 169.9	34 %
Coffee	\$ 126.4	\$ 74.4	70 %
Packaging & other raw materials	\$ 101.1	\$ 95.5	6 %
Finished goods	\$ 464.5	\$ 665.3	(30 )%
Brewers & accessories	\$ 314.7	\$ 477.5	(34 )%
Pods	\$ 133.7	\$ 164.9	(19 )%
Other	\$ 16.1	\$ 22.9	(30 )%
Debt outstanding and capital lease and financing obligations	\$ 451.5	\$ 278.5	62 %
Cash provided by operating activities <sup>(1)</sup>	\$ 754.9	\$ 719.4	5 %
Free cash flow <sup>(1)</sup>	\$ 343.8	\$ 381.6	(10 )%



(1) Free cash flow is calculated by subtracting capital expenditures for fixed assets from net cash provided by operating activities as reported in the unaudited statement of cash flows.

### **Productivity Program**

The Company previously announced a multi-year productivity program and continues to expect \$300 million in savings over the next three years with approximately \$100 million of savings in fiscal 2016.

The Company incurred \$16 million in pre-tax charges related to its restructuring and productivity programs in its fiscal fourth quarter 2015 of which \$12 million are expected to result in cash expenditures. Pre-tax restructuring charges associated with the productivity program are expected to be \$14-\$19 million in fiscal year 2016 of which approximately \$10-14 million are expected to be cash expenditures.

### **Share Repurchases**

Pursuant to the Company's share repurchase program, the Company repurchased 9.5 million shares in fiscal year 2015 at a cost of \$1,033 million. This includes 1.99 million shares repurchased in the fiscal fourth quarter at a cost of \$115 million. From the end of the Company's fiscal year 2015 through November 18, 2015, the Company repurchased an additional 4.4 million shares at a cost of \$235 million.

As of November 18, 2015, the Company has \$914 million remaining on its share repurchase authorization.

### **Dividend Declaration**

Reflecting its commitment to return capital to shareholders and its expectation for continued strong cash flow generation, the Company announced a 13% increase in its indicated annualized dividend to \$1.30 per share from \$1.15. The increase will take effect with the February 16, 2016 quarterly dividend payment of \$0.325 declared by the Board payable to shareholders of record as of the close of business on January 15, 2016.

## **Business Outlook and Other Forward-Looking Information**

The Company provided its outlook for fiscal year 2016:

### **Fiscal Year 2016**

- Currency neutral net sales growth of flat to low single digits compared to fiscal year 2015. At current exchange rates, foreign currency is expected to negatively impact net sales growth by approximately 1%.
- An annual effective tax rate of approximately 33.0 % to 33.5%.
- Non-GAAP earnings per share of \$3.25-\$3.45. This includes an expected \$100 million in productivity savings, additional share repurchase, an approximately \$0.16 negative impact from foreign currency at current exchange rates. The midpoint of the guidance range includes a pre-tax estimated income statement loss of \$125 million from the Keurig® KOLD™ beverage system. Non-GAAP EPS guidance excludes any restructuring or one-time charges related to the Company's productivity initiative.
- Free cash flow in the range of \$420 million to \$500 million.
- Capital investment in the range of \$225 million to \$275 million, with total depreciation and amortization expense of \$290 million.

### **Conference Call and Webcast**

Keurig will be discussing these financial results with analysts and investors in a conference call and live webcast available via the Internet at 5:00 p.m. ET today, November 18, 2015. The call is accessible via live webcast from the events section of the Investor Relations portion of the Company's website at

<http://cts.businesswire.com/ct/CT?id=smartlink&url=http%3A%2F%2Finvestor.keuriggreenmountain.com%2Fevents.cfm&esheet=51227553&newsitemid=20151118006631&lan=en-US&anchor=http%3A%2F%2Finvestor.keuriggreenmountain.com%2Fevents.cfm&index=1&md5=32741bcf59ba3edfc925870cb3ff09ce>. The Company archives the latest conference call for a period of time. A replay of the conference call also will be available by telephone at (719) 457-0820, passcode 784384 from 9:00 p.m. ET on November 18, 2014 through 9:00 p.m. ET on Monday, November 23, 2014.

## **Use of Non-GAAP Financial Measures**

In addition to reporting financial results in accordance with generally accepted accounting principles (GAAP), the Company provides non-GAAP operating results that exclude legal and accounting expenses related to the pending securities and stockholder derivative class action litigation, pending antitrust litigation against the Company, and the now concluded SEC inquiry; non-cash acquisition-related items such as amortization of identifiable intangibles; fixed asset impairment and abandonment write-downs; and restructuring and productivity expenses related to our multi-year productivity program, each of which include adjustments to show the tax impact of excluding these items. In each case these amounts are not in accordance with, or an alternative to, GAAP. The Company's management believes that these measures provide investors with transparency by helping illustrate the underlying financial and business trends relating to the Company's results of operations and financial condition and comparability between current and prior periods. Management uses the measures to establish and monitor budgets and operational goals and to evaluate the performance of the Company. Please see the "GAAP to Non-GAAP Reconciliation" table that accompanies this document for a full reconciliation of the Company's GAAP to non-GAAP results.

## **About Keurig Green Mountain, Inc.**

Keurig Green Mountain, Inc. (Keurig) (NASDAQ: GMCR) is reimagining how beverages can be created, personalized, and enjoyed, fresh-made in homes and workplaces. We are a personal beverage system company revolutionizing the beverage experience through the power of innovative technology and strategic brand partnerships. With an expanding family of more than 80 beloved brands and more than 575 beverage varieties, our Keurig® hot and Keurig KOLD™ beverage systems deliver great taste, convenience, and choice at the push of a button. As a company founded on social responsibility, we are committed to using the power of business to brew a better world through our work to build resilient supply chains, sustainable products, thriving communities, and a water-secure world.

## **Forward-Looking Statements**

Certain information in this press release constitutes "forward-looking statements." Forward-looking statements can be identified by the fact that they do not relate strictly to historical or current facts. They often include words such as "believes," "expects," "anticipates," "estimates," "intends," "plans," "seeks" or words of similar meaning, or future or conditional verbs, such as

"will," "should," "could," "may," "aims," "intends," or "projects." However, the absence of these words or similar expressions does not mean that a statement is not forward-looking. These statements may relate to: the expected impact of raw material costs and our pricing actions on our results of operations and gross margins, expected trends in net sales and earnings performance and other financial measures, estimates of future financial results, the expected productivity program charges and working capital improvements, the success of introducing and producing new product offerings, the impact of foreign exchange fluctuations, the adequacy of internally generated funds and existing sources of liquidity, such as the availability of bank financing, the expected results of operations of businesses acquired by us, our ability to issue debt or additional equity securities, projections for future capital expenditures, our expectations regarding purchasing shares of our common stock under the existing authorizations, projections of payment of dividends, the impact of pending and future stockholder claims and other litigation, and the impact of antitrust litigation pending against the Company in the United States and Canada. A forward-looking statement is neither a prediction nor a guarantee of future events or circumstances, and those future events or circumstances may not occur. Management believes that these forward-looking statements are reasonable as and when made. However, caution should be taken not to place undue reliance on any such forward-looking statements because such statements speak only as of the date when made. We expressly disclaim any obligation to update or revise any forward-looking statements, whether as a result of new information, future events or otherwise. In addition, forward-looking statements are subject to certain risks and uncertainties that could cause actual results to differ materially from our historical experience and our present expectations or projections. These risks and uncertainties include, but are not limited to, those described in Part I, "Item 1A. Risk Factors" and Part II "Item 7. Management's Discussion and Analysis of Financial Condition and Results of Operations" in our fiscal 2015 Annual Report filed on Form 10-K, elsewhere in that report and those described from time to time in our future reports filed with the Securities and Exchange Commission.

<sup>1</sup> Certain items in this press release are designated as "Non-GAAP" and represent non-GAAP financial measures that exclude certain items. Please see the attached "GAAP to Non-GAAP Reconciliation" to find disclosure and reconciliation of non-GAAP financial measures, as well as a discussion in this release as to why the Company is presenting such non-GAAP measures.

<sup>2</sup> Equivalent servings translates our multiple pod sizes, including K-Cup®, Vue®, K-Carafe™ and Bolt® pods, into a common serving.

<sup>3</sup> Numbers do not sum due to rounding.

<sup>4</sup> The Company issued 16.7 million shares as part of the transaction with The Coca-Cola Company, which closed February 27, 2014 and another 1.4 million shares as part of the transaction with Luigi Lavazza S.p.A., which closed April 17, 2014.

KGM-G, KGM-US, KGM-CA

**KEURIG GREEN MOUNTAIN, INC.**

**Unaudited Consolidated Balance Sheets**

**(Dollars in thousands, except per share data)**

	<b>September 26, 2015</b>	<b>September 27, 2014</b>
<b>Assets</b>		
Current assets:		
Cash and cash equivalents	\$ 59,334	\$ 761,214
Restricted cash and cash equivalents	30,460	378
Short-term investment	—	100,000
Receivables, less uncollectible accounts and return allowances of \$35,459 and \$66,120 at September 26, 2015 and September 27, 2014, respectively	517,936	621,451
Inventories	691,980	835,167
Income taxes receivable	51,786	—
Other current assets	95,526	69,272
Deferred income taxes, net	<u>70,181</u>	<u>58,038</u>
Total current assets	1,517,203	2,445,520
Fixed assets, net	1,293,563	1,171,425
Intangibles, net	423,887	365,444
Goodwill	747,406	755,895
Deferred income taxes, net	854	131
Long-term restricted cash	278	—

Other long-term assets	18,386	58,892	-
Total assets	\$ 4,001,577	\$ 4,797,307	=
<b>Liabilities and Stockholders' Equity</b>			
Current liabilities:			
Current portion of long-term debt	\$ 279	\$ 19,077	
Current portion of capital lease and financing obligations	3,271	2,226	
Accounts payable	298,609	411,107	
Accrued expenses	226,519	305,677	
Income tax payable	1,085	53,586	
Dividend payable	44,048	40,580	
Deferred income taxes, net	264	340	
Other current liabilities	28,049	10,395	-
Total current liabilities	602,124	842,988	
Long-term debt, less current portion	330,766	140,937	
Capital lease and financing obligations, less current portion	117,187	116,240	
Deferred income taxes, net	195,063	202,936	
Other long-term liabilities	42,525	23,085	
Commitments and contingencies			
Redeemable noncontrolling interests	4,554	12,440	
Stockholders' equity:			
Preferred stock, \$0.10 par value: Authorized - 1,000,000 shares; No shares issued or outstanding	—	—	
Common stock, \$0.10 par value: Authorized - 500,000,000 shares; Issued and outstanding - 153,209,256 and 162,318,246 shares at September 26, 2015 and September 27, 2014, respectively	15,321	16,232	
Additional paid-in capital	879,060	1,808,881	
Retained earnings	2,014,279	1,687,619	

Accumulated other comprehensive loss		(199,302 )	(54,051 )
Total stockholders' equity	\$	2,709,358	\$ 3,458,681
Total liabilities and stockholders' equity	\$	4,001,577	\$ 4,797,307

**KEURIG GREEN MOUNTAIN, INC.**

**Unaudited Consolidated Statements of Operations**

(Dollars in thousands except per share data)

	Thirteen weeks ended	Thirteen weeks ended		
	Sept 26, 2015	Sept 27, 2014	Fiscal 2015	Fiscal 2014
Net sales	\$ 1,036,964	\$ 1,195,567	\$ 4,520,031	\$ 4,707,680
Cost of sales	<u>701,630</u>	<u>745,778</u>	<u>2,912,507</u>	<u>2,891,820</u>
Gross profit	335,334	449,789	1,607,524	1,815,860
Selling and operating expenses	111,357	140,498	539,259	561,573
General and administrative expenses	64,566	80,509	287,591	307,046
Restructuring expenses	15,250	—	15,250	—
Operating income	<u>144,161</u>	<u>228,782</u>	<u>765,424</u>	<u>947,241</u>
Other income (expense), net	(1,224 )	(1,673 )	1,123	262
Gain on financial instruments, net	2,967	3,689	8,077	8,307
Loss on foreign currency, net	(5,988 )	(9,323 )	(22,166 )	(19,746 )
Interest expense	<u>(128 )</u>	<u>(3,635 )</u>	<u>(1,882 )</u>	<u>(11,691 )</u>

Income before income taxes	139,788	217,840	750,576	924,373
Income tax expense	(45,126 )	(76,590 )	(251,948 )	(326,959 )
Net income	\$94,662	\$141,250	\$498,628	\$597,414
Net income attributable to noncontrolling interests	66	194	353	896
Net income attributable to Keurig	\$94,596	\$141,056	\$498,275	\$596,518
Net income attributable to Keurig per common share:				
Basic	\$0.61	\$0.87	\$3.17	\$3.80
Diluted	\$0.61	\$0.86	\$3.14	\$3.74
Cash dividends declared per common share	\$0.2875	\$0.25	\$1.15	\$1.00
Weighted-average common shares outstanding:				
Basic	153,938,926	162,540,994	157,286,303	157,085,574
Diluted	155,202,057	164,446,353	158,898,678	159,568,342

**KEURIG GREEN MOUNTAIN, INC.**

**Unaudited Consolidated Statements of Cash Flows**



**(Dollars in thousands)**

	<b>Fiscal 2015</b>	<b>Fiscal 2014</b>
Cash flows from operating activities:		
Net income	\$498,628	\$597,414
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization of fixed assets	217,515	214,607
Amortization of intangibles	48,148	43,032
Amortization of deferred financing fees	4,606	5,651
Loss on impairment of fixed assets	16,256	—
Unrealized (gain) loss on foreign currency, net	(2,862 )	15,196
Provision for doubtful accounts	5,452	1,782
Provision for sales returns	114,392	114,057
Gain on derivatives, net	(20,959 )	(1,582 )
Excess tax benefits from equity-based compensation plans	(40,843 )	(55,444 )
Deferred income taxes	(8,591 )	(52,708 )
Deferred compensation and stock compensation	32,471	30,882
Other	10,563	4,224
Changes in assets and liabilities, net of acquisitions		
Receivables	(24,303 )	(274,884 )
Inventories	128,423	(166,473 )
Income tax payable/receivable, net	(64,337 )	120,553
Other current assets	(23,573 )	(838 )
Other long-term assets, net	2,369	3,162

Accounts payable and accrued expenses	(155,922 )	133,818
Other current liabilities	(1,191 )	(7,521 )
Other long-term liabilities	18,620	(5,495 )
	<u>—</u>	<u>—</u>
Net cash provided by operating activities	754,862	719,433

Cash flows from investing activities:

Change in restricted cash	(5,383 )	182
Purchase of short-term investment	—	(100,000 )
Maturity of short-term investment	100,000	—
Purchase of long-term investment	(1,000 )	(35,905 )
Acquisition, net of cash acquired	(180,698 )	—
Proceeds from the sale of subsidiary, net of cash retained	765	—
Capital expenditures for fixed assets	(411,099 )	(337,860 )
Other investing activities	(1,016 )	1,164
	<u>—</u>	<u>—</u>
Net cash used in investing activities	(498,431 )	(472,419 )

Cash flows from financing activities:

Net change in revolving line of credit	330,000	—
Proceeds from issuance of common stock under compensation plans	29,272	40,681
Proceeds from sale of common stock	—	1,348,414
Repurchase of common stock	(1,033,321)	(1,052,430)
Excess tax benefits from equity-based compensation plans	40,843	55,444
Payments on capital lease and financing obligations	(2,823 )	(1,931 )
Proceeds from borrowings of long-term debt	—	403

Deferred financing fees	(4,123 )	—
Repayment of long-term debt	(158,730 )	(13,361 )
Dividends paid	(175,707 )	(118,358 )
Purchase of noncontrolling interest	—	(4,752 )
Other financing activities	2,710	(1,124 )
	<u>—</u>	<u>—</u>
Net cash (used in) provided by financing activities	(971,879 )	252,986
Effect of exchange rate changes on cash and cash equivalents	13,568	1,122
Net (decrease) increase in cash and cash equivalents	(701,880 )	501,122
Cash and cash equivalents at beginning of period	761,214	260,092
	<u>—</u>	<u>—</u>
Cash and cash equivalents at end of period	\$59,334	\$761,214
		=
		=
Supplemental disclosures of cash flow information:		
Cash paid for interest (net of amounts capitalized)	\$(2,785 )	\$4,012
Cash paid for income taxes	\$320,239	\$270,367
Dividends declared not paid at the end of each period	\$44,048	\$40,580
Fixed asset purchases included in accounts payable and not disbursed at the end of each year	\$32,122	\$64,202
Noncash investing and financing activities:		
Fixed assets acquired under capital lease and financing obligations	\$375	\$40,125

**Required:**

When these results were announced, the share price increased roughly 20% from \$40.5 to \$49 per share, and soon ran to \$54 on momentum a few days later. After this FY 2015 4<sup>th</sup> quarter announcement, here are the data:

The book value per share at the end of FY2015 was \$17.68. Based on the news contained in this announcement, analysts revised the FY 2016 EPS forecast to \$3.25 and their FY 2017 forecast to \$3.64. Their EPS growth forecast for FY 2018 – 2020 was 13% growth per year. Keurig Green Mountain has a cost of equity capital of 9%. Assume that analysts expect Keurig Green Mountain to continue with a constant dividend payout of 40% after the already stated 2016 dividend of \$1.30 is paid. What is the % perpetual growth rate implied by price (don't solve for it, just try round number growth rate percentages until you find one that yields a price close to \$49)?

Despite this uptick in November, it was a very bad year for Green Mountain. When Green Mountain announced their 4<sup>th</sup> quarter results last year (FY 2014 results), shares of GMCR traded at around \$142 per share. Here were the data at that time:

After this announcement, shares of GMCR traded at around \$142 per share. The book value per share at the end of FY2014 was \$21.31. Based on the news contained in this announcement, analysts revised the FY 2015 EPS forecast to \$4.22 and their FY 2016 forecast to \$4.75. Their EPS growth forecast for FY 2017 – 2019 was 19% growth per year. Keurig Green Mountain has a cost of equity capital of 9%. Assume that analysts expect Keurig Green Mountain to continue with a constant dividend payout of 27% after the already stated 2015 dividend of \$1.15 is paid. What is the % perpetual growth rate implied by price (don't solve for it, just try round number growth rate percentages until you find one that yields a price close to \$142)?

Use the Abnormal earnings model from chapter 5, and the data provided above to come up with the (again rounded to closest full percentage) perpetual growth rate needed to approximate the price that existed at the end of FY 2014 and at the end of FY 2015. What do you make of these rates? What does this tell you about the pricing of GMCR at these two points in time?

What is your opinion of the “economic moat” this company has constructed? What do you make of the fact that an offer to buy the company and take it private at a value of \$92 per share, a 78% premium over the previous day's close?

**Homework Problem # 4. Due Thursday, January 28th**

The J. M. Smucker Company manufactures and markets branded food products worldwide. It operates through four segments: U.S. Retail Coffee; U.S. Retail Consumer Foods; U.S. Retail Pet Foods; and International, Foodservice, and Natural Foods. The company provides various consumer food and beverage products, including coffee, peanut butter, fruit spreads, shortening and oils, baking mixes and ready-to-spread frostings, canned milk, flour and baking ingredients, juices and beverages, frozen sandwiches, toppings, syrups, pickles, condiments, grain products, and nut mix products; and pet products comprising dry and wet dog food, dry and wet cat food, dog snacks, and cat snacks. It markets its products under the Folgers, Dunkin' Donuts, Smucker's, Jif, Crisco, Pillsbury, Uncrustables, Douwe Egberts, Folgers Gourmet Selections, Millstone, Cafe Bustelo, Cafe Pilon, K-Cup, Adam's, Laura Scudder's, Hungry Jack, Eagle

Brand, Magnolia, Robin Hood, Five Roses, Santa Cruz Organic, R. W. Knudsen Family, truRoots, Meow Mix, Milk-Bone, Kibbles 'n Bits, Natural Balance, 9Lives, Pup-Peroni, Gravy Train, and Nature's Recipe brand names. The company sells its products through direct sales and brokers to food retailers, food wholesalers, drug stores, club stores, mass merchandisers, discount and dollar stores, military commissaries, and pet specialty stores; and through retail channels, foodservice distributors and operators, and natural foods stores and distributors. The J. M. Smucker Company was founded in 1897 and is headquartered in Orrville, Ohio

On November 19, 2015, Smucker provided the following second quarter earnings announcement:

ORRVILLE, Ohio, Nov. 19, 2015 /PRNewswire/ -- The J. M. Smucker Company (NYSE: SJM) today announced results for the second quarter ended October 31, 2015, of its 2016 fiscal year. All comparisons are to the second quarter of the prior fiscal year, unless otherwise noted.

#### **EXECUTIVE SUMMARY**

- Net sales increased \$595.9 million, or 40 percent, reflecting the contribution of Big Heart Pet Brands ("Big Heart"), acquired in fiscal 2015, and growth within the U.S. Retail Coffee segment.
- Net income per diluted share was \$1.47, a decrease of 5 percent, as the benefit from Big Heart operations was offset by merger and integration costs, higher interest expense, and the impact of additional shares outstanding.
- Non-GAAP income per diluted share was \$1.62, an increase of 6 percent, while adjusted non-GAAP income per diluted share, which excludes amortization, was \$1.91, an increase of 13 percent.
- Free cash flow was \$211.0 million, reflecting the benefits of the Company's working capital reduction initiatives.
- The Company updated its fiscal 2016 earnings outlook with non-GAAP income per diluted share expected to range from \$5.70 to \$5.80, and adjusted non-GAAP income per diluted share expected to range from \$6.85 to \$6.95.

#### **CHIEF EXECUTIVE OFFICER REMARKS**

"We are pleased to have delivered another quarter of solid financial results, which reflects the momentum we are seeing across our businesses," said Richard Smucker, Chief Executive Officer. "Much of our net sales growth is coming from the addition of the pet food business which continues to perform well. In addition, our coffee business had a strong second quarter, with double-digit volume gains for *Folgers*® roast and ground coffee and contributions from our recently introduced *Dunkin' Donuts*® K-Cup® pods. With a number of key initiatives ongoing across the Company, including the integration of Big Heart, this remains a dynamic and exciting time for our teams, and we thank all our employees for their continued dedication."

## SECOND QUARTER CONSOLIDATED RESULTS

	Three Months Ended October 31,		
	2015	2014	% Increase (Decrease)
	(Dollars and shares in millions, except per share data)		
<b>Net sales</b>	\$ 2,077.7	\$ 1,481.8	40%
<b>Operating income</b>	\$ 313.8	\$ 254.8	23%
Non-GAAP operating income	\$ 341.4	\$ 250.3	36%
<b>Net income per common share - assuming dilution</b>	\$ 1.47	\$ 1.55	(5%)
Non-GAAP income per common share - assuming dilution	\$ 1.62	\$ 1.53	6%
Adjusted non-GAAP income per common share - assuming dilution	\$ 1.91	\$ 1.69	13%
<b>Weighted-average shares outstanding – assuming dilution</b>	119.7	101.8	18%

Results for the period ended October 31, 2015, include the operations of Big Heart, which was acquired after the comparable prior year period, and the incremental impact of Sahale Snacks, Inc. ("Sahale"), which was acquired on September 2, 2014. Adjusted non-GAAP income per diluted share excludes the noncash impact of amortization.

Net sales increased reflecting the contribution of \$576.7 million from Big Heart. Excluding Big Heart, the incremental impact of Sahale, and foreign currency exchange, net sales increased \$35.8 million, or 2 percent. This was driven by favorable volume/mix led by the U.S. Retail Coffee segment. Net price realization was 3 percentage points lower, reflecting lower net pricing for coffee and peanut butter.

Gross profit increased \$250.8 million, or 47 percent, primarily due to the addition of Big Heart. Excluding Big Heart, gross profit was higher, driven by *Dunkin' Donuts*® K-Cup® pods, which were introduced in May 2015, and other favorable volume/mix within the U.S. Retail Coffee segment. The impact of lower net pricing was offset by a reduction in commodity costs.

Selling, distribution, and administrative expenses increased \$137.4 million, or 54 percent, primarily driven by the addition of Big Heart, higher selling expense due to royalties related to *Dunkin' Donuts*® K-Cup® pods, and a planned increase in marketing expense. Amortization expense also increased driven by the Big Heart acquisition.

Operating income increased \$59.0 million, or 23 percent, reflecting the addition of Big Heart, partially offset by an increase in merger and integration costs.

On a non-GAAP basis, gross profit increased \$255.1 million, or 48 percent, and operating income increased \$91.1 million, or 36 percent.

Net interest expense increased \$26.4 million, due to the impact of acquisition-related debt issued in the fourth quarter of 2015. Income taxes increased \$13.0 million due to an increase in income before income taxes and a higher effective tax rate. The quarterly effective tax rate increased from 33.7 percent to 34.7 percent.

For the quarter, cash provided by operating activities was \$275.4 million, compared to \$92.0 million in the prior year. The change in operating cash flow was primarily attributed to an increase in net income adjusted for noncash items and a decrease in working capital, including lower inventory levels. The Company's working capital initiatives and lower green coffee costs were key drivers of the reduced inventory.

## FULL-YEAR OUTLOOK

The Company updated its full-year fiscal 2016 guidance as provided below:

Net sales	\$7.9 billion
Non-GAAP income per common share - assuming dilution	\$5.70 - \$5.80
Adjusted non-GAAP income per common share - assuming dilution	\$6.85 - \$6.95
Free cash flow	\$925 million
Capital expenditures	\$220 million

In comparison to the prior fiscal year, net sales are expected to increase approximately 38 percent reflecting a full year contribution from Big Heart and an increase of approximately 3 percent on the remainder of the Company's businesses. Included in the earnings guidance range is \$25 million of synergies related to the Big Heart acquisition, of which \$8 million has been realized through the first six months of the fiscal year. The net sales and earnings guidance reflects the projected impact of the previously announced canned milk divestiture on the Company's operating results, but excludes an estimated one-time gain of \$0.10 to \$0.15 per share related to the transaction, which is expected to close by December 31, 2015.

## SECOND QUARTER SEGMENT RESULTS

Dollar amounts in the segment tables below are reported in millions.

### U.S. Retail Coffee

	<u>Net Sales</u>	<u>Segment Profit</u>	<u>Segment Profit Margin</u>
FY16 Q2 Results	\$586.1	\$161.7	27.6%
Change vs prior year	10%	7%	-80bps

Segment net sales increased \$53.1 million reflecting favorable volume/mix which contributed 13 percentage points of growth, primarily driven by *Dunkin' Donuts*® K-Cup® pods. The *Folgers*® brand also contributed to net sales growth as volume gains on mainstream roast and ground offerings more than offset lower net price realization. Segment profit increased \$10.5 million reflecting the contribution from *Dunkin' Donuts*® K-Cup® pods, other favorable volume/mix, and the benefit of lower costs which were mostly offset by lower prices. These combined benefits to segment profit more than offset an increase in marketing expenses.

### U.S. Retail Consumer Foods

	<u>Net Sales</u>	<u>Segment Profit</u>	<u>Segment Profit Margin</u>
FY16 Q2 Results	\$644.0	\$125.4	19.5%
Change vs prior year	(3%)	-	60bps

Segment net sales decreased \$20.4 million as net price realization was lower, reflecting price declines on the *Pillsbury*® and *Jif*® brands in July 2015 and November 2014, respectively. Favorable volume/mix contributed 1 percentage point of growth to net sales, led by *Smucker's*® *Uncrustables*® frozen sandwiches and *Eagle Brand*® canned milk. The Sahale business contributed an incremental \$3.8 million. Segment profit was flat as lower net price realization and higher manufacturing overhead costs offset overall lower commodity costs, primarily for milk, peanuts, and oils, and the impact of favorable volume/mix.

### U.S. Retail Pet Foods

	<u>Net Sales</u>	<u>Segment Profit</u>	<u>Segment Profit Margin</u>
FY16 Q2 Results	\$566.7	\$88.2	15.6%

The segment contributed net sales of \$566.7 million, representing low single-digit percent growth compared to Big Heart's results for the second quarter of the prior year, which were reported under previous ownership. The net sales increase was driven by growth in *Milk-Bone*® dog snacks and the *Natural Balance*® brand, while declines in *Kibbles 'n Bits*® dry dog food offset much of the overall growth. Profit decreased at a low double-digit percent rate from the comparable measure in the prior year, driven by higher amortization expense related to the acquisition and a planned increase in marketing expense in support of new item launches. This was partially offset by favorable volume/mix and lower commodity costs.

### International and Foodservice

	<u>Net Sales</u>	<u>Segment Profit</u>	<u>Segment Profit Margin</u>
FY16 Q2 Results	\$280.9	\$50.0	17.8%

Change vs prior year (1%) 33% 460bps

Net sales decreased \$3.5 million, as an unfavorable \$20.9 million impact of foreign currency exchange more than offset the \$10.0 million contribution from Big Heart and the incremental impact of Sahale. Volume/mix was favorable, contributing 2 percentage points of growth to net sales, and net price realization was higher. Segment profit increased \$12.4 million, benefiting from higher net price realization in Canada which helped offset costs attributed to sourcing certain products from the U.S., reflecting the impact of a weaker Canadian dollar compared to a year ago. Favorable volume/mix in Foodservice, led by *Smucker's® Uncrustables®* frozen sandwiches, also contributed to profit growth.

### Conference Call

The Company will conduct an earnings conference call and webcast today, November 19, 2015, beginning at 8:30 a.m. Eastern time. To access the webcast please visit [jmsmucker.com/investor-relations](http://jmsmucker.com/investor-relations).

### The J. M. Smucker Company Forward-Looking Statements

This press release contains forward-looking statements, such as projected net sales, operating results, earnings, and cash flows, that are subject to risks and uncertainties that could cause actual results to differ materially from future results expressed or implied by those forward-looking statements. The risks, uncertainties, important factors, and assumptions listed and discussed in this press release, that could cause actual results to differ materially from those expressed include: the ability to successfully integrate acquired businesses in a timely and cost-effective manner and retain key suppliers, customers, and employees; the ability to achieve synergies and cost savings related to the Big Heart acquisition in the amounts and within the time frames currently anticipated; the ability to generate sufficient cash flow to meet the Company's deleveraging objectives; volatility of commodity, energy, and other input costs; risks associated with derivative and purchasing strategies employed to manage commodity pricing risks; the availability of reliable transportation on acceptable terms; the ability to implement and realize the full benefit of price changes, and the impact of the timing of the price changes to profits and cash flow in a particular period; the success and cost of marketing and sales programs and strategies intended to promote growth in the businesses, including the introduction of new products; general competitive activity in the market, including competitors' pricing practices and promotional spending levels; the impact of food security concerns involving either the Company's or its competitors' products; the impact of accidents, extreme weather, and natural disasters; the concentration of certain of the Company's businesses with key customers and suppliers, including single-source suppliers of certain raw materials and finished goods, and the ability to manage and maintain key relationships; the timing and amount of capital expenditures and share repurchases; impairments in the carrying value of goodwill, other intangible assets, or other long-lived assets or changes in useful lives of other intangible assets; the impact of new or changes to existing governmental laws and regulations and their application; the outcome of tax examinations, changes in tax laws, and other tax matters; foreign currency and interest rate fluctuations; the ability to successfully complete the canned milk divestiture, which is subject to obtaining necessary approvals and consents for the transaction, fulfillment of other transaction conditions, and economic conditions; and risks related to other factors described under "Risk Factors" in other reports and statements filed with the Securities and Exchange Commission, including the most recent Annual Report on Form 10-K. The Company undertakes no obligation to update or revise these forward-looking statements, which speak only as of the date made, to reflect new events or circumstances.

### About The J. M. Smucker Company

For more than 115 years, The J. M. Smucker Company has been committed to offering consumers quality products that bring families together to share memorable meals and moments. Today, Smucker is a leading marketer and manufacturer of consumer food and beverage products and pet food and pet snacks in North America with projected annual net sales of approximately \$8 billion. In consumer foods and beverages, its brands include *Smucker's®, Folgers®, Jif®, Dunkin' Donuts®, Crisco®, Pillsbury®, R.W. Knudsen Family®, Hungry Jack®, Café Bustelo®, Martha White®, truRoots®, Sahale Snacks®, Robin Hood®, and Bick's®*. In pet food and pet snacks, its brands include *Meow Mix®, Milk-Bone®, Kibbles 'n Bits®, Natural Balance®, and 9Lives®*. The Company remains rooted in the *Basic Beliefs of Quality, People, Ethics, Growth, and Independence* established by its founder and namesake more than a century ago. For more information about the Company, visit [jmsmucker.com](http://jmsmucker.com).

The J. M. Smucker Company is the owner of all trademarks referenced herein, except for the following, which are used under license: *Pillsbury®* is a trademark of The Pillsbury Company, LLC and *Dunkin' Donuts®* is a registered trademark of DD IP Holder LLC.



*Dunkin' Donuts*® brand is licensed to The J. M. Smucker Company for packaged coffee products sold in retail channels such as grocery stores, mass merchandisers, club stores, and drug stores. This information does not pertain to *Dunkin' Donuts*® coffee or other products for sale in *Dunkin' Donuts*® restaurants. K-Cup® is a trademark of Keurig Green Mountain, Inc., used with permission.

The J. M. Smucker Company  
Unaudited Condensed Consolidated Balance Sheets  
October 31, 2015

	October 31, 2015	April 30, 2015 (Dollars in millions)	October 31, 2014
<b>Assets</b>			
<b>Current Assets:</b>			
Cash and cash equivalents	\$ 139.0	\$ 125.6	\$ 105.3
Trade receivables, less allowance for doubtful accounts	605.4	430.1	453.2
Inventories	1,051.4	1,163.6	1,065.2
Other current assets	210.2	340.9	102.1
<b>Total Current Assets</b>	<b>2,006.0</b>	<b>2,060.2</b>	<b>1,725.8</b>
<b>Property, Plant, and Equipment - Net</b>	<b>1,661.5</b>	<b>1,678.3</b>	<b>1,305.0</b>
<b>Other Noncurrent Assets:</b>			
Goodwill	6,001.7	6,011.6	3,142.6
Other intangible assets - net	6,839.2	6,950.3	3,003.7
Other noncurrent assets	186.4	182.2	151.4
<b>Total Other Noncurrent Assets</b>	<b>13,027.3</b>	<b>13,144.1</b>	<b>6,297.7</b>
<b>Total Assets</b>	<b>\$ 16,694.8</b>	<b>\$ 16,882.6</b>	<b>\$ 9,328.5</b>
<b>Liabilities and Shareholders' Equity</b>			
<b>Current Liabilities:</b>			
Accounts payable	\$ 341.4	\$ 402.8	\$ 251.3
Short-term borrowings	370.0	226.0	545.9
Other current liabilities	421.3	393.8	206.9
<b>Total Current Liabilities</b>	<b>1,132.7</b>	<b>1,022.6</b>	<b>1,004.1</b>
<b>Noncurrent Liabilities:</b>			
Long-term debt	5,494.5	5,944.9	1,884.5
Other noncurrent liabilities	2,834.4	2,828.2	1,274.9
<b>Total Noncurrent Liabilities</b>	<b>8,328.9</b>	<b>8,773.1</b>	<b>3,159.4</b>
<b>Shareholders' Equity</b>	<b>7,233.2</b>	<b>7,086.9</b>	<b>5,165.0</b>
<b>Total Liabilities and Shareholders' Equity</b>	<b>\$ 16,694.8</b>	<b>\$ 16,882.6</b>	<b>\$ 9,328.5</b>

The J. M. Smucker Company  
Unaudited Condensed Consolidated Statements of Cash Flow  
Three Months Ended October 31,

	Three Months Ended October 31,		Six Months Ended October 31,	
	2015	2014	2015	2014
(Dollars in millions)				
<b>Operating Activities</b>				
Net income	\$ 176.0	\$ 158.3	\$ 312.4	\$ 274.3
Adjustments to reconcile net income to net cash provided by operating activities:				
Depreciation	54.7	37.9	110.4	76.2
Amortization	53.0	25.2	106.0	50.1
Other noncash adjustments	1.1	(0.1)	(2.4)	(0.2)

Share-based compensation expense	8.7	5.2	16.4	12.1
Loss on disposal of assets - net	1.3	1.5	2.6	2.0
Defined benefit pension contributions	(0.9)	(1.8)	(1.8)	(3.1)
Changes in assets and liabilities, net of effect from businesses acquired:				
Trade receivables	(97.7)	(57.7)	(178.5)	(140.7)
Inventories	99.2	22.9	107.6	(130.4)
Accounts payable and accrued items	14.1	(59.5)	(2.6)	(83.6)
Income and other taxes	(59.7)	(51.7)	66.3	(6.1)
Other - net	25.6	11.8	44.1	33.3
<b>Net Cash Provided by Operating Activities</b>	<u>275.4</u>	<u>92.0</u>	<u>580.5</u>	<u>83.9</u>
<b>Investing Activities</b>				
Business acquired, net of cash acquired	-	(80.3)	7.9	(80.3)
Additions to property, plant, and equipment	(64.4)	(64.7)	(117.4)	(113.7)
Proceeds from disposal of property, plant, and equipment	0.2	-	0.2	1.2
Other - net	6.3	3.0	13.3	(1.3)
<b>Net Cash Used for Investing Activities</b>	<u>(57.9)</u>	<u>(142.0)</u>	<u>(96.0)</u>	<u>(194.1)</u>
<b>Financing Activities</b>				
Short-term borrowings - net	67.4	75.9	144.0	297.5
Repayments of long-term debt	(200.0)	-	(450.0)	(100.0)
Quarterly dividends paid	(80.1)	(65.0)	(156.5)	(123.9)
Purchase of treasury shares	(0.5)	(0.7)	(7.4)	(11.3)
Other - net	0.1	1.6	2.5	9.4
<b>Net Cash (Used for) Provided by Financing Activities</b>	<u>(213.1)</u>	<u>11.8</u>	<u>(467.4)</u>	<u>71.7</u>
Effect of exchange rate changes on cash	1.0	(5.9)	(3.7)	(9.7)
Net increase (decrease) in cash and cash equivalents	5.4	(44.1)	13.4	(48.2)
Cash and cash equivalents at beginning of period	133.6	149.4	125.6	153.5
<b>Cash and Cash Equivalents at End of Period</b>	<u>\$ 139.0</u>	<u>\$ 105.3</u>	<u>\$ 139.0</u>	<u>\$ 105.3</u>

The J. M. Smucker Company  
Unaudited Condensed Consolidated Statements of Income  
Three Months Ended October 31,

	Three Months Ended October 31,			Six Months Ended October 31,		
	2015	2014	% Increase (Decrease)	2015	2014	% Increase (Decrease)
Net sales	\$ 2,077.7	\$ 1,481.8	40%	\$ 4,029.7	\$ 2,805.6	44%
Cost of products sold	1,290.4	945.3	37%	2,513.7	1,790.4	40%
<b>Gross Profit</b>	<u>787.3</u>	<u>536.5</u>	<u>47%</u>	<u>1,516.0</u>	<u>1,015.2</u>	<u>49%</u>
<i>Gross margin</i>	37.9%	36.2%		37.6%	36.2%	
Selling, distribution, and administrative expenses	389.8	252.4	54%	777.4	505.8	54%
Amortization	53.0	25.2	111%	106.0	50.1	112%
Other special project costs	30.6	2.8	n/m	53.5	11.4	n/m
Other operating expense (income) - net	0.1	1.3	(90%)	(1.8)	1.5	n/m

(Dollars in millions, except per share data)

<b>Operating Income</b>	313.8	254.8	23%	580.9	446.4	30%
<i>Operating margin</i>	15.1%	17.2%		14.4%	15.9%	
Interest expense - net	(42.6)	(16.2)	162%	(87.0)	(33.6)	159%
Other (expense) income - net	(1.6)	0.3	n/m	(1.5)	1.6	(191%)
<b>Income Before Income Taxes</b>	269.6	238.9	13%	492.4	414.4	19%
Income tax expense	93.6	80.6	16%	180.0	140.1	28%
<b>Net Income</b>	\$ 176.0	\$ 158.3	11%	\$ 312.4	\$ 274.3	14%
<b>Net income per common share</b>	\$ 1.47	\$ 1.55	(5%)	\$ 2.61	\$ 2.69	(3%)
<b>Net income per common share - assuming dilution</b>	\$ 1.47	\$ 1.55	(5%)	\$ 2.61	\$ 2.69	(3%)
Dividends declared per common share	\$ 0.67	\$ 0.64	5%	\$ 1.34	\$ 1.28	5%
Weighted-average shares outstanding	119,670,298	101,821,374	18%	119,646,026	101,794,922	18%
Weighted-average shares outstanding – assuming dilution	119,680,574	101,824,624	18%	119,657,766	101,800,782	18%

The J. M. Smucker Company Unaudited Supplemental Schedule								
Three Months Ended October 31,				Six Months Ended October 31,				
	2015	% of Net Sales	2014	% of Net Sales	2015	% of Net Sales	2014	% of Net Sales
Net sales	\$ 2,077.7		\$ 1,481.8		\$ 4,029.7		\$ 2,805.6	
Selling, distribution, and administrative expenses:								
Marketing	123.0	5.9%	68.6	4.6%	237.8	5.9%	145.0	5.2%
Selling	86.5	4.2%	52.3	3.5%	171.1	4.2%	102.8	3.7%
Distribution	62.3	3.0%	40.6	2.7%	124.0	3.1%	79.7	2.8%
General and administrative	118.0	5.7%	90.9	6.1%	244.5	6.1%	178.3	6.4%
Total selling, distribution, and administrative expenses	\$ 389.8	18.8%	\$ 252.4	17.0%	\$ 777.4	19.3%	\$ 505.8	18.0%

Amounts may not add due to rounding.

The J. M. Smucker Company Unaudited Reportable Segments			
Three Months Ended October 31,		Six Months Ended October 31,	
	2015	2014	
Net sales:			

(Dollars in millions)

	U.S. Retail Coffee	\$ 586.1	\$ 533.0	\$ 1,151.1	\$ 1,035.7
	U.S. Retail Consumer Foods	644.0	664.4	1,226.2	1,246.8
	U.S. Retail Pet Foods	566.7	-	1,116.6	-
	International and Foodservice	280.9	284.4	535.8	523.1
	Total net sales	<u>\$ 2,077.7</u>	<u>\$ 1,481.8</u>	<u>\$ 4,029.7</u>	<u>\$ 2,805.6</u>
Segment profit:					
	U.S. Retail Coffee	\$ 161.7	\$ 151.2	\$ 316.8	\$ 288.8
	U.S. Retail Consumer Foods	125.4	125.6	242.9	243.7
	U.S. Retail Pet Foods	88.2	-	178.2	-
	International and Foodservice	50.0	37.6	80.5	68.1
	Total segment profit	<u>\$ 425.3</u>	<u>\$ 314.4</u>	<u>\$ 818.4</u>	<u>\$ 600.6</u>
	Interest expense - net	(42.6)	(16.2)	(87.0)	(33.6)
	Unallocated derivative gains (losses)	6.0	7.6	(4.0)	(13.8)
	Cost of products sold - special project costs	(3.0)	(0.3)	(6.1)	(0.7)
	Other special project costs	(30.6)	(2.8)	(53.5)	(11.4)
	Corporate administrative expenses	(83.9)	(64.1)	(173.9)	(128.3)
	Other (expense) income - net	(1.6)	0.3	(1.5)	1.6
	Income before income taxes	<u>\$ 269.6</u>	<u>\$ 238.9</u>	<u>\$ 492.4</u>	<u>\$ 414.4</u>
Segment profit margin:					
	U.S. Retail Coffee	27.6%	28.4%	27.5%	27.9%
	U.S. Retail Consumer Foods	19.5%	18.9%	19.8%	19.5%
	U.S. Retail Pet Foods	15.6%	-	16.0%	-
	International and Foodservice	17.8%	13.2%	15.0%	13.0%

### Non-GAAP Measures

The Company uses non-GAAP financial measures including: net sales excluding the noncomparable impact of acquisitions and foreign currency exchange; non-GAAP gross profit, operating income, income, and income per diluted share; adjusted non-GAAP income and income per diluted share; earnings before interest, taxes, depreciation, and amortization ("EBITDA"); and free cash flow as key measures for purposes of evaluating performance internally. The Company believes that these measures provide useful information to investors because they are the measures used to evaluate performance on a comparable year-over-year basis. Non-GAAP profit measures exclude certain items affecting comparability. These items can significantly affect the year-over-year assessment of operating results and include specific restructuring and merger and integration projects ("special project costs") that are each nonrecurring in nature as well as unallocated gains and losses on commodity and foreign currency exchange derivatives ("unallocated derivative gains and losses"). Adjusted non-GAAP income per diluted share further excludes the noncash impact of amortization. The Company believes this provides investors an additional metric to evaluate performance and the ability to generate cash necessary to achieve its deleveraging objectives. These non-GAAP financial measures are not intended to replace the presentation of financial results in accordance with U.S. generally accepted accounting principles ("GAAP"). Rather, the presentation of these non-GAAP financial measures supplements other metrics used by management to internally evaluate its businesses, and facilitates the comparison of past and present operations and liquidity. These non-GAAP financial measures may not be comparable to similar measures used by other companies and may exclude certain nondiscretionary expenses and cash payments. A reconciliation of certain non-GAAP financial measures to the comparable GAAP financial measure for the current and prior year periods is included in the "Unaudited Non-GAAP Financial Measures" tables. The Company has also provided a reconciliation of non-GAAP financial measures for its full year outlook. As the amount of unallocated derivative gains and losses varies depending on market conditions and levels of derivative transactions with respect to a particular fiscal year, it is not determinable on a forward-looking basis and no guidance has been provided.

The J. M. Smucker Company								
Unaudited Non-GAAP Financial Measures								
Three Months Ended October 31,					Six Months Ended October 31,			
	2015	2014	Increase (Decrease)	%	2015	2014	Increase (Decrease)	%
(Dollars in millions)								
Net sales reconciliation:								
Net sales	\$ 2,077.7	\$ 1,481.8	\$ 595.9	40%	\$ 4,029.7	\$ 2,805.6	\$ 1,224.1	44%
Big Heart acquisition	(576.7)	-	(576.7)	(39%)	(1,138.0)	-	(1,138.0)	(41%)
Sahale acquisition	(4.3)	-	(4.3)	-	(12.0)	-	(12.0)	-
Net sales excluding acquisitions	\$ 1,496.7	\$ 1,481.8	\$ 14.9	1%	\$ 2,879.7	\$ 2,805.6	\$ 74.1	3%
Foreign currency exchange	20.9	-	20.9	1%	35.3	-	35.3	1%
Net sales excluding acquisitions and foreign currency exchange	\$ 1,517.6	\$ 1,481.8	\$ 35.8	2%	\$ 2,915.0	\$ 2,805.6	\$ 109.4	4%

Amounts may not add due to rounding.

Net sales excluding acquisitions have been adjusted for the noncomparable impact of the Big Heart and Sahale acquisitions. Big Heart was acquired after the comparable prior year period and Sahale was acquired on September 2, 2014.

The J. M. Smucker Company				
Unaudited Non-GAAP Financial Measures				
Three Months Ended October 31,			Six Months Ended October 31,	
	2015	2014	2015	2014
(Dollars in millions, except per share data)				
Gross profit reconciliation:				
Gross profit	\$ 787.3	\$ 536.5	\$ 1,516.0	\$ 1,015.2
Unallocated derivative (gains) losses	(6.0)	(7.6)	4.0	13.8
Cost of products sold - special project costs	3.0	0.3	6.1	0.7
Non-GAAP gross profit	\$ 784.3	\$ 529.2	\$ 1,526.1	\$ 1,029.7
<i>% of net sales</i>	37.7%	35.7%	37.9%	36.7%
Operating income reconciliation:				
Operating income	\$ 313.8	\$ 254.8	\$ 580.9	\$ 446.4
Unallocated derivative (gains) losses	(6.0)	(7.6)	4.0	13.8
Cost of products sold - special project costs	3.0	0.3	6.1	0.7
Other special project costs	30.6	2.8	53.5	11.4
Non-GAAP operating income	\$ 341.4	\$ 250.3	\$ 644.5	\$ 472.3
<i>% of net sales</i>	16.4%	16.9%	16.0%	16.8%
Net income reconciliation:				
Net income	\$ 176.0	\$ 158.3	\$ 312.4	\$ 274.3
Income tax expense	93.6	80.6	180.0	140.1
Unallocated derivative (gains) losses	(6.0)	(7.6)	4.0	13.8
Cost of products sold - special project costs	3.0	0.3	6.1	0.7
Other special project costs	30.6	2.8	53.5	11.4

Non-GAAP income before income taxes	\$ 297.2	\$ 234.4	\$ 556.0	\$ 440.3
Income tax expense, as adjusted	102.8	79.0	203.2	148.8
Non-GAAP income	<u>\$ 194.4</u>	<u>\$ 155.4</u>	<u>\$ 352.8</u>	<u>\$ 291.5</u>
Non-GAAP income before income taxes	\$ 297.2	\$ 234.4	\$ 556.0	\$ 440.3
Amortization	53.0	25.2	106.0	50.1
Adjusted non-GAAP income before income taxes	<u>\$ 350.2</u>	<u>\$ 259.6</u>	<u>\$ 662.0</u>	<u>\$ 490.4</u>
Income tax expense, as adjusted	121.1	87.6	242.0	165.8
Adjusted non-GAAP income	<u>\$ 229.1</u>	<u>\$ 172.0</u>	<u>\$ 420.0</u>	<u>\$ 324.6</u>
Weighted-average common shares outstanding	119,159,257	101,123,147	119,124,508	101,075,885
Weighted-average participating shares outstanding	511,041	698,227	521,518	719,037
Total weighted-average shares outstanding	119,670,298	101,821,374	119,646,026	101,794,922
Dilutive effect of stock options	10,276	3,250	11,740	5,860
Total weighted-average shares outstanding - assuming dilution	<u>119,680,574</u>	<u>101,824,624</u>	<u>119,657,766</u>	<u>101,800,782</u>
Non-GAAP income per common share - assuming dilution	<u>\$ 1.62</u>	<u>\$ 1.53</u>	<u>\$ 2.95</u>	<u>\$ 2.86</u>
Adjusted non-GAAP income per common share - assuming dilution	<u>\$ 1.91</u>	<u>\$ 1.69</u>	<u>\$ 3.51</u>	<u>\$ 3.19</u>

The J. M. Smucker Company  
Unaudited Non-GAAP Financial Measures

	Three Months Ended October 31,		Six Months Ended October 31,	
	2015	2014	2015	2014
	(Dollars in millions)			
EBITDA reconciliation:				
Net income	\$ 176.0	\$ 158.3	\$ 312.4	\$ 274.3
Income tax expense	93.6	80.6	180.0	140.1
Interest expense - net	42.6	16.2	87.0	33.6
Depreciation	54.7	37.9	110.4	76.2
Amortization	53.0	25.2	106.0	50.1
Earnings before interest, taxes, depreciation, and amortization	<u>\$ 419.9</u>	<u>\$ 318.2</u>	<u>\$ 795.8</u>	<u>\$ 574.3</u>
% of net sales	20.2%	21.5%	19.7%	20.5%
Free cash flow reconciliation:				
Net cash provided by operating activities	\$ 275.4	\$ 92.0	\$ 580.5	\$ 83.9
Additions to property, plant, and equipment	(64.4)	(64.7)	(117.4)	(113.7)
Free cash flow	<u>\$ 211.0</u>	<u>\$ 27.3</u>	<u>\$ 463.1</u>	<u>\$ (29.8)</u>

The following tables provide a reconciliation of the Company's 2016 guidance for non-GAAP income per diluted share, adjusted non-GAAP income per diluted share, and free cash flow.

	Year Ending April 30, 2016	
	Low	High
Net income per common share - assuming dilution reconciliation:		
Net income per common share - assuming dilution	\$ 5.11	\$ 5.21
Special project costs	0.59	0.59
Non-GAAP income	<u>\$ 5.70</u>	<u>\$ 5.80</u>

Amortization	1.15	1.15
Adjusted non-GAAP income	<u>\$ 6.85</u>	<u>\$ 6.95</u>
	<u>Year Ending April 30, 2016</u>	
	(Dollars in millions)	
Free cash flow reconciliation:		
Net cash provided by operating activities	\$ 1,145	
Additions to property, plant, and equipment	(220)	
Free cash flow	<u><u>\$ 925</u></u>	

**REQUIRED:**

Identify 5 things in the announcement that could have been interpreted as good news and caused the stock price increase.

Analyst's earnings expectations prior to this announcement were for FY 2016 earnings of \$5.42 per share, with EPS in 2017 and 2018 expected to be \$6.23 and \$7.01 per share. Expected growth in EPS for FY 2019 and FY 2020, was expected to be 9.77%. With a beta less than one, Smucker faces an 9% cost of capital. Analysts expect Smucker to maintain an approximately 75% dividend payout ratio. Smucker's book value per share is \$59.27. Ignore the fact that you are at the midway point of the 2016 fiscal year and value the firm as if it is the beginning of the 2016 fiscal year. The price after this earnings announcement was about \$123 per share, up from \$113 the day before the announcement. Use the AEG model from chapter 6 to assess the market price of \$123 after the earnings announcement. Specifically, try perpetual growth rates of 0, 1%, 2% and 3% and see which growth rate gets you closest to the market price of \$123.

What do you think of the growth rate that gets you closest to price? Specifically, comment on whether you think it is about right, too low or too high, with reasons.



### **Homework Problem # 5, Due Thursday, February 25**

Alphabet Inc., through its subsidiaries, builds technology products and provides services to organize the information. The company offers Google Search that provides information online; Google Now that offers information to users when they need it; AdWords, an auction-based advertising program; AdSense, which enables Websites that are part of the Google network to deliver ads; DoubleClick Ad Exchange, a marketplace for the trading display ad space; and other advertising platforms, such as AdExchange and AdMob. It also provides YouTube that offers video, interactive, and other ad formats; Android, an open source mobile software platform; hardware products, including Chromebook, Chrome OS devices, Chromecast, and Nexus devices; Google Play, a cloud-based digital entertainment store for apps, music, books, and movies; Google Drive, a place for users to create, share, collaborate, and keep their stuff; and Google Wallet, a virtual wallet for in-store contactless payments. In addition, the company provides Google Apps, which include Gmail, Docs, Slides, Drawings, Calendar, Sheets, Forms, Sites, etc. for people to work anywhere, anytime, on any device without loss of security or control; Google Maps Application Programming Interface; and Google Earth Enterprise, a software solution for imagery and data visualization. Further, it offers Google+ to share things online with people; Groups to create mailing lists and discussion groups; Blogger to share the life online with a blog; and Hangouts for group conversations. The company also provides App Engine, a platform as a service offering; Google Cloud Storage; Google BigQuery for real time analytics; Google Cloud SQL to store and manage data using a relational MySQL database; Google Compute Engine, an infrastructure as a service platform; and Google Developers to find all Google developer documentation, resources, events, and products. Alphabet Inc. was founded in 1998 and is headquartered in Mountain View, California.

Like Apple, Alphabet has been a prolific cash producer in recent years. Also like Apple, Alphabet holds significant financial assets. Provided below are the balance sheet, income statement and statement of cash flow for Alphabet from the December 31, 2014 10-K.

**Google Inc. CONSOLIDATED  
BALANCE SHEETS**

(In millions, except share and par value amounts which are reflected in thousands,  
and par value per share amounts)

	As of December 31, 2013	As of December 31, 2014
<b>Assets</b>		
Current assets:		
Cash and cash equivalents	\$ 18,898	\$ 18,347
Marketable securities	39,819	46,048
Total cash, cash equivalents, and marketable securities (including securities loaned of \$5,059 and \$4,058)	58,717	64,395
Accounts receivable, net of allowance of \$631 and \$225	8,882	9,383
Receivable under reverse repurchase agreements	100	875
Deferred income taxes, net	1,526	1,322
Income taxes receivable, net	408	1,298
Prepaid revenue share, expenses and other assets	3,253	3,412
Total current assets	72,886	80,685
Prepaid revenue share, expenses and other assets, non-current	1,976	3,280
Non-marketable equity investments	1,976	3,079
Property and equipment, net	16,524	23,883
Intangible assets, net	6,066	4,607
Goodwill	11,492	15,599
Total assets	\$ 110,920	\$ 131,133
<b>Liabilities and Stockholders' Equity</b>		
Current liabilities:		
Accounts payable	\$ 2,453	\$ 1,715
Short-term debt	3,009	2,009
Accrued compensation and benefits	2,502	3,069
Accrued expenses and other current liabilities	3,755	4,434
Accrued revenue share	1,729	1,952
Securities lending payable	1,374	2,778
Deferred revenue	1,062	752
Income taxes payable, net	24	96
Total current liabilities	15,908	16,805
Long-term debt	2,236	3,228
Deferred revenue, non-current	139	104
Income taxes payable, non-current	2,638	3,407
Deferred income taxes, net, non-current	1,947	1,971
Other long-term liabilities	743	1,118
Commitments and contingencies		

Stockholders' equity:

Convertible preferred stock, \$0.001 par value per share, 100,000 shares authorized; no shares issued and outstanding	0	0
Class A and Class B common stock, and Class C capital stock and additional paid-in capital, \$0.001 par value per share: 15,000,000 shares authorized (Class A 9,000,000, Class B 3,000,000, Class C 3,000,000); 671,664 (Class A 279,325, Class B 56,507, Class C 335,832) and par value of \$672 (Class A \$279, Class B \$57, Class C \$336) and 680,172 (Class A 286,560, Class B 53,213, Class C 340,399) and par value of \$680 (Class A \$287, Class B \$53, Class C \$340) shares issued and outstanding	25,922	28,767
Accumulated other comprehensive income	125	27
Retained earnings	61,262	75,706
Total stockholders' equity	87,309	104,500
Total liabilities and stockholders' equity	\$ 110,920	\$ 131,133

**Google Inc. CONSOLIDATED STATEMENTS  
OF INCOME**

(In millions, except share amounts which are reflected in thousands and per share amounts)

	Year Ended December 31,		
	2012	2013	2014
Revenues	\$ 46,039	\$ 55,519	\$ 66,001
Costs and expenses:			
Cost of revenues <sup>(1)</sup>	17,176	21,993	25,691
Research and development <sup>(1)</sup>	6,083	7,137	9,832
Sales and marketing <sup>(1)</sup>	5,465	6,554	8,131
General and administrative <sup>(1)</sup>	3,481	4,432	5,851
Total costs and expenses	32,205	40,116	49,505
Income from operations	13,834	15,403	16,496
Interest and other income, net	635	496	763
Income from continuing operations before income taxes	14,469	15,899	17,259
Provision for income taxes	2,916	2,552	3,331
Net income from continuing operations	\$ 11,553	\$ 13,347	\$ 13,928
Net income (loss) from discontinued operations	(816)	(427)	516
Net income	<u>\$ 10,737</u>	<u>\$ 12,920</u>	<u>\$ 14,444</u>
Net income (loss) per share - basic:			
Continuing operations	\$ 17.66	\$ 20.05	\$ 20.61
Discontinued operations	(1.25)	(0.64)	0.76
Net income (loss) per share - basic	<u>\$ 16.41</u>	<u>\$ 19.41</u>	<u>\$ 21.37</u>
Net income (loss) per share - diluted:			
Continuing operations	\$ 17.39	\$ 19.70	\$ 20.27
Discontinued operations	(1.23)	(0.63)	0.75
Net income (loss) per share - diluted	<u>\$ 16.16</u>	<u>\$ 19.07</u>	<u>\$ 21.02</u>
Shares used in per share calculation - basic	654,426	665,692	675,935
Shares used in per share calculation - diluted	664,610	677,618	687,070

<sup>(1)</sup> Includes stock-based compensation expense as follows:

Cost of revenues	\$ 359	\$ 469	\$ 535
Research and development	1,274	1,641	2,200
Sales and marketing	449	552	715
General and administrative	391	465	725
Discontinued operations	219	216	104
Total stock-based compensation expense	<u>\$ 2,692</u>	<u>\$ 3,343</u>	<u>\$ 4,279</u>

**Google Inc.**  
**CONSOLIDATED STATEMENTS OF COMPREHENSIVE INCOME**  
(In millions)

	Year Ended December 31,		
	2012	2013	2014
Net income	\$ 10,737	\$ 12,920	\$ 14,444
Other comprehensive income (loss):			
Change in foreign currency translation adjustment	75	89	(996)
Available-for-sale investments:			
Change in net unrealized gains (losses)	493	(392)	505
Less: reclassification adjustment for net gains included in net income	(216)	(162)	(134)
Net change (net of tax effect of \$68, \$212, \$60)	277	(554)	371
Cash flow hedges:			
Change in unrealized gains	47	112	651
Less: reclassification adjustment for gains included in net income	(137)	(60)	(124)
Net change (net of tax effect of \$53, \$30, \$196)	(90)	52	527
Other comprehensive income (loss)	262	(413)	(98)
Comprehensive income	\$ 10,999	\$ 12,507	\$ 14,346

**Google Inc.**  
**CONSOLIDATED STATEMENTS OF STOCKHOLDERS' EQUITY**  
(In millions, except for share amounts which are reflected in thousands)

	Class A and Class B Common Stock, Class C Capital Stock and Additional Paid-In Capital		Accumulated Other Comprehensive Income	Retained Earnings	Total Stockholders' Equity
	Shares	Amount			
Balance at December 31, 2011	649,790	\$ 20,264	\$ 276	\$ 37,605	\$ 58,145
Common stock issued	10,168	736	0	0	736
Stock-based compensation expense		2,692	0	0	2,692
Stock-based compensation tax benefits		166	0	0	166
Tax withholding related to vesting of restricted stock units		(1,023)	0	0	(1,023)
Net income		0	0	10,737	10,737
Other comprehensive income		0	262	0	262
Balance at December 31, 2012	659,958	22,835	538	48,342	71,715
Common stock issued	11,706	1,174	0	0	1,174
Stock-based compensation expense		3,343	0	0	3,343
Stock-based compensation tax benefits		449	0	0	449
Tax withholding related to vesting of restricted stock units		(1,879)	0	0	(1,879)
Net income		0	0	12,920	12,920
Other comprehensive income		0	(413)	0	(413)
Balance at December 31, 2013	671,664	25,922	125	61,262	87,309
Common and capital stock issued	8,508	465	0	0	465
Stock-based compensation expense		4,279	0	0	4,279
Stock-based compensation tax benefits		625	0	0	625
Tax withholding related to vesting of restricted stock units		(2,524)	0	0	(2,524)
Net income		0	0	14,444	14,444
Other comprehensive income		0	(98)	0	(98)
Balance at December 31, 2014	<u>680,172</u>	<u>\$ 28,767</u>	<u>\$ 27</u>	<u>\$ 75,706</u>	<u>\$ 104,500</u>

**Google Inc.**  
**CONSOLIDATED STATEMENTS OF CASH FLOWS**  
(In millions)

	Year Ended December 31,		
	2012	2013	2014
<b>Operating activities</b>			
Net income	\$ 10,737	\$ 12,920	\$ 14,444
Adjustments:			
Depreciation expense and loss on disposal of property and equipment	1,988	2,781	3,523
Amortization and impairment of intangible and other assets	974	1,158	1,456
Stock-based compensation expense	2,692	3,343	4,279
Excess tax benefits from stock-based award activities	(188)	(481)	(648)
Deferred income taxes	(266)	(437)	(104)
Gain on divestiture of businesses	(188)	(700)	(740)
Gain on equity interest	0	0	(126)
Gain on sale of non-marketable equity investments	0	0	(159)
Other	(28)	106	87
Changes in assets and liabilities, net of effects of acquisitions:			
Accounts receivable	(787)	(1,307)	(1,641)
Income taxes, net	1,492	401	283
Prepaid revenue share, expenses and other assets	(532)	(930)	459
Accounts payable	(499)	605	436
Accrued expenses and other liabilities	762	713	757
Accrued revenue share	299	254	245
Deferred revenue	163	233	(175)
<b>Net cash provided by operating activities</b>	<b>16,619</b>	<b>18,659</b>	<b>22,376</b>
<b>Investing activities</b>			
Purchases of property and equipment	(3,273)	(7,358)	(10,959)
Purchases of marketable securities	(33,410)	(45,444)	(56,310)
Maturities and sales of marketable securities	35,180	38,314	51,315
Investments in non-marketable equity investments	(696)	(569)	(1,227)
Cash collateral related to securities lending	(334)	(299)	1,403
Investments in reverse repurchase agreements	45	600	(775)
Proceeds from divestiture of businesses	0	2,525	386
Acquisitions, net of cash acquired, and purchases of intangibles and other assets	(10,568)	(1,448)	(4,888)
<b>Net cash used in investing activities</b>	<b>(13,056)</b>	<b>(13,679)</b>	<b>(21,055)</b>
<b>Financing activities</b>			
Net payments related to stock-based award activities	(287)	(781)	(2,069)
Excess tax benefits from stock-based award activities	188	481	648
Proceeds from issuance of debt, net of costs	16,109	10,768	11,625

Repayments of debt	(14,781)	(11,325)	(11,643)
<b>Net cash provided by (used in) financing activities</b>	<b>1,229</b>	<b>(857)</b>	<b>(1,439)</b>
Effect of exchange rate changes on cash and cash equivalents	3	(3)	(433)
<b>Net increase (decrease) in cash and cash equivalents</b>	<b>4,795</b>	<b>4,120</b>	<b>(551)</b>
Cash and cash equivalents at beginning of period	9,983	14,778	18,898
<b>Cash and cash equivalents at end of period</b>	<b>\$ 14,778</b>	<b>\$ 18,898</b>	<b>\$ 18,347</b>
<b>Supplemental disclosures of cash flow information</b>			
Cash paid for taxes	\$ 2,034	\$ 1,932	\$ 2,819
Cash paid for interest	\$ 74	\$ 72	\$ 86
<b>Non-cash investing and financing activities:</b>			
Receipt of notes receivable in connection with the divestiture of Motorola Mobile	\$ 0	\$ 0	\$ 1,314
Receipt of Lenovo shares in connection with the divestiture of Motorola Mobile	\$ 0	\$ 0	\$ 750
Receipt of Arris shares in connection with the divestiture of Motorola Home	\$ 0	\$ 175	\$ 0
Fair value of stock-based awards assumed in connection with the acquisition of Motorola	\$ 41	\$ 0	\$ 0
Leases recorded on the balance sheet during the period	\$ 0	\$ 258	\$ 250

Additional information that you might find useful includes:

Short-term debt and securities lending payable are financial, not operating, liabilities.

Receivable under reverse repurchase agreements is a financial asset.

Interest and other income, net, in the income statement is composed of the following:

	Year Ended December 31,		
	2012	2013	2014
Interest income	\$ 700	\$ 766	\$ 746
Interest expense	(85)	(81)	(101)
Realized gains on available-for-sale investments, net	282	156	153
Foreign currency exchange losses <sup>(1)</sup>	(514)	(379)	(402)
Realized gain on equity interest	0	0	126
Realized gain on non-marketable equity investments	0	0	159
Gain (loss) on divestiture of businesses <sup>(2)</sup>	188	(57)	0
Other income, net	64	89	82
Interest and other income, net	<b>\$ 635</b>	<b>\$ 496</b>	<b>\$ 763</b>

As always, assume "Other" is an operating item.

Almost all marketable securities are very liquid debt instruments primarily issued by the US government, foreign governments and US corporations. The marketable securities included as cash equivalents and



those reflected in marketable securities on the balance sheet are all classified as available for sale securities. Treat all available for sale securities and hedges as financial items.

The equity investments should be treated as operating assets. Other than the realized gains (which are then pre-tax unusual operating items), these assets are carried at cost and produce no income currently (Clearly if these were material and we had more time to invest, we would want to look more closely at these).

Other long-term liabilities are operating liabilities.

During 2014, there were no stock repurchases. Stock issued during 2014 amounted to \$2,845. Google does not pay a dividend.

Other comprehensive income for 2014 totaled \$262 consisted of after-tax financial gains on marketable securities and hedges of \$187 and after tax operating gains of \$75.

All tax related items appearing in the balance sheet relate to operating activities.

Assume a marginal tax rate of 35%.

**REQUIRED:**

Reformulate the balance sheets for 2013 and 2014, and reformulate the 2014 income statement. Using the reformulated statements, show that all the following relationships hold:

- 1) FCF generation = FCF disposition.
- 2)  $NOA_{2014} = NOA_{2013} + OI_{2014} - FCF_{2014}$
- 3)  $NFO_{2014} = NFO_{2013} + NFE_{2014} - FCF_{2014} + D_{2014}$

### **Homework problem # 6, Due Tuesday March 1st**

#### **REQUIRED:**

Use the reformulated statements for Alphabet for 2014 that were prepared as the solution for homework problem # 5 to provide a thorough analysis of the profitability of Alphabet for 2014. Use the reformulated statements made available as the answer to problem # 5 on the webpage so we all use identical reformulated statements! Specifically, prepare a first, second and third level breakdown of Google's operating profitability. Describe in words what these breakdowns tell you about the company's operating profitability. Does this analysis suggest any ways in which the overall profitability of Google might be enhanced? Base all ratio calculations on end of year balance sheet numbers. Assume that the after-tax implicit rate of interest on operating liabilities is 1%.

### **Homework problem # 7, Due Tuesday, March 15**

Canadian Pacific Railway Limited, through its subsidiaries, operates a transcontinental railway in Canada and the United States. The company provides logistics and supply chain expertise services. It transports bulk commodities, including grain, coal, fertilizers, and sulphur; and intermodal traffic comprising retail goods in overseas containers that can be transported by train, ship, and truck, as well as in domestic containers and trailers that can be moved by train and truck. The company also transports merchandise freight consisting of finished vehicles and automotive parts, chemicals and plastics, crude oil, and forest products, as well as metals, minerals, and consumer products. It provides rail and intermodal transportation services over a network of approximately 13,700 miles serving the business centers of Canada from Montreal, Quebec, to Vancouver, British Columbia, and the United States Northeast and Midwest regions. In addition, the company offers transloading, warehousing, and distribution services of steel products. Canadian Pacific Railway Limited was founded in 1881 and is headquartered in Calgary, Canada.

#### **REQUIRED:**

Use the tools from chapter 17 to assess the accounting quality of Canadian Pacific Railway in 2010 – 2014. Are there any red flags identified by these diagnostics that suggest declining earnings quality over this time period? Alternatively, do the indicators point to a company with high earnings quality and earnings that are sustainable in the future? Here is some information you might find helpful:

<b>OI</b>					
	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
	837.0	747.8	689.5	1083.5	1687.5
<b>NOA (based on ending numbers)</b>					
	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
	8633.0	9207.0	9371.0	10994.0	11090.0
<b>FCF</b>		<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
		173.8	525.5	-539.5	1591.5

Do not try to recreate these approximations! Just take these numbers as given.

These calculations assume a marginal tax rate of 25%.

**Balance Sheet**

Balance Sheet as of:

	Restated Dec-31-2010	Dec-31-2011	Dec-31-2012	Dec-31-2013	Dec-31-2014
Currency	CAD	CAD	CAD	CAD	CAD
<b>ASSETS</b>					
Cash And Equivalents	361.0	47.0	333.0	476.0	226.0
<b>Total Cash &amp; ST Investments</b>	<b>361.0</b>	<b>47.0</b>	<b>333.0</b>	<b>476.0</b>	<b>226.0</b>
Accounts Receivable	297.0	346.0	391.0	388.0	513.0
Other Receivables	162.0	172.0	155.0	192.0	189.0
<b>Total Receivables</b>	<b>459.0</b>	<b>518.0</b>	<b>546.0</b>	<b>580.0</b>	<b>702.0</b>
Inventory	114.0	138.0	136.0	165.0	177.0
Deferred Tax Assets, Curr.	222.0	101.0	254.0	344.0	56.0
Restricted Cash	-	-	-	411.0	-
Other Current Assets	48.0	52.0	60.0	53.0	116.0
<b>Total Current Assets</b>	<b>1,204.0</b>	<b>856.0</b>	<b>1,329.0</b>	<b>2,029.0</b>	<b>1,277.0</b>
Gross Property, Plant & Equipment	17,620.0	18,722.0	19,281.0	19,511.0	20,943.0
Accumulated Depreciation	(5,623.0)	(5,970.0)	(6,268.0)	(6,184.0)	(6,505.0)
<b>Net Property, Plant &amp; Equipment</b>	<b>11,997.0</b>	<b>12,752.0</b>	<b>13,013.0</b>	<b>13,327.0</b>	<b>14,438.0</b>
Long-term Investments	145.0	167.0	83.0	92.0	112.0
Goodwill	147.0	150.0	146.0	150.0	164.0
Other Intangibles	43.0	42.0	15.0	12.0	12.0
Deferred Charges, LT	50.0	47.0	45.0	44.0	43.0
Other Long-Term Assets	90.0	96.0	96.0	1,406.0	594.0
<b>Total Assets</b>	<b>13,676.0</b>	<b>14,110.0</b>	<b>14,727.0</b>	<b>17,060.0</b>	<b>16,640.0</b>
<b>LIABILITIES</b>					
Accounts Payable	226.0	387.0	321.0	358.0	407.0
Accrued Exp.	606.0	535.0	602.0	590.0	567.0
Short-term Borrowings	-	27.0	-	-	-
Curr. Port. of LT Debt	282.0	50.0	54.0	189.0	131.0
Curr. Port. of Cap. Leases	-	-	-	-	3.0
Curr. Income Taxes Payable	31.0	39.0	36.0	46.0	95.0
Other Current Liabilities	145.0	172.0	217.0	195.0	208.0
<b>Total Current Liabilities</b>	<b>1,290.0</b>	<b>1,210.0</b>	<b>1,230.0</b>	<b>1,378.0</b>	<b>1,411.0</b>
Long-Term Debt	4,033.0	4,695.0	4,636.0	4,687.0	5,537.0
Capital Leases	-	-	-	-	147.0
Unearned Revenue, Non-Current	107.0	72.0	67.0	62.0	58.0
Pension & Other Post-Retire. Benefits	1,116.0	1,372.0	1,382.0	673.0	779.0
Def. Tax Liability, Non-Curr.	1,945.0	1,819.0	2,092.0	2,903.0	2,773.0
Other Non-Current Liabilities	361.0	293.0	223.0	260.0	325.0
<b>Total Liabilities</b>	<b>8,852.0</b>	<b>9,461.0</b>	<b>9,630.0</b>	<b>9,963.0</b>	<b>11,030.0</b>
Common Stock	1,813.0	1,854.0	2,127.0	2,240.0	2,185.0
Additional Paid In Capital	24.0	86.0	41.0	34.0	36.0
Retained Earnings	5,073.0	5,445.0	5,697.0	6,326.0	5,608.0
Treasury Stock	-	-	-	-	-
Comprehensive Inc. and Other	(2,086.0)	(2,736.0)	(2,768.0)	(1,503.0)	(2,219.0)
<b>Total Common Equity</b>	<b>4,824.0</b>	<b>4,649.0</b>	<b>5,097.0</b>	<b>7,097.0</b>	<b>5,610.0</b>
<b>Total Equity</b>	<b>4,824.0</b>	<b>4,649.0</b>	<b>5,097.0</b>	<b>7,097.0</b>	<b>5,610.0</b>
<b>Total Liabilities And Equity</b>	<b>13,676.0</b>	<b>14,110.0</b>	<b>14,727.0</b>	<b>17,060.0</b>	<b>16,640.0</b>

**Income Statement**

For the Fiscal Period Ending	Restated	Reclassified	12 months	12 months	12 months
	12 months Dec-31-2010 CAD	12 months Dec-31-2011 CAD	12 months Dec-31-2012 CAD	12 months Dec-31-2013 CAD	12 months Dec-31-2014 CAD
Revenue	4,853.0	5,052.0	5,550.0	5,982.0	6,464.0
Other Revenue	128.0	125.0	145.0	151.0	156.0
<b>Total Revenue</b>	<b>4,981.0</b>	<b>5,177.0</b>	<b>5,695.0</b>	<b>6,133.0</b>	<b>6,620.0</b>
Cost Of Goods Sold	3,376.0	3,720.0	3,845.0	3,722.0	3,731.0
<b>Gross Profit</b>	<b>1,605.0</b>	<b>1,457.0</b>	<b>1,850.0</b>	<b>2,411.0</b>	<b>2,889.0</b>
Selling General & Admin Exp.	-	-	-	-	-
R & D Exp.	-	-	-	-	-
Depreciation & Amort.	489.0	490.0	539.0	565.0	552.0
Other Operating Expense/(Income)	-	-	-	-	-
<b>Other Operating Exp., Total</b>	<b>489.0</b>	<b>490.0</b>	<b>539.0</b>	<b>565.0</b>	<b>552.0</b>
<b>Operating Income</b>	<b>1,116.0</b>	<b>967.0</b>	<b>1,311.0</b>	<b>1,846.0</b>	<b>2,337.0</b>
Interest Expense	(268.0)	(255.0)	(279.0)	(283.0)	(286.0)
Interest and Invest. Income	11.0	3.0	3.0	5.0	4.0
<b>Net Interest Exp.</b>	<b>(257.0)</b>	<b>(252.0)</b>	<b>(276.0)</b>	<b>(278.0)</b>	<b>(282.0)</b>
Currency Exchange Gains (Loss)	12.0	(6.0)	3.0	(4.0)	(11.0)
Other Non-Operating Inc. (Exp.)	(9.0)	(17.0)	(42.0)	(13.0)	(8.0)
<b>EBT Excl. Unusual Items</b>	<b>862.0</b>	<b>692.0</b>	<b>996.0</b>	<b>1,551.0</b>	<b>2,036.0</b>
Restructuring Charges	-	-	(55.0)	5.0	2.0
Impairment of Goodwill	-	-	-	-	-
Gain (Loss) On Sale Of Invest.	9.0	15.0	2.0	-	-
Gain (Loss) On Sale Of Assets	-	-	(265.0)	(435.0)	-
Legal Settlements	-	-	-	9.0	-
Other Unusual Items	-	(10.0)	(42.0)	(5.0)	-
<b>EBT Incl. Unusual Items</b>	<b>871.0</b>	<b>697.0</b>	<b>636.0</b>	<b>1,125.0</b>	<b>2,038.0</b>
Income Tax Expense	220.0	127.0	152.0	250.0	562.0
<b>Earnings from Cont. Ops.</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
Earnings of Discontinued Ops.	-	-	-	-	-
Extraord. Item & Account. Change	-	-	-	-	-
<b>Net Income to Company</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
Minority Int. in Earnings	-	-	-	-	-
<b>Net Income</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
Pref. Dividends and Other Adj.	-	-	-	-	-
<b>NI to Common Incl Extra Items</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
<b>NI to Common Excl. Extra Items</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
<b>Per Share Items</b>					
Basic EPS	3.86	3.36	2.82	5.0	8.54
Basic EPS Excl. Extra Items	3.86	3.36	2.82	5.0	8.54
Weighted Avg. Basic Shares Out.	168.8	169.5	171.8	174.9	172.8
Diluted EPS	3.85	3.34	2.79	4.96	8.46
Diluted EPS Excl. Extra Items	3.85	3.34	2.79	4.96	8.46
Weighted Avg. Diluted Shares Out.	169.2	170.6	173.2	176.5	174.4
Normalized Basic EPS	3.19	2.55	3.62	5.54	7.36
Normalized Diluted EPS	3.18	2.54	3.59	5.49	7.3
Dividends per Share	1.06	1.17	1.35	1.4	1.4
Payout Ratio %	26.7%	33.9%	46.1%	27.9%	16.5%

**Cash Flow**

For the Fiscal Period Ending	Restated				
	12 months	12 months	12 months	12 months	12 months
	Dec-31-2010	Dec-31-2011	Dec-31-2012	Dec-31-2013	Dec-31-2014
Currency	CAD	CAD	CAD	CAD	CAD
<b>Net Income</b>	<b>651.0</b>	<b>570.0</b>	<b>484.0</b>	<b>875.0</b>	<b>1,476.0</b>
Depreciation & Amort.	435.0	434.0	461.0	479.0	480.0
Amort. of Goodwill and Intangibles	-	-	-	2.0	2.0
<b>Depreciation &amp; Amort., Total</b>	<b>435.0</b>	<b>434.0</b>	<b>461.0</b>	<b>481.0</b>	<b>482.0</b>
Other Amortization	54.0	56.0	78.0	84.0	70.0
(Gain) Loss On Sale Of Invest.	-	-	5.0	-	-
Asset Writedown & Restructuring Costs	-	-	310.0	405.0	(17.0)
Other Operating Activities	(622.0)	(572.0)	(5.0)	107.0	236.0
Change in Acc. Receivable	(9.0)	(69.0)	(40.0)	(29.0)	(112.0)
Change In Inventories	23.0	(15.0)	7.0	(19.0)	7.0
Change in Acc. Payable	(29.0)	116.0	13.0	41.0	56.0
Change in Other Net Operating Assets	(1.0)	(8.0)	15.0	5.0	(75.0)
<b>Cash from Ops.</b>	<b>502.0</b>	<b>512.0</b>	<b>1,328.0</b>	<b>1,950.0</b>	<b>2,123.0</b>
Capital Expenditure	(726.0)	(1,104.0)	(1,148.0)	(1,236.0)	(1,449.0)
Sale of Property, Plant, and Equipment	89.0	71.0	145.0	73.0	52.0
Cash Acquisitions	-	-	-	-	-
Divestitures	-	-	-	-	236.0
Invest. in Marketable & Equity Secur.	-	-	-	-	-
Net (Inc.) Dec. in Loans Originated/Sold	-	-	-	-	-
Other Investing Activities	2.0	(11.0)	(8.0)	(434.0)	411.0
<b>Cash from Investing</b>	<b>(635.0)</b>	<b>(1,044.0)</b>	<b>(1,011.0)</b>	<b>(1,597.0)</b>	<b>(750.0)</b>
Short Term Debt Issued	9.0	28.0	-	-	771.0
Long-Term Debt Issued	355.0	757.0	71.0	-	-
<b>Total Debt Issued</b>	<b>364.0</b>	<b>785.0</b>	<b>71.0</b>	<b>-</b>	<b>771.0</b>
Short Term Debt Repaid	-	-	(27.0)	-	-
Long-Term Debt Repaid	(613.0)	(401.0)	(50.0)	(56.0)	(183.0)
<b>Total Debt Repaid</b>	<b>(613.0)</b>	<b>(401.0)</b>	<b>(77.0)</b>	<b>(56.0)</b>	<b>(183.0)</b>
Issuance of Common Stock	32.0	29.0	198.0	83.0	62.0
Repurchase of Common Stock	-	-	-	-	(2,050.0)
Common Dividends Paid	(174.0)	(193.0)	(223.0)	(244.0)	(244.0)
<b>Total Dividends Paid</b>	<b>(174.0)</b>	<b>(193.0)</b>	<b>(223.0)</b>	<b>(244.0)</b>	<b>(244.0)</b>
Special Dividend Paid	-	-	-	-	-
Other Financing Activities	223.0	(3.0)	1.0	(3.0)	14.0
<b>Cash from Financing</b>	<b>(168.0)</b>	<b>217.0</b>	<b>(30.0)</b>	<b>(220.0)</b>	<b>(1,630.0)</b>
Foreign Exchange Rate Adj.	(17.0)	1.0	(1.0)	10.0	7.0
<b>Net Change in Cash</b>	<b>(318.0)</b>	<b>(314.0)</b>	<b>286.0</b>	<b>143.0</b>	<b>(250.0)</b>
<b>Supplemental Items</b>					
Cash Interest Paid	347.0	271.0	278.0	295.0	309.0
Cash Taxes Paid	8.0	4.0	(3.0)	31.0	226.0
Levered Free Cash Flow	490.7	33.0	(44.0)	(146.1)	1,084.9
Unlevered Free Cash Flow	658.2	192.4	130.4	30.8	1,263.6
Change in Net Working Capital	(126.7)	(159.0)	144.0	544.0	(590.0)
Net Debt Issued	(249.0)	384.0	(6.0)	(56.0)	588.0

**Homework Problem # 8, Due Thursday, March 17**

Canadian National Railway Company, together with its subsidiaries, engages in rail and related transportation business in North America. It offers transportation services that include rail, intermodal container, and trucking services; and supply chain solutions, including warehousing and distribution, cargo, logistics parks, freight forwarding, customs brokerage service, industrial development, and marine services. The company transports various goods, such as automotive, coal, fertilizers, food and beverages, forest products, dimensional and heavy loads, shipping grains, metal and minerals, petroleum and chemicals, specialty crops, and intermodal products. It operates a network of approximately 20,000 route miles of track spans Canada and mid-America, from the Atlantic and Pacific oceans to the Gulf of Mexico. It serves the ports of Vancouver, Prince Rupert (British Columbia), Montreal, Halifax, New Orleans, and Mobile (Alabama); and the metropolitan areas of Toronto, Buffalo, Chicago, Detroit, Duluth (Minnesota)/Superior (Wisconsin), Green Bay (Wisconsin), Minneapolis/St. Paul, Memphis, and Jackson (Mississippi), with connections to all points in North America. Canadian National Railway Company was founded in 1922 and is headquartered in Montreal, Canada.

Below is selected financial information from the December 31, 2014 financial statements.

**REQUIRED:**

Assess the creditworthiness of Canadian National Railway at that date, and track changes in creditworthiness from the fiscal year ended December 31, 2010 through the fiscal year ended December 31, 2014. What is your assessment of the credit quality of CN, and how has the credit quality of CN changed since the financial crisis?

Here is some information you may find useful. Don't worry about tracing back to try to find these numbers, they reflect some assumptions I made to perform a rather rough calculation. These calculations assume a marginal tax rate of 25%, which you should also assume:

<b>OI</b>					
	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
	2347.8	2712.8	2936.5	2879.8	3445.3
<b>NOA</b>					
	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
	16840.0	16220.0	16449.0	17050.0	18231.0
<b>FCF</b>		<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>
		3332.8	2707.5	2278.8	2264.3

<b>Balance Sheet</b>					
<b>Balance Sheet as of:</b>	<b>Dec-31-2010</b>	<b>Dec-31-2011</b>	<b>Reclassified Dec-31-2012</b>	<b>Dec-31-2013</b>	<b>Dec-31-2014</b>
<b>Currency</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>
<b>ASSETS</b>					
Cash And Equivalents	490.0	101.0	155.0	214.0	52.0
<b>Total Cash &amp; ST Investments</b>	<b>490.0</b>	<b>101.0</b>	<b>155.0</b>	<b>214.0</b>	<b>52.0</b>
Accounts Receivable	775.0	820.0	831.0	815.0	928.0
Other Receivables	-	76.0	-	63.0	95.0
<b>Total Receivables</b>	<b>775.0</b>	<b>896.0</b>	<b>831.0</b>	<b>878.0</b>	<b>1,023.0</b>
Inventory	210.0	201.0	230.0	274.0	335.0
Deferred Tax Assets, Curr.	53.0	46.0	43.0	74.0	68.0
Restricted Cash	-	499.0	521.0	448.0	463.0
Other Current Assets	62.0	105.0	89.0	89.0	125.0
<b>Total Current Assets</b>	<b>1,590.0</b>	<b>1,848.0</b>	<b>1,869.0</b>	<b>1,977.0</b>	<b>2,066.0</b>
Gross Property, Plant & Equipment	31,616.0	32,890.0	33,746.0	35,806.0	38,641.0
Accumulated Depreciation	(9,223.0)	(9,521.0)	(9,754.0)	(10,124.0)	(10,703.0)
<b>Net Property, Plant &amp; Equipment</b>	<b>22,393.0</b>	<b>23,369.0</b>	<b>23,992.0</b>	<b>25,682.0</b>	<b>27,938.0</b>
Long-term Investments	25.0	31.0	30.0	57.0	58.0
Other Intangibles	578.0	602.0	606.0	604.0	638.0
Other Long-Term Assets	620.0	176.0	162.0	1,843.0	1,092.0
<b>Total Assets</b>	<b>25,206.0</b>	<b>26,026.0</b>	<b>26,659.0</b>	<b>30,163.0</b>	<b>31,792.0</b>
<b>LIABILITIES</b>					
Accounts Payable	383.0	445.0	386.0	408.0	464.0
Accrued Exp.	582.0	752.0	716.0	771.0	746.0
Curr. Port. of LT Debt	540.0	135.0	577.0	1,021.0	456.0
Curr. Port. of Cap. Leases	-	-	-	-	88.0
Curr. Income Taxes Payable	170.0	130.0	294.0	96.0	208.0
Other Current Liabilities	231.0	253.0	230.0	202.0	239.0
<b>Total Current Liabilities</b>	<b>1,906.0</b>	<b>1,715.0</b>	<b>2,203.0</b>	<b>2,498.0</b>	<b>2,201.0</b>
Long-Term Debt	5,531.0	6,441.0	6,323.0	6,819.0	7,283.0
Capital Leases	-	-	-	-	582.0
Pension & Other Post-Retire. Benefits	510.0	1,095.0	784.0	541.0	650.0
Def. Tax Liability, Non-Curr.	5,152.0	5,333.0	5,555.0	6,537.0	6,902.0
Other Non-Current Liabilities	823.0	762.0	776.0	815.0	704.0
<b>Total Liabilities</b>	<b>13,922.0</b>	<b>15,346.0</b>	<b>15,641.0</b>	<b>17,210.0</b>	<b>18,322.0</b>
Common Stock	4,252.0	4,141.0	4,108.0	3,795.0	3,718.0
Additional Paid In Capital	-	-	-	220.0	439.0
Retained Earnings	8,741.0	9,378.0	10,167.0	10,788.0	11,740.0
Treasury Stock	-	-	-	-	-
Comprehensive Inc. and Other	(1,709.0)	(2,839.0)	(3,257.0)	(1,850.0)	(2,427.0)
<b>Total Common Equity</b>	<b>11,284.0</b>	<b>10,680.0</b>	<b>11,018.0</b>	<b>12,953.0</b>	<b>13,470.0</b>
<b>Total Equity</b>	<b>11,284.0</b>	<b>10,680.0</b>	<b>11,018.0</b>	<b>12,953.0</b>	<b>13,470.0</b>
<b>Total Liabilities And Equity</b>	<b>25,206.0</b>	<b>26,026.0</b>	<b>26,659.0</b>	<b>30,163.0</b>	<b>31,792.0</b>

<b>Income Statement</b>					
<b>For the Fiscal Period Ending</b>	<b>12 months Dec-31-2010</b>	<b>12 months Dec-31-2011</b>	<b>12 months Dec-31-2012</b>	<b>12 months Dec-31-2013</b>	<b>12 months Dec-31-2014</b>
<b>Currency</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>
Revenue	8,297.0	9,028.0	9,920.0	10,575.0	12,134.0
Other Revenue	-	-	-	-	-
<b>Total Revenue</b>	<b>8,297.0</b>	<b>9,028.0</b>	<b>9,920.0</b>	<b>10,575.0</b>	<b>12,134.0</b>
Cost Of Goods Sold	4,071.0	4,572.0	4,973.0	5,427.0	6,092.0
<b>Gross Profit</b>	<b>4,226.0</b>	<b>4,456.0</b>	<b>4,947.0</b>	<b>5,148.0</b>	<b>6,042.0</b>
Selling General & Admin Exp.	-	-	-	-	-
R & D Exp.	-	-	-	-	-
Depreciation & Amort.	834.0	884.0	924.0	980.0	1,050.0
Other Operating Expense/(Income)	368.0	276.0	338.0	295.0	368.0
<b>Other Operating Exp., Total</b>	<b>1,202.0</b>	<b>1,160.0</b>	<b>1,262.0</b>	<b>1,275.0</b>	<b>1,418.0</b>
<b>Operating Income</b>	<b>3,024.0</b>	<b>3,296.0</b>	<b>3,685.0</b>	<b>3,873.0</b>	<b>4,624.0</b>
Interest Expense	(360.0)	(341.0)	(342.0)	(357.0)	(371.0)
Interest and Invest. Income	35.0	-	-	-	-
<b>Net Interest Exp.</b>	<b>(325.0)</b>	<b>(341.0)</b>	<b>(342.0)</b>	<b>(357.0)</b>	<b>(371.0)</b>
Currency Exchange Gains (Loss)	-	-	-	6.0	9.0
Other Non-Operating Inc. (Exp.)	-	23.0	14.0	(21.0)	(3.0)
<b>EBT Excl. Unusual Items</b>	<b>2,699.0</b>	<b>2,978.0</b>	<b>3,357.0</b>	<b>3,501.0</b>	<b>4,259.0</b>
Impairment of Goodwill	-	-	-	-	-
Gain (Loss) On Sale Of Assets	177.0	378.0	301.0	88.0	101.0
Other Unusual Items	-	-	-	-	-
<b>EBT Incl. Unusual Items</b>	<b>2,876.0</b>	<b>3,356.0</b>	<b>3,658.0</b>	<b>3,589.0</b>	<b>4,360.0</b>
Income Tax Expense	772.0	899.0	978.0	977.0	1,193.0
<b>Earnings from Cont. Ops.</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
Earnings of Discontinued Ops.	-	-	-	-	-
Extraord. Item & Account. Change	-	-	-	-	-
<b>Net Income to Company</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
Minority Int. in Earnings	-	-	-	-	-
<b>Net Income</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
Pref. Dividends and Other Adj.	-	-	-	-	-
<b>NI to Common Incl Extra Items</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
<b>NI to Common Excl. Extra Items</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
<b>Per Share Items</b>					
Basic EPS	2.26	2.72	3.08	3.1	3.86
Basic EPS Excl. Extra Items	2.26	2.72	3.08	3.1	3.86
Weighted Avg. Basic Shares Out.	932.6	902.2	871.1	843.1	819.9
Diluted EPS	2.24	2.7	3.06	3.09	3.85
Diluted EPS Excl. Extra Items	2.24	2.7	3.06	3.09	3.85
Weighted Avg. Diluted Shares Out.	940.2	908.9	875.4	846.1	823.5
Normalized Basic EPS	1.81	2.06	2.41	2.6	3.25
Normalized Diluted EPS	1.79	2.05	2.4	2.59	3.23
Dividends per Share	0.54	0.65	0.75	0.86	1.0
Payout Ratio %	23.9%	23.8%	24.3%	27.7%	25.8%



<b>Cash Flow</b>					
<b>For the Fiscal Period Ending</b>	<b>12 months Dec-31-2010</b>	<b>12 months Dec-31-2011</b>	<b>12 months Dec-31-2012</b>	<b>12 months Dec-31-2013</b>	<b>12 months Dec-31-2014</b>
<b>Currency</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>	<b>CAD</b>
<b>Net Income</b>	<b>2,104.0</b>	<b>2,457.0</b>	<b>2,680.0</b>	<b>2,612.0</b>	<b>3,167.0</b>
Depreciation & Amort.	834.0	884.0	924.0	980.0	1,050.0
<b>Depreciation &amp; Amort., Total</b>	<b>834.0</b>	<b>884.0</b>	<b>924.0</b>	<b>980.0</b>	<b>1,050.0</b>
(Gain) Loss From Sale Of Assets	(152.0)	(348.0)	(281.0)	(69.0)	(80.0)
Other Operating Activities	(39.0)	(9.0)	(329.0)	263.0	349.0
Change in Acc. Receivable	(3.0)	(51.0)	(20.0)	32.0	(59.0)
Change In Inventories	(43.0)	11.0	(30.0)	(38.0)	(51.0)
Change in Acc. Payable	285.0	34.0	129.0	(245.0)	-
Change in Other Net Operating Assets	13.0	(2.0)	(13.0)	13.0	5.0
<b>Cash from Ops.</b>	<b>2,999.0</b>	<b>2,976.0</b>	<b>3,060.0</b>	<b>3,548.0</b>	<b>4,381.0</b>
Capital Expenditure	(1,586.0)	(1,625.0)	(1,731.0)	(1,973.0)	(2,297.0)
Sale of Property, Plant, and Equipment	168.0	369.0	-	-	173.0
Cash Acquisitions	-	-	-	-	-
Divestitures	-	-	-	-	-
Sale (Purchase) of Real Estate properties	-	-	311.0	52.0	-
Invest. in Marketable & Equity Secur.	-	-	-	-	-
Net (Inc.) Dec. in Loans Originated/Sold	-	-	-	-	-
Other Investing Activities	35.0	(473.0)	(1.0)	69.0	(52.0)
<b>Cash from Investing</b>	<b>(1,383.0)</b>	<b>(1,729.0)</b>	<b>(1,421.0)</b>	<b>(1,852.0)</b>	<b>(2,176.0)</b>
Short Term Debt Issued	-	-	-	268.0	-
Long-Term Debt Issued	-	787.0	493.0	1,582.0	1,022.0
<b>Total Debt Issued</b>	<b>-</b>	<b>787.0</b>	<b>493.0</b>	<b>1,850.0</b>	<b>1,022.0</b>
Short Term Debt Repaid	-	-	(82.0)	-	(277.0)
Long-Term Debt Repaid	(184.0)	(509.0)	(58.0)	(1,413.0)	(822.0)
<b>Total Debt Repaid</b>	<b>(184.0)</b>	<b>(509.0)</b>	<b>(140.0)</b>	<b>(1,413.0)</b>	<b>(1,099.0)</b>
Issuance of Common Stock	87.0	68.0	101.0	28.0	25.0
Repurchase of Common Stock	(913.0)	(1,420.0)	(1,400.0)	(1,400.0)	(1,505.0)
Common Dividends Paid	(503.0)	(585.0)	(652.0)	(724.0)	(818.0)
<b>Total Dividends Paid</b>	<b>(503.0)</b>	<b>(585.0)</b>	<b>(652.0)</b>	<b>(724.0)</b>	<b>(818.0)</b>
Special Dividend Paid	-	-	-	-	-
Other Financing Activities	28.0	9.0	16.0	3.0	5.0
<b>Cash from Financing</b>	<b>(1,485.0)</b>	<b>(1,650.0)</b>	<b>(1,582.0)</b>	<b>(1,656.0)</b>	<b>(2,370.0)</b>
Foreign Exchange Rate Adj.	7.0	14.0	(3.0)	19.0	3.0
<b>Net Change in Cash</b>	<b>138.0</b>	<b>(389.0)</b>	<b>54.0</b>	<b>59.0</b>	<b>(162.0)</b>
<b>Supplemental Items</b>					
Cash Interest Paid	NA	NA	NA	NA	NA
Cash Taxes Paid	214.0	482.0	289.0	890.0	722.0
Levered Free Cash Flow	1,273.0	805.9	1,490.4	1,172.5	1,535.1
Unlevered Free Cash Flow	1,498.0	1,019.0	1,704.1	1,395.6	1,767.0
Change in Net Working Capital	(237.0)	433.0	(79.0)	198.0	71.0
Net Debt Issued	(184.0)	278.0	353.0	437.0	(77.0)

<b>Ratios</b>					
<b>For the Fiscal Period Ending</b>	<b>12 months Dec-31-2010</b>	<b>12 months Dec-31-2011</b>	<b>12 months Dec-31-2012</b>	<b>12 months Dec-31-2013</b>	<b>12 months Dec-31-2014</b>
<b>Short Term Liquidity</b>					
Current Ratio	0.8x	1.1x	0.8x	0.8x	0.9x
Quick Ratio	0.7x	0.6x	0.4x	0.4x	0.5x
Cash from Ops. to Curr. Liab.	1.6x	1.7x	1.4x	1.4x	2.0x
Avg. Days Sales Out.	34.6	32.2	30.5	28.4	26.2
Avg. Days Inventory Out.	17.0	16.4	15.9	16.9	18.2
Avg. Days Payable Out.	30.7	33.1	30.4	26.5	25.9
Avg. Cash Conversion Cycle	20.9	15.5	15.9	18.9	18.6
<b>Long Term Solvency</b>					
Total Debt/Equity	53.8%	61.6%	62.6%	60.5%	62.4%
Total Debt/Capital	35.0%	38.1%	38.5%	37.7%	38.4%
LT Debt/Equity	49.0%	60.3%	57.4%	52.6%	58.4%
LT Debt/Capital	31.9%	37.3%	35.3%	32.8%	35.9%
Total Liabilities/Total Assets	55.2%	59.0%	58.7%	57.1%	57.6%
EBIT / Interest Exp.	8.4x	9.7x	10.8x	10.8x	12.5x
EBITDA / Interest Exp.	10.7x	12.3x	13.5x	13.6x	15.3x
(EBITDA-CAPEX) / Interest Exp.	6.3x	7.5x	8.4x	8.1x	9.1x
Total Debt/EBITDA	1.6x	1.6x	1.5x	1.6x	1.5x
Net Debt/EBITDA	1.4x	1.5x	1.5x	1.6x	1.5x
Total Debt/(EBITDA-CAPEX)	2.7x	2.6x	2.4x	2.7x	2.5x
Net Debt/(EBITDA-CAPEX)	2.5x	2.5x	2.3x	2.6x	2.5x
Altman Z Score	2.45	2.56	2.76	2.79	3.25

# **Management Control Systems – COMM 414**

## **Fall 2015**

### **Course overview**

This course focuses on management control systems, including organizational culture, risk management, internal controls, corporate governance, performance pay and balanced scorecards. The general purpose of this course is to give students tools to understand, evaluate and build management control systems from practical, social and cultural perspectives.

Presentation skills, teamwork aptitudes and critical thinking will be needed throughout this course aimed at training student to real life working conditions where managers are required to resolve problems in teams and defend their decisions / recommendations.

The course is organized on a case based approach. It is not a master class where the Professor gives a lecture to students. Students are expected to learn the core concepts of the course by themselves. Students who come to class without having read and reflected upon the assigned readings will have difficulty keeping up, will likely be disinterested, will distract other students, and will take away from the discussion and the general dynamic of the class. Some classes will feature guest speakers, with or without advance warning. Please come to class consistently prepared to engage in focused study. Class attendance is mandatory.

### **Is this class for you?**

This is an open-enrolment class. If you hate team work, prefer your Facebook to human interaction, have stopped attending classes since year one, or cannot deal with demanding readings you might seriously consider abandon the class now. In contrary, if you enjoy class discussions, case-based teaching and understand the crucial important to develop your communicative skills and your critical thinking, COMM 414 will be a great (and hopefully rewarding) experience.

### **Objectives**

I hope that by the end of the course, students will:

- Understand why management control systems function, who and what they control and how they do so;
- Be familiar with general structure and principles underlying the management control systems in organizations;
- Develop skills in close, critical reading and interpretation of case material and research information;
- Understand the role managers play in control system, including the issues of professional responsibility and ethics;
- Have adequate grounding for further management accounting related-study o research;

### **Structure of the class:**

Week 1: Teams are formed. Discussion on the definition and fundamental issues underlying

Management Control Systems in contemporary organizations.

Week 2 - Week 8: Students will resolve Harvard Business Cases in team. The “questions” for each case will be given at the beginning of the class. Teams will have about 1 hour to discuss them, formulate answers and prepare a presentation. The professor and his assistants will circulate in the classroom during the hour to help and facilitate team interactions. At the end of the time limit, teams will post their presentation on the website of the course. Two teams will be picked randomly to present their analysis to the class and engaged in critical discussions to defend their position. The chosen teams will perform a 20 minutes presentation. Individual students will also be selected each week to discuss / review the presentation from a management’s perspective by questioning the presenting team. Each team will present twice during the session.

Week 9: Guest speaker (Assistant Professor Pavlo Kalyta, McGill Desautels Faculty of Management)

Week 10 and 11: Final presentations.

Week 12: Final Exam in class

**Required material:**

- Case pack (available in the bookstore)
- Book chapters, magazine and journal articles from Queen’s online Library

**Course web page:**

The web page for this course contains the course outline, details of the course schedule and links to the readings from Queen’s online Library. It will also be used as needed for posting announcements concerning the course schedule, the assignments, or any other aspect of the course. *Therefore, I strongly recommend that you check the course web page on a regular basis.*

**Course evaluations:**

The course requirements and their relative weighting in the final mark are:

Group presentations in class	20%
Final presentation and written report	20%
Final exam	40%
Individual participation	10%
<u>Individual assignment</u>	<u>10%</u>
	100%

- **Group presentations in class (20%)**  
Group presentations (20 minutes) will be marked based on criteria indicated by the professor, with particular attention to the professionalism of the team work.
- **Final presentation and report (20%)**  
Teams will be assigned a final integrative case covering (potentially) several topics seen in class during the session. Each team will perform a 30 minutes’ presentation before a Jury and will have to submit a written report on the same day (with a maximum of 3000

words).

- **Final exam (40%)**

- **Individual participation (10%)**

Individuals' participation will be marked, for one part, based on the quality / relevance of individual interactions / participation during the class. Students' attendance in class is mandatory.

- **Individual assignment (10%)**

Short answer questions focused on the content of the readings for each week. Questions will be available on the website. Answers (with a maximum of 350 words) are due before the beginning of each class and must be posted electronically on the website. They will be marked based on the quality of the writing, the originality of the argument and the ability to think outside the box. On each assignment:

- indicate your name
- put a title
- write double space
- use Times New Roman, 12 points

*The non respect of these form criteria will result automatically in a zero!*

### **Academic Integrity:**

The boundary between acceptable collaboration and a departure from academic integrity is often difficult to draw. To clarify my expectations of what is acceptable collaboration and what is not, I provide the following guidelines for each of the required activities in this course. If my expectations still are not clear to you, *ask me!* The onus is on you to ensure that your actions do not violate standards of academic integrity.

**N.B.:** The University has a very low tolerance level for departures from Academic Integrity. If I determine that a departure from Academic Integrity has occurred, I **must** report this to the Dean's office, who will then contact the Commerce office. I have no discretion to do otherwise – even if you didn't "intend" to depart from academic integrity. Penalties for departures from academic integrity range from written warnings to a recommendation to Senate that you be required to withdraw from the University. **In all cases, a record of the departure will be kept on file in the Dean's office and in your student file.**

To ensure that you understand the regulations and procedures related to Academic Integrity in the School of Business, I encourage you to review the School's Academic Integrity Policy, available at: [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php)

## **TENTATIVE ASSIGNMENT SCHEDULE FALL 2015**

(Changes, if any, will be announced in class and on course website.)

<b>Week/Dates</b>	<b>Topic</b>
<b>1 Sep 16</b>	<b>Introduction</b> Teams are formed
<b>2 Sep 23</b>	<b>Case 1</b>
<b>3 Sep 30</b>	<b>Case 2</b>
<b>4 Oct 7</b>	<b>Case 3</b>
<b>5 Oct 14</b>	<b>Case 4</b>
<b>6 Oct 21</b>	<b>Case 5</b>
<b>7 Oct 28</b>	<b>Case 6</b>
<b>8 Nov 4</b>	<b>Case 7</b>
<b>9 Nov 11</b>	<b>Guest speaker</b>
<b>10 Nov 18</b>	<b>Team presentation</b>
<b>11 Nov 25</b>	<b>Team presentation</b>
<b>12 Dec 2</b>	<b>Final exam in class</b>

## **CASES**

### **Week 1: Introduction**

### **Week 2: Organizational culture**

**Case:** Keeping Google “Googley”

### **Week 3: Risk Management**

**Case:** The LEGO Group: Envisioning Risks in Asia

### **Week 4: Internal controls**

**Case:** Westchester Distributing, Inc.

### **Week 5: Corporate governance**

**Case:** Corporate Governance at Citic Pacific

### **Week 6: Fraud**

**Case:** Accounting Fraud at WorldCom

### **Week 7: Performance pay**

**Case:** Performance Pay at Safelite Auto Glass

### **Week 8: Balanced Scorecard**

**Case:** Domestic Auto Parts

## COMM 416, Organizational Fraud, Fall 2015 Course Outline

**Course Website:** Accessed through [qsblearning.ca](http://qsblearning.ca).

***Check the course website frequently for any announcements or changes to the schedule!***

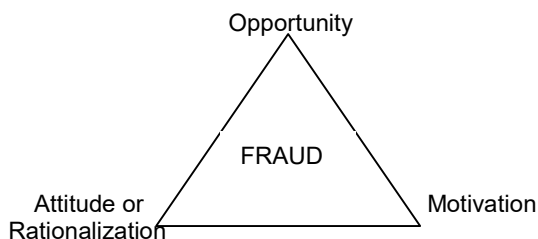
**Prerequisites:** COMM 111, financial accounting. It will also be helpful, but not required, for students to have a reasonable knowledge of how organizations are structured. For this, virtually all business courses are useful, so third and fourth year students will receive the greatest benefit (and will receive priority if the class is full).

**Required Text:** Case packet available through QSB case sales.

### **Course Description:**

This course examines fraud within organizations. We discuss the types of fraud typically committed as well as how to identify conditions within an organizational setting which increase the likelihood of fraud. Significant time is spent discussing ways to prevent and detect fraud using the fraud triangle below.

The fraud triangle highlights three conditions that, taken together, help predict the likelihood of fraud. If all three conditions are in place, it is more likely that fraud is taking place within the organization.





Finally, this course includes ethical decision making within the accounting and financial reporting function.

The course differs from typical “forensic accounting” courses in the following ways: 1) it is taught at a higher (i.e. management) level rather than a detailed level, 2) it includes quite a bit about the psychology of fraud and, 3) it does not include detailed fraud investigation or the legal aspects of fraud. The course is taught using a combination of lecture and interactive, group- and case-based methodology. Some videos will be shown in class, and current events sometimes play a role in class discussions. This elective course qualifies for CSR (Centre for Social Impact) credit.

### **Importance of this Course:**

Virtually every organization becomes a victim of some type of fraud. Despite attempts to reduce fraud, it remains entrenched within many organizations. Thus, it is important for everyone intending to work with or for an organization to be aware of fraud. Additionally, two “competencies” identified by a survey of Ontario CFOs are relevant to this course:

1. fraud prevention, detection, and investigation; and
2. personal integrity, ethics, and ability to identify ethical dilemmas and make ethical decisions.

Any student interested in becoming an accounting or financial executive of an organization needs an understanding of how to prevent and detect fraud, as well as how to make ethical decisions when reporting organizational performance to others. For them, this course will be especially helpful. Because of its general nature, this course will also be helpful for students studying virtually any other field if they intend on becoming managers, executives, or entrepreneurs.

### **Learning Objectives:**

Upon completion of this course, students should be able to:

1. Identify different types of fraud that occur within organizations, and their consequences
2. Apply theories of fraud and white collar crime to organizational settings
3. Identify conditions within organizations that lead to fraud (what makes people commit fraud)
4. Analyze fraud cases and develop ideas for preventing and detecting fraud
5. Evaluate ethical dilemmas within organizational reporting settings

The specific learning objectives are incorporated into the course outline. In the last column, you will see which learning objectives are addressed in each class session. This means that, at the end of that class, you should feel as though you have learned something about that particular learning objective. In the same way, I create exams, quizzes and assignments to evaluate how well you have attained these learning objectives. When you are writing the midterm exam and preparing assignments, you should demonstrate that you have accomplished these objectives.

### **Course Policies:**

#### **Academic Integrity:**

##### *Definition of Academic Integrity*

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php)

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

#### *Individual Work*

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library:

<http://library.queensu.ca/help/cite-sources>

#### *Group Work*

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

#### ***Consequences of a Breach of Academic Integrity***

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

#### ***Turnitin.com***

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

#### **Disabilities Accommodations Statement:**

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

**Exam deferral policy:**

Exam deferrals for COMM 416 are granted only by me (not the Commerce office), and only for extenuating circumstances. You must inform me as soon as possible and provide supporting documentation (e.g. a doctor's note).

**Re-grade policy:**

The grading of some of the assignments is naturally subjective. Though I try very hard to be consistent and fair, if you feel a grading error has been made or the grading has been unfair, the following procedure is followed:

1. You must submit, in writing, a "re-grade request", along with the original graded assignment/exam. You must provide evidence supporting your request.
2. You must wait two days before submitting the request (a cooling off period), and cannot submit it later than two weeks following receipt of the grade (a deadline).
3. After the two week / two day period has ended, I read each re-grade request and make any necessary and reasonable changes based on the request. It is important to note that I also look over the entire assignment again, and make any necessary changes. On occasion, I have lowered a student's grade because I found areas where my grading was too generous.
4. Re-grade requests will not be accepted after the two week plus two day deadline.

**Participation in Research:**

I encourage you to participate in research. You can earn a category increase in grade in one course, per the research pool instructions. When you participate, make sure you take it seriously. If you don't participate or don't pay attention when you participate, it negatively impacts faculty's research success, which can lower the status of Queen's as a preeminent university.

**Course Procedures:**

I expect students to attend class and participate in class. Pick up your name card at the front of the classroom and display it in front of you. Sign the inside or write a note to me. If you cannot attend class, *you do not need to inform me; rather, **participate that much more** in other classes.*

**Expectations of each other:**

<b><i>I will...</i></b>	<b><i>I expect YOU to...</i></b>
Come to class on time and prepared	Come to class on time and prepared
Present material in an understandable way	Pay attention and actively participant
Respond to questions / emails timely and as thoroughly as I can	Ask questions when you have them; don't be shy
Work with anyone needing assistance	Contact me if you need assistance; don't wait until the last minute
Respect students and their opinions	Respect my opinions and those of all students
Evaluate students in a timely manner and as fairly as possible, understanding that subjectivity is a necessary part of some evaluations.	Prepare for all exams, quizzes, in-class cases, etc. and do your best work. If you feel you have been graded unfairly, follow the "re-grade policy"

## Student Evaluation:

I will evaluate students as follows:

Component	Due Dates	Weight
Midterm exam	Wednesday, October 21	25%
In-class quizzes or cases	Throughout semester	35%
Group project and presentation	Classes 21 and 22	25%
Participation	Throughout semester	15%

**Midterm exam (25%):** The mid-term exam will primarily address the first three learning objectives: 1) Identify different types of fraud that occur within organizations and their consequences, 2) Apply theories of fraud and white collar crime to organizational settings, and 3) Identify conditions within organizations that lead to fraud. It will cover all readings, classroom activities, and discussions up to and including class 10. It may consist of a mix of multiple choice, true-false, matching, short answer, and short essay questions. The exam is closed book and will be administered during class 11.

**In-class quizzes or cases (35%):** Throughout the semester, I will administer between 4 and 6 cases or quizzes for evaluation. Some will be completed individually while others will be completed in groups. All will be announced at least one class period in advance. All graded cases and quizzes will be averaged at the end of the semester, each receiving equal weighting unless specified otherwise. There are absolutely no deferrals or make-up cases / quizzes. You must be in class to receive points for a case / quiz. I will drop the student's lowest grade before calculating the average. If a student misses more than one case / quiz, one will be dropped and each of the remaining missed cases / quizzes will receive a grade of 40. If a case or quiz is assigned to groups, all members of the group (who are in attendance) will receive the same grade.

**Group project and presentation (25%):** Students will be assigned to a group in class 5. Each group will choose a topic to report on and present to the class (e.g. a recent (alleged) fraud case, fraud detection methods, legal aspects of fraud, culture and fraud). I must approve each group's topic before you can begin. Keep in mind that there should be enough publicly available information to analyze the topic. This project should cover at least one of the learning objectives and is intended to extend beyond the materials covered in the course. Detailed requirements will be provided in a separate handout. All members of the group receive the same grade on the project, with one exception. Group members will evaluate themselves and each other on their participation level on this project at the end of the term, results of which can lower a student's individual grade on this project if s/he contributed less than the other group members.

**Participation (15%):** Because learning tends to occur best when students talk about the material and apply it to their own world, I stress the importance of participation. I allow for two different ways each student can participate: 1) in class or 2) through discussion on the course website.

**In class:** This component consists of my assessment of each student's contribution in class. It begins with attendance and being on time for each class, and ends with my assessment of the quality and quantity of participation after each class session. If you have to miss class, do not tell me; just make up for missed classes with better participation in other class sessions and/or on the discussion board.

**Discussion board on course website:** For students who may be less comfortable talking in class, I also provide for discussion board participation. I will occasionally post thought-provoking questions or articles on the discussion board of the course website. Additionally, I encourage students to post a discussion question, something of current interest, etc. I anticipate a good discussion back and

forth on current events, further thoughts from class discussions, and any other relevant topics. When I evaluate your discussion board participation, my expectations are higher since everyone has more time to think about what they want to say.

### Course Schedule – FALL 2015:

The schedule below details the general topic and required preparation for each class. The required preparation materials can be found either in your case packet, via the course website, or handed out in class. ***This schedule may change! Check the course website frequently for announcements!***

Class	Topic	Required Preparation	Learning Objective
1 Sept 14	Intro to the course: What is fraud?	Reading 1: Interdisciplinary Insights on Fraud, Chapter 1. Complete professor's survey in class.	all
2 Sept 16	Introduction to fraud within organizations	Reading 2: Fraud Auditing and Forensic Accounting, Chapter 1 (p. 1 – 11)	1
3 Sept 21	Types of fraud and their prevalence within organizations	Reading 3: Financial Statement Fraud, Chapter 1, ACFE report (on course website)	1
4 Sept 23	Why do people commit fraud? Theories of fraud	Reading 4: Fraud examination, Chapter 2	2, 3
5 Sept 28	Theories of fraud continued	Reading 5: ABC's of Behavioral Forensics, Chapter 3 <b>Groups are assigned</b>	2, 3
6 Sept 30	Group project assignment	Quiz	
7 Oct 5	Preventing fraud	Reading 6: Fraud Examination, Chapter 4	4
8 Oct 7	Preventing fraud continued	Reading 7: Corporate Governance, Chapter 2 (p. 61 – 73). Reading 8: The Globalisation of Corporate Governance, p. 3 – 4.	4
9 Oct 14	In-class application case	See course website <b>Group topic due via email</b>	4
10 Oct 19	Detecting fraud Midterm review	Reading 9: Fraud Auditing and Forensic Accounting, p. 125 – 131.	4
11 Oct 21	<b>Midterm Exam</b>	In-class, closed book exam	1, 2, 3
12 Oct 26	The social and psychological sides of fraud	Reading 12: ABC's of Behavioral Forensics, Chapter 2	1, 2, 3, 4
13 Oct 28	The social and psychological sides of fraud continued	Reading 13: The Globalisation of Corporate Governance, Chapter 4	1, 2, 3, 4
14 Nov 2	In-class application case	Reading 10: The Globalisation of Corporate Governance, p. 138 – 143.	1, 2, 3, 4
15 Nov 4	In-class application case	See course website	1, 2, 3, 4
16 Nov 9	<i>Enron: The Smartest Guys in the Room</i> (in-class video)	Reading 11: Corporate Governance, p. 83 – 89.	1, 2, 3, 4

17 Nov 11	<i>Bigger Than Enron</i> (in-class video)	Discussion of the Enron fraud	1, 2, 3, 4
18 Nov 16	In-class application case	See course website	1, 2, 3, 4
19 Nov 18	In-class application case	See course website	1, 2, 3, 4
20 Nov 23	Ethical dilemmas within organizational settings	See course website	5
21 Nov 25	Group project presentations	<b><i>Project paper due via dropbox before class begins</i></b>	Any / all
22 Nov 30	Group project presentations		Any / all
23 Dec 2	Quiz		Any / all

**COMM432; Winter 2016**  
**Brand Management – Section 001**  
**Course Outline**

**1.0 COURSE FOCUS and OBJECTIVES**

COMM 432 has five learning objectives:

1. To develop an understanding of the strategic importance of brands in building, managing and growing brand value for customers and firms
2. To appreciate the nature of the challenges in planning, executing and managing brand strategies
3. To develop a customer-based view of brand equity that explicitly addresses the role of cognitive, emotional, behavioral, social and cultural factors in creating brand equity
4. To gain familiarity with some of the tools, models and tactics that firms use to build, sustain, leverage and defend brand equity
5. To refine analytical and decision making skills and the ability to express conclusions orally and in writing

This course builds upon some of the concepts and principles learned in introductory marketing courses, however focuses more on brand management. It is designed to meet the needs of two groups of students:

1. Those who wish to understand how brand strategy fits into the overall strategic and business planning and management function of the firm,
2. And those who intend to major in marketing and seek to increase strategic brand insight, best practices and skills.

**2.0 PROGRAM DETAILS**

We have structured the course in 3 broad modules to help simplify and deliver against the objectives – Conceptual to application to simulation: 1) Theories/Conceptual; 2) Simulation Game; 3) Applications/Brand Audit and Strategy Plan; the modules will overlap as detailed in the course schedule.

**2.1 Course Structure**

The course uses a laddering or scaffolding approach to our subject matter. We start with base theories and add complexity and deeper analysis as we move through the course. We use strategy-oriented readings/class book and frameworks, case studies, and real-time (current brand issues) strategy experience and discussion.

The program is organized into three distinct modules. For mark weighing of all components, see Section 2.3).

**Module 1 – Theories/Conceptual:** In Module 1 we will review the fundamentals of brand strategy, planning, building and management and then introduce the key strategic frameworks that brand managers rely on for making brand decisions. We will use a series of in-class lectures, discussions, and 6 pre-class assignments to build ‘Brand You.’ This component of the course will help your reflections and strategy for your ambitions and help determine a plan of action to build your personal brand.

The next series of in-class lectures, discussions, and 2 pre-class assignments is designed to simulate the planning process a brand manager conducts each year. You will pick a brand you think had a great 2015 marketing campaign and build/execute a successful 2016 campaign. Each week of this component, the pre-class assignments will ask you to write a brief to an agency you have researched and also prepare a short executive report to your boss (CMO) on why your agency recommendation is the right decision for your brand’s campaign. You will be provided with a briefing template to complete the agency brief assignments. This part of the course will also connect with in-class activities.

PCA questions/tasks will be posted on the course website six days prior to class – on Fridays. Pre-class assignments will be **due by 8:30 AM (on D2L) the day of class** unless otherwise specified. In class, we may review answers and work through additional problems or case situations related to our key topics. Please note assignments may also require additional readings from online sources. These will be announced in class.

During Module 1, you (with a teammate to be selected by professor/TAs) will begin preparing and presenting Brands in The News (“BIN”), a short presentation on an important and relevant topic of your choice that MUST be directly related to core 432 theoretical concepts. Presentations will be delivered using the [www.pechakucha.org](http://www.pechakucha.org) method (to be reviewed in class). The BIN component will continue across all three Modules. Bring a print-out of your presentation to class for me to grade.

**Module 2 – Simulation Game:** Module 2 features a brand strategy simulation game - BrandPro. With the knowledge and skills gained in Module 1, you and your team (assigned by Professor) will analyze and make strategic brand decisions for a company with products in the durable goods marketplace. Your team will be responsible for the following sequence of deliverables:

1. Making three (3) practice decisions (P1-P3) and five (5) formal decisions during the term (D1 – D5); the course schedule will provide these key due dates. Details of BrandPro simulation operations will be covered in class. Your performance in the game will determine a portion of your grade.
2. At the end of the simulation, each team will submit a comprehensive brand plan (at the micro level) and a market and industry analysis (at the macro level) (10 pages) reviewing the overall effectiveness of brand strategies, exhibited by all the teams in your industry group – with specific focus on strengths and weakness of strategies taken, related to the final results of the simulation. You will be required to submit a draft brand plan at the outset of the simulation as a check to ensure you have a viable strategy moving forward into the simulation game. The draft plan is meant as a way to move the process forward, a check-in on your progress. It will not be graded per se, yet a mark will be applied to your participation component. Our assumption is the Draft Plan will not materially change between submission and final report.
3. There will be 1-2 online tests administered in this section. Grades will go towards your participation component of your final grade. Detailed rubrics will be provided.

**Module 3 – Brand Audit & Strategy Plan:** In the final module, you will pick a brand from Brand Finance plc: *Global 500 2015*. See report with this link: [http://brandfinance.com/images/upload/brand\\_finance\\_global\\_500\\_2015.pdf](http://brandfinance.com/images/upload/brand_finance_global_500_2015.pdf). Your teams will be the same as the BrandPro teams. Each team must study a different brand, and brands will be given on a “first come, first serve basis. Your team will send your top three preferred choices in descending order to me and my TAs via email. Depending on availability, we will confirm your team’s assigned brand. We will also update the selected brand list on D2L. Brands must be selected by **January 29<sup>th</sup> noon**.

For this assignment your team will prepare a report (20 pages) and a presentation. Your analysis (5Cs model) will be based on information from the public secondary sources, company website, as well as your own experiences or insights. I do not expect you to conduct and surveys or primary research. You will assess planning, building and growth of your selected brand.

1. **Brand Planning:** You will assess the brand in its current state and identify the major brand issue or opportunity. Where are the greatest opportunities to further enhance the strength of the brand?
  - a. Include a critique of the brand architecture. What is good or bad about the hierarchy? How does it fit into a broader brand portfolio?
2. **Brand Building:** How would you suggest they improve on their brand strategy (all relevant strategic components and issues) AND building activities – creating greater resonance? Are new markets or channels required?
3. **Brand Management:** What strategies would you recommend to improve the growth of the value of the brand? What can Brand architecture do to increase the value of the brand? What brand management principles should be refined/developed to enhance the brand value?

Each team will have 7.5 minutes to present plus 5 minutes devoted to Q&A. Teams will be assigned dates and times to present.

Teams should **submit their formal report AND a copy of their presentation on the D2L dropbox before 6:30 PM on the day they present**. Please also hand a copy of your black & white copy of your slide deck to me in class on the day of the presentation. The final report contains all the details and profiles of the long term strategic direction of your organization, brand strategy, brand priorities, sources of brand equity and provides recommendations concerning how to build and manage equity for your chosen brand. After summarizing current



and desired brand knowledge structures, your plan should outline strategic, creative and other relevant directions for management, providing rationale where appropriate with course concepts. The report should not exceed 20 pages double-spaced. Your presentation should be a high level summary of your report.

For your presentation, each team must prepare a formal Brand Audit and Strategy Plan and present the highlights of your plan in class (again, using the PechaKucha structure). Students NOT presenting on case days will be judging the presentations and answering short questions related to the brands being presented. Please note that attendance on presentation days is required to receive the marks for in-class submission of the brand answers and judge forms.

Please refer to the course schedule (under separate cover) for timing details.

## 2.2 Required Course Materials

1. **Strategic Brand Management** - third edition; Richard Rosenbaum-Elliott, Larry Percy, Simon Pervan: hard copies available at the Campus Bookstore:  
<http://www.campusbookstore.com/Textbooks/Details/9780198704201-Strategic-Brand-Management-by-Richard-Rosenbaum-Elliott?course=COMM432-WINTER16>
2. **COMM 432 Course Package** – Two readings: *Discovering New Points of Differentiation HBR article*), and Harvard Case: “Dragoas: Launching Jay-Z’s Decoded” - available in Goodes RM LL132 (Materials Management)
3. **COMM432 Course Reader**: Custom text – Chapters 6 & 7 - Bookstore
4. **BrandPro Simulation** – Digital access only – details to be provided in class and posted to course website.
5. **Other required readings** sourced from Queen’s Library or other as specified (all available online).

## 2.3 Course Evaluation

### Team [45%]

1. **BrandPro Simulation [15 %]**
  - Final position based on performance [5%]
  - Final Report- Brand Plan & Analysis [10%]
2. **Brand Audit & Strategy Plan [25%]**
  - A. Presentation [10%]
  - B. Planning, Building, Managing Report [15%]
3. **Brands in The News (PechaKucha) – teams of two [5%]**

### Individual [55 %]

1. **Pre-Class Assignments [20 %]**
2. **Final Exam [20 %]**
3. **Brand Audit & Plan - Evaluation / Question Forms [5 %]**
4. **Participation [10 %]**

*You must pass the Individual portion of the course to succeed. The Team portion cannot help push you into a passing grade.*

## 2.4 Course Schedule

See Appendix A, and course website.

## 3.0 Course Breakdown

### Format of Work

Unless specifically stated, e.g. PechaKucha for MINs or Brand Audit Presentations, **ALL work must be submitted with the following formatting rules. Deductions will occur if not followed.** Queens University standard Cover page; Microsoft Word Documents - do not use PDF's!; Times New Roman; 12 pt. text; Double spacing; Page #'s; 1" margin on ALL sides; Footer with Assignment Name, Student Name and Student #.

### **Final Exam – 20%**

A final exam will be held during final exam period in April 2016. The exam will require each student to be able to apply the major concepts covered throughout the term. To fully prepare for this exam you will need to be familiar with both in-class materials as well as all assigned readings. The format of the exam will be discussed in class. The date and location of the exam is currently TBA and I will make an announcement when this is confirmed.

### **Brand Audit & Strategy Plan and Reports – 25%**

As noted previously, for the first 2/3 of the term, we will be intermixing Theory/Conceptual sessions with Application sessions, where we apply the concepts and theories to cases.

At the beginning of each 'Application' session, teams will present their Brand Audit and Strategy Plan. With your BrandPro team, you will select a Global 500 Brand as per Brand Finance plc and will be responsible for preparing a formal Brand Audit & Strategy Plan Report (20 pages) - presenting the highlights of your plan in class (Peecha Kucha max. 7.5 minutes plus 5 minutes for class questions). Presentations and case analysis documents should include the following key features:

1. 5 Cs Assessment with ONE Major Brand Opportunity/Challenge facing the brand a.  
Clear and concise problem/opportunity statement
- b. Include a critique of the brand architecture. What is good or bad about the hierarchy? How does it fit into a broader brand portfolio?
2. SMART Objectives and business goals to be identified/refined
3. Recommended course of action to a more effective brand strategy.
  - a. How would you suggest they improve on their brand strategy (all relevant strategic components and issues) AND brand building activities – creating greater resonance? Are new markets or channels required?
4. What strategies would you recommend to improve the growth of the value of the brand? What can Brand architecture do to increase the value of the brand? What brand management principles should be refined/developed to enhance the brand value?

Copies of the grading keys/rubrics used to assess all aspects of the project can be found in the Rubric folder of the course website.

Following these presentations, I may present one or two high level questions or issues for the in-class discussion of each Brand presentation. During these sessions, you will spend a few minutes working with your BrandPro groups to respond to each of the key issues that are the focus of the discussion. Each class will end with a larger class discussion around these key issues.

### **BrandPro Simulation – 15%**

The simulation provides an opportunity to develop a Brand Strategy approach with specific tactics, and then manage that strategy over time in response to market changes and exogenous influences. Participants are in charge of marketing two brands in the **BrandPRO** world. Their objective is to maximize the value of their company represented by its Share Price Index (SPI).

Over the course of 5 simulated years, they will have to make:

- **Targeting decisions:** Decide which customer segments to target and allocate resources accordingly.
- **Product decisions:** Influence brand positioning through research & development
- **Pricing decisions:** Influence brand positioning through pricing
- **Positioning decisions:** Influence brand positioning through communication (and perceptual objectives).

During the course of the simulation, your team will be making three practice decisions (P1-P3) and five (5) formal decisions during the term (D1 – D5); the course schedule will provide these key due dates. Specific details about using the simulation software and the process by which teams will compete in the simulation will be addressed in-class in tutorials, and relevant materials (such as reference documents) posted to the course website.

There will be two components of your grade on the simulation: a high level draft brand plan, market and industry debrief report, and your team's overall performance on the simulation relative to the competition. The draft brand plan will be your team's intended and realized brand strategy. The market and industry analysis (10 pages) will review the overall effectiveness of brand strategies exhibited by all the teams in your industry group – with specific focus on strengths and weakness of strategies taken, related to the final results of the simulation. Detailed rubric will be provided. (10 pages)

### **Pre-Class Assignments – (PCA) – “Brand You” and “Brand Manager” - 20%**

During the term, there will be EIGHT Pre-class Assignments based on the content we are covering in class and the pre-reads. The first 6 assignments will take the class concepts and help each individual student build their personal brand. The last two short assignments will give you the chance to step into the shoes of the brand manager for your favorite brand. Each assignment will take be two major parts (1) a brief for the agency you've selected to execute your campaign and (2) an executive report to the CMO selling-in the agency's fit. Brands will be assigned on a first-come, first-serve basis and all brands must be selected **by February 3<sup>rd</sup> 5PM**. All pre-class assignments will be posted six days before class (Fridays) and will be **due 12 noon the day of each class in the D2L DropBox**.

### **Brands in The News (BIN) –5%**

In pairs (pre-selected by professor), students will be asked to identify a brand that is HIGHLY relevant, IN THE NEWS, and connects to our learning in the class. Presentations will be delivered using the [www.pechakucha.org](http://www.pechakucha.org) method (to be reviewed in class).

### **Participation – 10%**

In the business world, you do not get credit for just showing up. What matters is the quality of your ideas and how you express them. Success depends on being able to communicate your ideas, in writing and verbally. It is absolutely imperative that you are able to talk in a group and voice your thoughts. This is one of the reasons why this class includes a participation mark. Additionally, research has shown that students learn vastly more when they are participating in the learning process compared to when they are passively receiving information. In this class, there will be two sources of earning participation credit; in-class and out-of-class. As such, it is vital to your learning and success in the class to be engaged and contributing to in-class and outside-of-class discussions. Other areas may include, but not limited to: *class assignments/exercises, e.g.*

#### ***Inter Agency Team exercise)***

The long-term benefit of participating in class is that you will be a better professional upon graduation. The short-term benefit is that you will learn more and do better in the class. In-class participation marks will be awarded based on how well you contribute to class discussions. In other words, marks will be awarded based on insightful comments made in class and/or summarizing the articles read for each day's class. I do not expect you to speak in every class, however, I do need to know that you are able to make high quality comments, in order for me to give you a good in-class participation mark. I may cold call on you, but most of the time I expect you to volunteer when you have something interesting to say. I encourage you to ask clarification questions when you need to. However, these do not count as participation. During each class, I will ask for a volunteer to track the in-class contributions made by other students, and I will assess the quality of these comments following each class. Please note that this is not an attendance grade, but, naturally, you will have to be in class regularly to consistently contribute to class discussion and earn your participation points.

I am a firm believer that a great deal of the important learning that takes place during a university education, occurs outside of the classroom, both in the form of the work that goes on with your classmates for group assignments, and in the efforts that you make to link the concepts and theories with your observations of what is happening in the real world. As such, there are several components to your out-of-class participation grade: *e.g.*

*peer evaluations, contribution to COMM 432 online forum discussions, and your team's Draft BrandPro Brand Plan.*

You are all familiar by now with the concept of peer evaluations, and this class will be similar in this respect to others you have taken here at Queen's. There will be a peer evaluation form posted on the course website that will allow you to assess the contributions of your teammates during group work this term. A copy of the peer evaluation forms is due **no later than March 30<sup>th</sup> midnight** in the DropBox on the course website. Please note, if you do not submit a peer evaluation form you will not be able to receive (the credit) toward your participation grade.

As mentioned, there will be a **Group Forum set up in D2L Discussion Section** where you can post relevant brand news items (articles, stories, YouTube, etc.) that pertains to the concepts and topics that we cover in this course as well as comment on news items posted by others students. ***This is optional, however, those who engage with relevance and insight will receive additional grades for participation.*** To obtain credit for posting articles, you will need to not only post an item, but also make an insightful comment that summarizes how the article links to concepts that discussed in class. Likewise, comments on other students' posts need to be similarly insightful and constructive. While I do encourage thoughtful academic discussion and debate on issues in the real world, there will be no tolerance of rude or disrespectful conduct on the group page. Any instances of such will be penalized, and such penalties may extend beyond the grade assigned for out-of-class participation.

#### **4.0 COURSE EXPECTATIONS**

My primary expectation is that you will be prepared for class and are willing to participate and learn. At a minimum, this means being engaged. The more you engage, the more you will learn and the more fun for all!! Ideally, you are open and willing to make comments, answer questions, and ask questions, as this contributes to everyone's learning. There is no requirement to attend each class – it is entirely up to you whether you turn up or not. If you do come to class, please be attentive, on time, and ready to participate.

Things to Remember Each Class:

- Put your name card up and close your laptop.
- If you have got something that will contribute to the class, say it!
- If there is anything you need clarification on, ask me in class, straight after class, or during office hours.
- Announcements and updates, if any, will be posted to the course website.

Things to Remember When You Hand in Assignments:

- All assignments must clearly display your first and last name, section, and student number. Please use the template provided by SSB: [https://smith.queensu.ca/bcom/current\\_students/first\\_year.php](https://smith.queensu.ca/bcom/current_students/first_year.php)
- Unless otherwise stated, Assignments (e.g. PCAs) are **due noon the day of our class** without exceptions. Late assignments will not be accepted.
- Assignments must submitted to the DropBox on the course website.

#### **4.1 General Course Policies**

##### ***Class Etiquette***

Class sessions are a time for professional, collaborative learning and I expect everyone in the room to always behave in a professional, respectful, and courteous manner. I will start and end classes on time and expect you to be prepared to begin class at the allotted time. Please do not chat with your neighbor during class. It is also a matter of courtesy to **TURN OFF YOUR CELL PHONES** during class (do not just silence the ringer). That means no sending or receiving of text messages. It really is a distraction and loss for all! ***I will deduct points for use in class.***

##### ***Accommodations***

Students who require special accommodations to fully participate in course activities or meet course

requirements must register with the Disability Services Office. If you qualify for service, please bring your letter of accommodations to me as soon as possible so we can make sure your needs are met.

### ***Assignment Handouts***

Assignments will be handed out during my office hours – not in class. Feel free to drop by or book an appointment to retrieve your assignments; I will hold onto material for 2 weeks only. After that, assignments will be handed to my Faculty Advisor to hand out within her assignment hand-out hours. Hours TBA later.

### ***Laptop Policy***

I have a NO LAPTOP POLICY on all classes when there are lectures by myself, or presentations by individuals or teams. While laptops can be helpful in taking notes, in my experience, this is more than offset by the fact that they are distracting and encourage students to “hide” behind them and not participate. They are also distracting to those around you. To help make sure you can get the very best notes possible, I post my slides online, so your need for note taking will be minimized. ***I will deduct points for use in class.***

Some classes with BrandPro, laptops will be allowed. The class will be advised of those occasions!

### ***Course Website and Slides***

The website for this course serves as an extremely valuable source of information. It should be visited prior to every class to ensure that announcements and session material are not missed. The website is used as the main conduit for communicating with you outside of class. I will put important information on the website that you need to know so please check the site regularly. The slides for all course sessions will be posted to the course website 24 hours before the class. If you have difficulty with the website, please contact the QSB IT Help Desk at [helpdesk@business.queensu.ca](mailto:helpdesk@business.queensu.ca) or 613-533-3072.

### ***Readings***

You are expected to have completed the assigned readings prior to coming to class. Your ability to both learn and participate in class will be severely inhibited if you have not done the readings.

### ***Email***

I will dedicate several hours per week to replying to student emails. As a general rule, you can expect a reply from ***me within one to two business days***. I do my best to reply to emails as promptly as possible during business hours, but may not respond to emails in the evenings or on weekends/holidays. From time to time, several students will ask me the same question. In these situations, I will post the question and answer to the course website’s announcements section.

This way, all students will have access to the information. Thus, please make sure you check the website before emailing me with questions.

## **5.0 GROUPS**

Given the structure of the simulation later in the term and the number of cases, we will need a total of approximately ten groups for this class, and the teams of 5-6 students will be randomly assigned by the professor. Team assignments will be announced on or around Wednesday, January 20<sup>th</sup> 2016. Once formed, these groups cannot be changed. You will work with this group throughout the term on the Brand Audit and Strategy Plan (reports and presentations), in-class “Application” sessions, and the BrandPro simulation. At the end of the term, you are required to complete a Peer Evaluation Form where you will evaluate the effort of your team members. ***Poor peer evaluations will result in reduced grades on out-of-class participation and may influence your grades on group assignments.*** Thus, your final grade for all group assignments will be based on two things: (1) the quality of the assignment and (2) peer evaluation.

From time to time, conflicts and disputes may arise within a group. I encourage you to resolve these disputes internally and in a professional manner. If, however, this is not possible, please do not hesitate to inform me of the problems ASAP. I will do whatever I can to assist you. Please do this as soon as possible because if you wait until the end of the term to inform me of a problem, there is little I can do to solve it.

## **6.0 Name-Comment Cards**

You will be provided with a name card for this class. During each class, please sign the back of your card and/or write a comment about the day's class. The *comment could be a question or a general comment about the material, such as what you liked or did not like*. Name cards will be collected at the end of each class and returned to you at the beginning of each class. Please note that this is not an attendance check nor does it count as class participation: it is a way for me to assess your responses to the class, and I do read the feedback after every class to make sure that I am delivering the class in the best possible way. If the name on your name card is incorrect, or differs from what you would prefer to be called, please draw a single line through the name and clearly write in large letters, using a Sharpie marker, the correct name.

## 7.0 ACADEMIC INTEGRITY

### 7.1 Definition of Academic Integrity

#### ACADEMIC INTEGRITY

##### Definition of Academic Integrity

Any behavior that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Smith School of Business and Queen's University.

These behaviors may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with the Smith School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[https://smith.queensu.ca/about/academic\\_integrity/index.php](https://smith.queensu.ca/about/academic_integrity/index.php) .

Helpful FAQ's about academic integrity are at: [https://smith.queensu.ca/about/academic\\_integrity/faq.php](https://smith.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. **If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.**

##### Individual Work

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources> .

##### Group Work

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

##### Consequences of a Breach of Academic Integrity

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Smith Dean's Office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

### **Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including Smith. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **7.2 Departures from Academic Integrity**

A departure from academic integrity includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. All forms of departure from academic integrity are considered serious offences within the University community. The following defines the domain of relevant acts without providing an exhaustive list.

Plagiarism: allowing it to be thought that another's ideas or phrasings are one's own by failing to provide proper acknowledgement. For advice on avoiding plagiarism, <http://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>.

Examples:

- Copying and pasting from the Internet
- Copying a printed source or other resource without proper acknowledgement
- Copying from another student
- Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement
- Buying term papers or other assignments (including digital versions) and submitting them as one's own
- Submitting the same piece of work in more than one course without the permission of the instructors
- Obtaining a copy of a test or exam from an earlier section of the course and writing the same test or exam later in the day or subsequent days

Use of unauthorized materials

Examples:

- Possessing or using unauthorized study materials or aids during a test
- Copying from another's test paper
- Using an unauthorized calculator or other aids during a test
- Unauthorized removal of materials from the library, or deliberate concealment of library materials.

Facilitation: enabling another's breach of academic integrity

Examples:

- Making information available to another student, such as knowingly allowing one's essay or
- Assignment to be copied by someone else, giving a copy of a test or exam to a student
- Writing the same test or exam later in the day or subsequent days
- Selling term papers or other assignments
- Knowingly assisting another person to conceal his or her departure from academic
- Integrity

Forgery: utilizing counterfeit documents or statements

Example:

- Creating a transcript or other official document.

Falsification: misrepresentation of one's self, one's work or one's relation to the University

Examples:

- Altering transcripts or other official documents relating to student records
- Impersonating someone in an examination or test
- Submitting a take-home examination written, in whole or in part, by someone else
- Fabricating or falsifying research data or source material (whether by commission or by omission)
- Allowing someone else to do research work without the knowledge and approval of the instructor
- Fabricating or falsifying research data
- Failing to appropriately recognize contributions of others
- Attributing authorship of work to persons other than those who have contributed to the work in a meaningful way.

Students are encouraged to consult with me if they are unsure of the standards of academic integrity appropriate to any COMM 432 deliverables or activities.

**ALL WORK IN COMM 432 WILL BE SUBMITTED THROUGH THE COURSE PORTAL AND DIGITALLY VERIFIED**

### **7.3 Sanctions for Departures from Academic Integrity**

Any student who is found to have committed a departure from academic integrity may face a range of sanctions, from receiving a grade of zero on the assignment to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded. See more at:

[http://business.queensu.ca/bcom/academic\\_calendar/browse\\_calendar/2014\\_15\\_started/academic\\_integrity.php](http://business.queensu.ca/bcom/academic_calendar/browse_calendar/2014_15_started/academic_integrity.php).

## **8.0 GRADING**

### **8.1 Grading Process**

Grading will be done by myself and TA markers who work with me. We will try and get the grading done within two weeks after each assignment. However, this can sometimes take a little longer depending on the circumstances. When grading, I look for three broad things: CONTENT, COHERENCE, and GRAMMAR. You will not be able to get a good mark without performing well on all three of these dimensions.

**Content** refers to your ability to actually answer the question in a compelling, thoughtful, and insightful manner that draws heavily on course concepts. **Coherence** means that the paper must follow a logical flow and should be clear and succinct (i.e., absolutely no longer than it should be). Coherence is best achieved by careful planning before you write. Generally speaking, I recommend that you never just start writing an answer. Think about the broad points you want to make first, and then work out a structure that will allow you to touch on all those points in a way that makes sense. From the reader's (or marker's) perspective, it's much easier to understand the content when it's laid out logically. You may not get marks for content if the content is scattered all over the place, or written in a way that does not suggest it is a key point. Finally, I expect to see **grammatically correct sentences**.



## **8.2 Grading Scheme**

The following grading scheme will be used in this class:

Percentage	Letter	Point	Description
90-100	A+	4.3	Exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree.
85-89	A	4.0	Outstanding performance that meets the highest standards. Course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident.
80-84	A-	3.7	Excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.
77-79	B+	3.3	Very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
73-76	B	3.0	Good comprehension of the course material. The expectations for the course have been met.
70-72	B-	2.7	Reasonably good comprehension of the course material. Most expectations for the course have been met.
67-69	C+	2.3	Acceptable comprehension of the course material, meeting and, in some cases exceeding, basic standards.
63-66	C	2.0	Generally acceptable comprehension of the course material, meeting basic Standards.
60-62	C-	1.7	Minimally acceptable comprehension of the course material while falling short of basic standards in some areas.
57-59	D+	1.3	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
53-56	D	1.0	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
50-52	D-	0.7	Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted.
<50	F	0.0	Minimum standards have not been met, credit has not been granted.

More info here: [http://business.queensu.ca/bcom/current\\_students/grading\\_scheme/index.php](http://business.queensu.ca/bcom/current_students/grading_scheme/index.php)

## **8.3 Appealing Grades (informal process – with Professor & TAs)**

Unfortunately, some of you will not be happy with some of the marks you receive; however, a poor mark is not sufficient to appeal your grade. You can only appeal a mark if you genuinely believe the grade you were assigned does not accurately reflect the quality of the work (please note that quality and effort are not the same). To appeal, you must write a memo outlining why you think your assignment or answer answered the question better than the mark you received indicated. You should not include any additional information (such as what you know now, or what you meant at the time). Just explain how the original answer you wrote answers the question better than I thought it did. Appeals can be no longer than 1 PAGE, DOUBLE SPACED and should state your argument as succinctly as possible. I will not accept memos until 1 WEEK AFTER the assignment or exam has been handed back and you have 2 WEEKS from that point to submit. If you appeal a grade, I first read your reasons; if they are compelling then I will re-mark the exam or assignment in its entirety. This means that your overall mark could go up or down.

## **8.4 Missed Assignments/Exercises**

Missed assignments and in-class exercises cannot be made-up. The only exceptions to this rule are missing the assignment/exercise due to incapacitating illness or extenuating circumstance (e.g., death in immediate family, personal emergency).

Provide Supporting Documentation:

You will need to provide documented proof of incapacitating illness (a medical note from a doctor/Queen’s Health, Counseling, and Disability Services), or proof of the death of a family member (the obituary notice from the newspaper or funeral home is sufficient), or documented proof of whatever other extenuating circumstance has caused you to miss assignment/exercise.

- The standard medical documentation provided by Queen’s Student Health, Counselling, and Disability Services (HCDS) is sufficient proof of incapacitating illness. The hours for HCDS for day time medical services and the information on where to go after hours can be found on this web page: <http://www.queensu.ca/studentwellness/health-services/>
- The medical documentation from any other Doctor or HCDS must be provided using the “Off Campus Physician’s Note” form available on the Commerce portal under “Forms”.

**Disabilities Accommodations Statement:**

- Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.
- *Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>*

**APPENDIX A – Schedule**

**COMM 432, Winter 2016  
Brand Management  
Schedule – Section 1:**

<b>Week</b>		<b>Topic</b>	<b>Reading</b>	<b>GFDP / Pre-Class / CASE and/or BIN</b>	<b>BrandPro Sim Decisions and/or BrandPro Submissions</b>
<b>1</b> Wed. Jan 6	Class 1	Introduction to course, logistics, and housekeeping	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015: Chapter 1 – <i>Understanding the Social Psychology of Brands</i>	Group Forum Discussion Posting (GFDP) Launch – Must post one article and one comment on another classmate’s post once every 3 weeks to receive a bonus mark.	
<b>B R E A K</b>					

	Class 2	Overview of Brand Strategy  Developing Brand Strategy – Brand Assessment and Planning	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015  Chapter 2		
<b>2</b> Wed. Jan 13	Class 3	Relationship Between Business Strategy and Brand Strategy: (Strategic Direction – What business are we in?; Vision; Mission; Values; Core Competencies and Enablers;)  Introduction to <b>Brand in the News</b> –BINS details  <i>Pre-Class Assignment 1 (PCA 1) to be posted Friday Jan 15<sup>th</sup> on course website</i>	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan, Third Edition 2015  Chapter 3	<b><i>BIN Intro and Rubric Details:</i></b>  <b><i>BIN Teams announced</i></b>  <b><i>Upload PCA 1 before 12PM Jan 20</i></b>	
		<b>B R E A K</b>			
<b>Week</b>		<b>Topic</b>	<b>Reading</b>	<b>GFDP / Pre-Class / CASE and/or BIN</b>	<b>BrandPro Sim Decisions and/or BrandPro Submissions</b>
	Class 4	“Going-to-Market: - Decisions on Which Targets to Pursue, Audiences / Segments / More on Marketing Math  Brand Pro purchase and Registration basics	Custom Text: Chapter 6 - Targeting Attractive Market Segments:  Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015  Chapter 4		
<b>3</b> Wed. Jan. 20	Class 5	Positioning and Differentiation I  <b><i>Brand DNA, Value Proposition</i></b>  <b><i>Pre-Class Assignment 2 (PCA2) to be posted Friday Jan 22<sup>nd</sup> on course website</i></b>	Custom Text: Chapter 7 – Differentiation and Brand Positioning:  <u>Discovering New Points of Differentiation</u> [MacMillan and McGrath, Harvard Business Review, Harvard Business Press; July – August, 1997)]	BrandPro and Brand Audit Teams announced  <b><i>Upload PCA 2 before 12PM Jan. 27</i></b>	<b><u>Purchase BrandPro License and Registration On-Line Only – Anyone not purchased or registered by the end of Jan 20<sup>th</sup>, will get a deduction of marks</u></b>

		<b>B R E A K</b>			
	Class 6	Positioning and Differentiation II Brand Story & Messaging and Brand Communications	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan, Third Edition 2015 Chapter 6		<b>BrandPro Mandatory Online – Test –</b>
<b>4</b> Wed. Jan. 27	Class 7	Brand Equity and Brand Value; Measuring Brand Performance and Equity <i>Pre-Class Assignment 3 (PCA3) to be posted Friday Jan 29<sup>th</sup> on course website</i>	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan, Third Edition 2015 Chapter 5 & 7	<b>BIN PREZ #1-4</b>  <b>Upload PCA 3 before 12PM Feb 3</b>	
		<b>B R E A K</b>			
<b>Week</b>		<b>Topic</b>	<b>Reading</b>	GFDP / <b>Pre-Class / CASE and/or BIN</b>	<b>BrandPro Sim Decisions and/or BrandPro Submissions</b>
	Class 8	Brand Valuation	Read Brand Finance plc – Global 500 2015		
<b>5</b> Wed. Feb 3.	Class 9	<b>TA Topic</b> Intro to BrandPro – details on simulation process  Deliverables Review; Contact info / help procedures -  <b>Presentation</b> Life in BrandPro World!!!	Read BrandPro Instruction Manual – critical to success!!		<b>Bring Laptops to Class – Ensure Sit with Team</b>  <b>Practice Decision (P1) – due Friday Feb 5th at 10 PM</b>
		<b>B R E A K</b>			
	Class 10	Managing Brands - Symbolic and Low involvement  <i>Pre-Class Assignment 4 (PCA4) to be posted Friday Feb 5<sup>th</sup> on course website</i>	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan, Third Edition 2015 Chapter 8 & 9	<b>BIN PREZ #5-9</b>  <b>Upload PCA 4 before 12PM Feb 10</b>	

Week		Topic	Reading	GFDP / <i>Pre-Class / CASE</i> and/or <i>BIN</i>	<u>BrandPro Sim Decisions</u> and/or <u>BrandPro Submissions</u>
6 Wed. Feb 10	Class 11	Brand Architecture: Brand Stretching and Retrenching	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015  Chapter 11	<i><b>BIN PREZ #10-14</b></i>	<u><b>P2 – due Monday Feb 8th at 12 noon</b></u>  <u><b>P3 – due Wednesday February 10<sup>th</sup> 5PM</b></u>  <u><b>P1-P3 Debrief</b></u> - TA tutorial to be held on Thursday or Friday this week to reflect on the results from the practice rounds and derive key learnings for the beginning of the official game. Specific date and time is TBA
<b>B R E A K</b>					
6 Wed. Feb 10	Class 12	Crafting a Brand: Names; Logo, etc...  <i>Pre-Class Assignment 5 (PCA5) to be posted Feb 12<sup>th</sup> on course website</i>		<i><b>BIN PREZ #15 19</b></i>  <i>Upload PCA 5 before 12PM Feb 24</i>	
7 Wed. Feb 17	<b>Have a great reading week!</b>				

Week		Topic	Reading	GFDP / <i>Pre-Class / CASE</i> and/or <i>BIN</i>	BrandPro <u>Sim Decisions</u> and/or <u>BrandPro Submissions</u>
<b>8</b> Wed. Feb. 24	Class 13	Brands, Innovation and High Technology	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015  Chapter 10		<b><u>D1 – due Wednesday Feb 24<sup>th</sup> at 10 PM</u></b>  <i><u>D2 – Draft Brand Plan Upload by 10:00pm Mon Feb 29<sup>th</sup> 12 Noon</u></i>
	<b>B R E A K</b>				
<b>8</b> Wed. Feb 24	Class 14	D2 BrandPro Draft Brand Plan Assignment Requirements  Managing the Employee Brand and Corporate Reputation  <i>Pre-Class Assignment 6 (PCA6) to be posted Feb 27<sup>th</sup> on course website</i>	Strategic Brand Management, Rosenbaum-Elliott, Percy, Pervan , Third Edition 2015  Chapter 12	<b><i>BIN PREZ #20-24</i></b>  <i>Upload PCA 6 before 12PM Mar 2</i>	<b><u>D2 – due Mon. Feb 29<sup>th</sup> at 10:00pm</u></b>  <b><u>D1-D2 TA Tutorial Session – Tues March 1 – Optional Time and location TBA</u></b>
<b>9</b> Wed. Mar. 2	Class 15	Introduction and review of the Brand Audit and Strategy Plan Project process / details  Intro to Go to Market (Agencies, production, names, Inter-Agency Teams (IATs), etc.)			
	<b>B R E A K</b>				
	Class 16	Intro to Go to Market (Agencies, production, names, Inter Agency Teams (IATs), etc.)  <i>Pre-Class Assignment 7 (PCA7) to be posted on course website March 4th</i>		<b><i>BIN PREZ #25 – 28 (TBC)</i></b>  <i>Upload PCA 7 before 12PM Mar 9</i>	<b><u>D3 – due Mar 3<sup>rd</sup> - 10PM</u></b>

Week		Topic	Reading	GFDP / <i>Pre-Class / CASE</i> and/or <i>BIN</i>	<u>BrandPro Sim Decisions</u> and/or <u>BrandPro Submissions</u>
<b>10</b> Wed. Mar. 9	Class 17	Managing the Brand continued...  <i>Pre-Class Assignment 8 (PCA8) to be posted on course website March 11th</i>		<i>Upload PCA 8 before 12PM Mar 16</i>	<u>D4 – due Sat Feb 6<sup>th</sup> 10PM</u>  <u>D5 – due Fri Feb 12<sup>th</sup> - 10PM</u>
		<b>B R E A K</b>			
	Class 18	Case review: Partnerships	Case: Drago5: Launching Jay-Z's Decoded		
<b>11</b> Wed. Mar 16	Class 19	In class IAT Team exercise: IAT Project Kick-off session			
		<b>B R E A K</b>			
	Class 20	Brand Audit & Strategy Plan Presentations Teams #1, 2, 3, 4 -			
<b>12</b> Wed. Mar. 23	Class 21	BrandPro Performance insights and Observations – in- class discussion			<u><i>Final BrandPro Report Due for Upload by 12 Noon Wednesday March 23</i></u>  <u><b>BrandPro Mandatory Online – Test – Peer to Peer</b></u>
		<b>B R E A K</b>			
	Class 22	Brand Audit & Strategy Plan Presentations Teams #5, 6, 7,			
<b>13</b> Wed. Mar. 30	Class 23	Brand Audit & Strategy Plan Presentations Teams #8, 9, 10			
		<b>B R E A K</b>			
	Class 24	Course Wrap 432 Awards Ceremony		<u><b>432 Awards Ceremony</b></u>	
<b>Final Exam</b>  <b>TBA</b>		TBA	All content and readings from COMM 432		

### Legend

Please note specific class requirements or deliverables *are marked in different script:*

- ❖ Group Forum Discussion Posting (GFDP) - optional
- ❖ Readings are in **black, bold, Initial Caps (Sentence) script**
- ❖ ***BRANDS IN THE NEWS DELIVERABLES [IN CLASS BIN PREZ] IN CAPS, BOLD, ITALICIZED RED SCRIPT***
- ❖ *Reading/Pre-Class Assignment Uploads to course website and Case Deliverables are highlighted in bold, underlined, italicized dark green script*
- ❖ ***BRAND AUDIT & STAREGY PLAN DELIVERABLES HIGHLIGHTED IN CAPS, BOLD, ITALICIZED DARK GREEN SCRIPT***
- ❖ BrandPro Decision uploads (via simulation webpages) are **highlighted in bold, underlined, black type**
- ❖ BrandPro written submissions are *highlighted in underlined italic gray script*

#### APPENDIX B – Additional Readings

- Journal of Marketing
- Journal of Brand Management
- Harvard Business Review
- MIT Sloan Management Review
- Brandchannel.com
- Business Week
- Fast Company
- Fortune
- Forbes
- The Economist
- Advertising Age
- ADWEEK
  - Brand Week Report
- Marketing Magazine
- Strategy



# COMM 434 Sales & Sales Management Course Outline

## Pending as of Sept 2015

### Course Overview

Do you think you could sell a \$3Million software solution to a team of experienced executives at a Global 500 company? Do you think you have what it takes to convince a C-level executive to choose your startup company over an established competitor? Do you think you have the communication skills that will enable you to sell your ideas, services, products, and most importantly yourself within the firm! Selling is one of the most crucial and oldest professions. It is an extremely marketable skill for most management and executive positions. In fact, for many careers in business, the starting point is sales. In COMM 434 you will get the chance to learn how to “sell” and to manage the sales function in an organization. But be aware! In this course you will be challenged to demonstrate your skills in a live, 15 minute videotaped sales role play.

Overall we will integrate a variety of readings, cases, role plays and presentations into the course. Students will explore various approaches to personal selling and study the key activities required for successful sales management within a wide variety of organizations.

#### Prerequisites:

COM-132 or permission of the School of Business

### Course Materials and Return on Investment

Each student is required to purchase **the course pack** (cases and readings, est. \$40) for this course, available from the Campus Bookstore.

#### ROI

One way to look at this course is a return on your investment (pack + tuition + opportunity cost of your time) estimated under one method as \$3,000.<sup>1</sup> Ok, so you need to make sure you get “your” return. Well, what is the range of possible returns?

- Better understanding of professional selling and sales management means more career options, job opportunities/offers → betterfirstjob
- Experience in B2B selling will make you a more competent marketer → shorterlearningcurve/fasterpromotion/fastertimetofirstrevenueifyou are thinkingofastartupornewventure
- Awareness of professional selling will make you a more well-rounded and aware business professional (accountant, consultant, financial ...) → more managementresponsibility,faster

- More confidence and stronger communicator means more opportunity at school, socially and at work. → strongermoreinfluentialnetwork
- Course projects/evaluation will force you to take positions on topical areas → growreputationbybuildingthoughtleadershipinselectareas.

### How do you ensure the return is realized?

- Prepare for, come to class and actively participate
- Be on time for everything – class, assignments, project work, role plays.
- Do your own original work
- Invest time in the project work (make your work “publishable” quality)
- Invest time in growing your network through project work (send your completed projects executives in the field)
- Take risks through role plays in-class
- Allocate time to fully practice for the live role plays
- Invest in self-directed learning vis a vis online blogs, discussions ...

---

<sup>1</sup> Pack plus tuition prorated approx. \$1,000 (\$1,000 to \$1,200) and your time investment “optimistically” estimated at 150 hrs {36 in-class hrs + 54 hrs class prep (1.5 hrs prep per hour of class-time) + 60 hrs work on graded assessments}; all of which if converted at \$20/hr (unverified estimate of what a QSB student might earn per hour during the school year if did not spend the time on this course) means that you are investing (albeit mostly opportunity cost) of \$3,000

### Course Website

The website for this course contains the course outline and a variety of useful information about the course, including:

1. Messages that I will send to the class from time to time between sessions (for example, messages relating to changes in assigned materials).
2. Slide decks for each week (goal is to update by Tues am of each week)
3. Other useful information that I may make available from time to time.

Please check the course web page on a regular basis.

### Course Evaluation and Grading

The format of this course combines lectures, case studies, presentations, extensive classroom discussion, guest speakers, group project work, role plays, assignments and a final exam. The intent is to give you ample opportunity to understand the concepts of sales and sales management, express your knowledge of the material, and deepen your knowledge of advanced topics in sales management.

You will earn your total grade in this course through the following components:

1. Assignments	30
2. Sales Call Project	35
3. <u>SpecialTopicProject</u>	<u>35</u>
Total out of	100%

You will notice that at least 65% of your grade is individually determined and 35% in a small group. I will calculate your final grade at the end of the semester, at which time I will round up the score to the nearest point. If you want to know how you are doing (e.g. contribution) or just to talk about ways to improve, please set up a time to see me.

---

## **Assignments**

There will be 2 assignments. The first one will be an in-class case assignment. Students will be provided 80 minutes to read the case(s) and provide answers to a specified number of questions. The first assignment will be covering material on the sales cycles & sales process management. It is worth 10% of your final grade. The second one will cover setting sales strategy, managing a sales force, the COMM434 Global Sales Summit and insights into the future of professional selling. It is worth 20% of your final grade.

Dates are as follows:

- Assignment #1 (in-class and worth 10%) – Thurs Oct 8
- Assignment #2 (handout and worth 20%) – posted by Nov 27<sup>th</sup> and due by date specified on website/portal

Please note that there will be no re-writes for any assignment. If there are verifiable and justifiable reasons for missing any assignment(s) a make-up period may be scheduled for the final exam period.

## **Sales Call Project** (*See Appendix 1, more details provided in-class*)

This is to be completed individually. You will be given a product/service to sell. Everyone in the class will sell this same product/service. Your grade will be determined by the execution of a 1:1 sales presentation. The role play will be live with a TA or Professor and is worth 30% of your final grade. A written reflection/assessment of your videotaped role play is worth 5% of your final grade for a total of 35% for this project.

## **Special Topic Presentation** (*see Appendix2, more details provided in-class*)

During the semester a list of topics will be made available. Each student will be responsible for selecting a topic of interest from the list or one of their choosing. There is a planned number of min 4 people and max 5 per topic (actual #'s will depend on final class size). Student teams will create a virtual briefing on the topic. The briefing must be for 7-10 minutes (delivered in HD video format) including a 30 second promo/teaser. Following your virtual brief you should have a virtual FAQ setup with answers to the 5 questions you most anticipate from an audience of industry executives. Finally, you are required to get at least 1 sales managers or senior sales executive to watch your briefing and provide at least 1

“peer” reviewed comment to be included in your final submission.

These virtual briefings (videos) will be viewed and graded. The top videos will be organized into the third annual **COMM434 Global Sales Summit**. (more details to come).

---

### **Miscellaneous:**

- **Schedule Changes:** From time to time, there may be changes in the schedule. If this is the case, I will try to give you as much advance notice as possible.
- **Research Participation:** Every student will have the opportunity to take part in research being conducted by various faculty members over the course of the semester. If you take part, you have the chance to increase your overall course grade. The amount to be confirmed at beginning of the semester.
- **Special Requirements:** If you have been designated by Student Health, Counseling and Disability Services as a “special needs” student and require special arrangements for any aspect of the course, pleasenotifymeinwriting beforetheendofSeptember.
- **Communication:** In all your evaluations (exams, reports, videos, presentations, etc.), your grade will be partly determined by form. Please pay attention to the quality and clarity of your writing and the arguments you make, your spelling, grammar, and other aspects of communication.
- **Name cards:** Please bring and use your name cards every day.
- **Office Hours:** Please talk to me after class or contact me through email to setup a time.
- **Food and Drink:** I don’t mind if you eat during class, but I also appreciate if you avoid creating noise with it. Please pick up after yourself at the end of class.
- **Technology Aids (Cell phones, laptops, text, Facebook):** At the beginning of the semester we will discuss and agree on a policy appropriate for this course.
- **Material to be handed in.** Please note that only word-processed material will be reviewed. Under no circumstances will hand-written work be evaluated.
- **Missing or late assignments, tests or exams, deadlines, extra credit assignments, etc.** Late projects, reports or assignments are not accepted with the exception of proofofillnessorothermedicalemergency. Also, there will be no extra credit assignments under any circumstances. If you miss a class, you are solely responsible for obtaining the materials covered in class. All assignments are due at times specified.
- **In-Class Assignments:** If you show up late for an in-class assignment without prior arrangement, you will not be granted extra time to finish. If you do not stop writing at the end of an exam when proctors indicate to stop, you will receive at least a 10% deduction on the grade. The determination of whether you have stopped writing will be made by the proctor and/or by me.

### **Course Website:**

- The material on the course website is copyrighted and is for the sole use of students registered in COMM434. The material on this website may be downloaded for a

registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in COMM 434.

- Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

**Final Exam (not applicable in COMM434 for Fall 2015)**

- "This material is copyrighted and is for the sole use of students registered in COMM434 and writing this exam. This material shall not be distributed or disseminated. Failure to abide by these conditions is a breach of copyright and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."

**Other materials:**

- "This material is copyrighted and is for the sole use of students registered in COMM 434. This material shall not be distributed or disseminated to anyone other than students registered in COMM 434. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."

**ACADEMIC INTEGRITY**

**Definition of Academic Integrity**

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University.

These behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful FAQ's about academic integrity are at:

[http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php)

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, ask me! The onus is on you to ensure that your actions do not violate standards of academic integrity.

**Individual Work**

Assignments and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas,

information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

### **Group Work**

I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in a group assignment, the group members will work together to develop an original, consultative response to the assigned topic. Group members must not look at, access or discuss any aspect of any other group's solution (including a group from a previous year), nor allow anyone outside of the group to look at any aspect of the group's solution. Likewise, you are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. The names of each group member must appear on the submitted assignment, and no one other than the people whose names appear on the assignment may have contributed in any way to the submitted solution. In short, the group assignments must be the work of your group, and your group only. All group members are responsible for ensuring the academic integrity of the work that the group submits.

### **Consequences of a Breach of Academic Integrity**

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Turnitin.com Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including QSB. Turnitin is a leader in the area of originality checking and plagiarism prevention. Its purpose is to verify the originality of a deliverable (i.e. assignment) and, in doing so, it validates the effort each student puts into a course deliverable. I may ask you to submit assignments through Turnitin, which is easily done through the course portal.

**COMM 434 SCHEDULE**  
**Fall 2015 (Monday/Thurs Section)**

<b>Wk</b>	<b>Date</b>	<b>Mon</b>	<b>Thurs</b>	<b>Reminders</b>
1	Sep 14-18	Review Course Outline	Overview of Professional Sales	Please make sure registered
2	Sep 21-25	B2B Sales Framework	Sales Cycle and Complex Sales Process	Last week to drop (no \$ penalty);
3	Sep 28-Oct2	Siebel Case <u>Briefing</u> : Special Topic Project	Prospecting, Social Selling and Getting to First Revenue	
4	Oct 5-9	B2B: Approach <u>Briefing</u> : Sales Call Project	<b>ASSIGNMENT #1 (In-class, 10%)</b>	Teams and Topics Confirmed in first class for Special Topic Projects
5	Oct 12-16	<b>Mon Oct 12 is Thanksgiving (No Class)</b>	B2B: Discovery Workshop PART1	
6	Oct 19-23	B2B: Discovery Workshop PART2	B2B: Demonstrating Capability B2B: Handling Concerns & Gaining Com	
7	Oct 26-30	<u>Competition</u> : "So You Think You Can Sell"	<u>Workshop</u> : Preparing for the Sales Call	<b>1:1 Role Plays Begin (35%)</b>
8	Nov 2-6	<u>Workshop</u> : Special Topic Assignment (Scheduled Team Meetings; No Lecture)	<u>Workshop</u> : Special Topic Assignment (Scheduled Team Meetings; No Lecture)	Last week to drop (no academic penalty)
9	Nov 9-13	1:1 Sales Call Role Plays (No Scheduled Class)	Guest Speaker to be confirmed	
10	Nov 16-20	Sales Strategy Framework	Sales Management Framework	<b>Special topic videos are due (35%)</b>
11	Nov 23-27	<u>Workshop</u> : Mini-cases	<u>Workshop</u> : Mini-cases including Lundberg	
12	Nov 30-Dec4	The COMM434 Global Sales Summit	Consolidation, Awards and Party	<b>ASSIGNMENT #2 (20%)</b>

### Hamilton Fall 2015 (Thurs 3hr Section)

Wk	Date	Thursday (630-750)	Second Half (800-920)	Reminders
1	Sep 14-18	Review Course Outline	Overview of Professional Sales	Please make sure registered
2	Sep 21-25	B2B Sales Framework	Sales Cycle and Complex Sales Process	Last week to drop (no \$ penalty);
3	Sep 28-Oct2	Siebel Case <u>Briefing</u> : Special Topic Project	Prospecting, Social Selling and Getting to First Revenue	
4	Oct 5-9	<b>ASSIGNMENT #1 (In-class, 10%)</b>	Post assignment (No Lecture)	Teams and Topics Confirmed in first class for Special Topic Projects
5	Oct 12-16	B2B: Approach <u>Briefing</u> : Sales Call Project	B2B: Discovery Workshop PART1	
6	Oct 19-23	B2B: Discovery Workshop PART2	B2B: Demonstrating Capability B2B: Handling Concerns & Gaining Com	
7	Oct 26-30	<u>Competition</u> : "So You Think You Can Sell"	<u>Workshop</u> : Preparing for the Sales Call	<b>1:1 Role Plays Begin (35%)</b>
8	Nov 2-6	<u>Workshop</u> : Special Topic Assignment (Scheduled Team Meetings; No Lecture)	<u>Workshop</u> : Special Topic Assignment (Scheduled Team Meetings; No Lecture)	Last week to drop (no academic penalty)
9	Nov 9-13	Guest Speaker to be confirmed	1:1 Sales Call Role Plays (No Scheduled Class)	
10	Nov 16-20	Sales Strategy Framework	Sales Management Framework	<b>Special topic videos are due (35%)</b>
11	Nov 23-27	<u>Workshop</u> : Mini-cases	<u>Workshop</u> : Mini-cases including Lundberg	
12	Nov 30-Dec4	The COMM434 Global Sales Summit	Consolidation, Awards and Party	<b>ASSIGNMENT #2 (20%)</b>



## Appendix #1: Sales Call Project

### Overview

Each student will conduct a 1:1 sales presentation. The purpose of this presentation is to demonstrate your ability to conduct a complete professional B2B sales presentation on an existing product.

### Objective

Close the sale.

### Grade

Worth 35% of final grade split 30% for the live sales presentation and the reflection paper (5%). Detailed grading rubric (COMM 434, Sales Presentation Grading Rubric) for the live 1:1 Sales Presentation is provided below. The key to success is making sure that you can cover off all the requirements/skills.

### What Are You Selling?

You will be an account executive for either ADP Payroll. The situation is such that you will be meeting a potential buyer for the first time Your objective is to convince the buyer to select ADP for their operations.

The process is as follows:

- Select from the available time blocks to schedule your 1:1 sales presentation with my TA in either the scheduled class time or one of the briefing rooms.
- At your scheduled time conduct the sales presentation and record video (you can also record using your phone)
- Download the video file from the camera to your laptop.
- Keep this copy for your records and review.
- By Sat Nov. 27<sup>th</sup> by 6pm please upload to the course portal a 2-3 page reflection paper outlining key learnings from this process (be as specific as you can and relate it directly to your video role play) – *what you liked/did not like, what you thought you did well, where you think you need to improve and insights into your interests in how sales skills may benefit you in your career.* Arial 11, double spacing. 2cm margins is fine, no cover page, just student #, COMM434, Sales Call Reflection Paper, Fall 2015.

### Preparation

In preparation you can access a demo user account and self-directed training on using the ADP software. A training portal will be provided to assist students (salescasestudy.com) . In fact, this site comes from a competition called NCSC (National Collegiate Sales Competition) which is used by students from across North America to learn about ADP and how to use ADP software.

Also, throughout the course and during the practice role plays in class you will be given opportunity to prepare yourself and your materials for the live 1:1 Sales Presentation. Please keep in mind that the buyer profile for the graded Individual Sales Calls will be different from the profile used in the practice role plays in class.

### What to Expect on the Day of the Live Sales Presentation

You will walk into the assigned room at your scheduled time. You will be dressed as a professional sales person. There will be either me or a TA playing the role of the buyer. You will then conduct the sales presentation between yourself and the buyer.

Your objective is to close the sale in 15 minutes. At 15 minutes the buzzer will go off and you have 30 seconds of grace time to complete the sales call. When the extra 30 seconds is up you have 1 of 2 options:

1. Stop and take whatever grade you may have earned to that point
2. Continue for up to 90 seconds more with the reality that the highest score that you can earn is now capped at a max of 74 out of 100. Please make sure to practice time management as this has historically been where students experience problems.

**Some additional details related to grading levels.**

Criteria	Distinguished (above average) “A” Quality	Proficient (expectation) “B” Quality	Basic (below average) “C” Quality	Score	Comments
<b>Approach</b>	Distinguished 10 9 8 Great introduction; effective rapport building; gained buyer’s full attention and transitioned into discovery session	Proficient 7.5 7 6.5 Introduction was good; some rapport building; attempted to gain buyer’s attention; some attempt at transitioning to discovery session	Basic 6 5 4 0 Some introduction; OK rapport building; attempted to gain buyer’s attention; an attempt to transition to discovery session	/10	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Work on underlined items. <input type="checkbox"/> OK effort. Need to refine on few levels. <input type="checkbox"/> Need to refine on multiple levels.
<b>Discovery</b>	Distinguished 25 23 20 Fully assessed current situation; identified 2 main problems and effectively developed both problems into pain points; great use of a questioning methodology; great summary and setup for demo	Proficient 19 18 17 Good assessment of current situation; identified and developed 2 main problems with a little help from buyer; some indication of questioning methodology; good summary	Basic 16 15 14 13 <13 Partial assessment of current situation; partially identified and developed 1 to 2 main problems; questioning methodology used partially; summary was OK	/25	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Work on underlined items <input type="checkbox"/> OK effort. Need to refine on few levels <input type="checkbox"/> Need to refine on multiple levels
<b>Demonstration</b>	Distinguished 25 23 20 Effectively demonstrated how Netsuite will solve 2 main problems; great use of a demonstration methodology; presented benefits based on needs of buyer; logical and convincing; effective use of computer and visual aids including proof devices; buyer fully engaged and trial commitment assessed at each stage	Proficient 19 18 17 Good demonstration and most of time presented benefits based on needs of buyer; good use of a demonstration methodology; good use of computer and visual aids including some proof device; buyer seemed engaged most of time; trial commitments attempted at each stage	Basic 16 15 14 13 <13 Okay demonstration and partially presented benefits based on needs of buyer; partial use of a demonstration methodology; satisfactory use of computer and visual aids including partial use of proof devices; buyer seemed somewhat engaged; trial commitments partially attempted	/25	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Work on underlined items <input type="checkbox"/> OK effort. Need to refine on few levels <input type="checkbox"/> Need to refine on multiple levels
<b>Handling Objections</b>	Distinguished 15 14 13 12 Identified all objections; gained a clear understanding of core of objection; effectively answered and confirmed for each objection; utilized proof devices effectively	Proficient 11 10 Identified most objections; most of the time gained an understanding of core of objection; most of the time effectively answered	Basic 9 8 7 <7 Identified some objections; gained an understanding of core of objection some of the time; answered and confirmed some of the time; sometimes	/15	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Work on underlined items <input type="checkbox"/> OK effort. Need to refine on few levels <input type="checkbox"/> Need to refine on multiple levels

		and confirmed for each objection; used proof devices reasonably well	used proof devices reasonably well		
<b>Gaining Commitment</b>	<p>Distinguished 10 9 8</p> <p>Effectively summarized the business case for why buyer should move ahead; requested commitment that was reasonable, practical and appropriate from buyer;</p>	<p>Proficient 7.5 7 6.5</p> <p>Attempted to summarize the business case for why buyer should move ahead; requested commitment was a bit of a stretch from buyer given the current situation</p>	<p>Basic 6 5 4 0</p> <p>Some attempt at business case for why buyer should move ahead; requested commitment was a significant stretch given the current situation</p>	<b>/10</b>	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Work on underlined items <input type="checkbox"/> OK effort. Need to refine on few levels <input type="checkbox"/> Need to refine on multiple levels
<b>Communication</b>	<p>Distinguished 10 9 8</p> <p>Very effective listening skills; excellent non-verbal communication; very appropriate verbiage</p>	<p>Proficient 7.5 7 6.5</p> <p>Good listening most of time; good non-verbal communications; verbiage was appropriate most of the time</p>	<p>Basic 6 5 4 0</p> <p>Listening was OK some of the time; non-verbal communications lacked impact; verbiage was appropriate some of the time</p>	<b>/10</b>	<input type="checkbox"/> Great communication skills <input type="checkbox"/> Good communication skills. <input type="checkbox"/> OK. Need to work on core listening
<b>Overall Effort</b>	<p>Distinguished 5 4</p> <p>Clear signs of practice to be fully prepared; excellent effort from beginning to end; high level of energy and enthusiasm from beg. to end</p>	<p>Proficient 3</p> <p>Definite signs of practice; good effort from beginning to end; good energy and enthusiasm most of the time</p>	<p>Basic 2 1 0</p> <p>Some signs of practice, OK effort from beginning to end; energy and enthusiasm some of the time.</p>	<b>/5</b>	<input type="checkbox"/> Great effort <input type="checkbox"/> Good effort. Little more energy. <input type="checkbox"/> Ok. More focus on energy. <input type="checkbox"/> Need to focus on being better prepared.

## Appendix 2: Special Topic Presentation

The special topic presentations represent an opportunity for students to compliment the material covered in the course by delving deeper into selected areas of sales, sales strategy and sales management.

The process is as follows:

1. Students will form groups of min 4 max 5 students from within their section. Groups across sections must be approved by the professor.
2. Select Topic for Approval
  - a. Via the course portal, select your team, complete Topic Approval Form and submit via portal by the date listed on the course portal . Failure to submit the completed approval form on time may result in a deduction of 10 points off your total points out of 100 on this assessment.
3. Prepare plan and conduct research
  - a. Objective
    - i. The objective is to present the key elements of the topic in a way that is meaningful, refreshing, instructive and memorable. Do not simply take material right out of a textbook or a couple of articles. You are expected to immerse yourself in the topic and understand it well enough to be able to communicate it effectively to your intended audience.
    - ii. Intended audience is an experienced B2B Sales Manager or Sales Executive in the field or area most relevant to your chosen topic.
  - b. Research Expectations
    - i. While a comprehensive analysis of secondary resources is required, students are also expected to conduct primary research via interviews with multiple sales professionals/experts in the field.
    - ii. While not the only way to approach it, students are expected to
      1. Define and explain the topic
      2. Why is it important to sales, sales strategy and management
      3. What is the current theory/research in this area
      4. What are the best practices being implemented by leading companies across industries (e.g. case studies supported by fact/supporting research/evidence)
      5. What are the key takeaways for practitioners (focus on evidence based vs anecdotal)
      6. What are resources for further study
  - c. Format
    - i. HD Video
    - ii. Length is minimum 7 minutes and a maximum of 8 minutes
      1. Time includes an up to 30 second promo/teaser on why the intended audience should watch the video
      2. All group members should be actively involved in the presentation of material within the video
    - iii. At end of video (not included in time) there should be a simulated Q&A of up to 2 minutes of video time wherein the most likely/FAQ are anticipated and responses provided.
    - iv. At the end of the video (not included in time) you need to include at least 1 peer reviewed comment/endorsement from a representative of your intended audience. Their name, role and company information must be included. This endorsement can be in the form of linked video or audio or a quote.
4. Submission: A Youtube video link via group dropbox account on course portal/website. Please make sure that the video is working correctly and available via the Youtube link. Failure to do so may result in a zero grade on this assignment.
5. Due date: The video dropbox submission must be completed no later than Sat Nov 21<sup>st</sup> at 6pm. Failure to provide before this due date can result in either a 0 grade or depending on the circumstances a reduction of 20 points per partial/full day off the total score out of 100 for this assessment (ie. The highest you can earn is 80% of total score for this assessment) for every partial to full day (note: a full day begins as soon as clock ticks

12:01. So if submit on Sun Nov 22<sup>nd</sup> at 12:02 am that would be considered 2 days late as late includes weekend days.

6. Grading Rubric: This assignment is worth 35% of your final grade. The same grade will be given to each member of the group. The grade will be calculated out of 100 points and determined using a rubric based on the weightings below. **All components must be included. If any component as outlined above in "Format" is missing the maximum grade a student can earn is a 79 out of 100 points.**

**Grading:** The marking rubric below provides some indication as to how the video will be evaluated (Note: the actual grade allocations within a section (e.g. 7-8 for good)):

Section	Good	VGood	Excellent
<b>Promo/Teaser and Introduction</b> Good promo used and compelling case made for why to watch the video. Attention-getting. Introduction lays out review of the background and preview of the content. Key terms explained. <b>Drama</b> and or props used effectively. Agenda communicated.	7	8	10
<b>Professional Presence and Communications</b> Professional appearance. Excellent voice & self-control. Effective transitions between elements of video. Good balance and transition between components. No reading at all.	10	12	15
<b>Body Section Examples</b> Excellent, pertinent examples used. Illustrates main points well. Used course materials where appropriate. Shows evidence of planning info for engagement of audience and able to show highlights of depth of research. Key definitions, concepts and ideas communicated clearly and with impact.	20	24	30
<b>Summary/Conclusion/Closing</b> Evident appeal and logical approach to it. Clearly connected to opening. Ends on an 'up' note.	7	8	10
<b>Depth of Research and Preparation</b> Multiple sources chosen and used wisely and well. Clear evidence that interviews with marketing/sales people conducted as well. Research clearly extended beyond textbook. Sources referenced appropriately. Broadened audience understanding of topic.	7	8	10
<b>Interactivity with Audience</b> Memorable – highlights intended audience needs & how key points from research will engage them in discussion and their work.	7	8	10
<b>Video Visuals &amp; Organization</b> Materials are error-free and are organized effectively to tell the story. Attractive choices of video elements, photos & other visuals.	3	4	5
<b>Time Management</b> Time was allocated appropriately and managed smoothly with little to no rushing of sections. Adhered to time constraints within +/- 5%.	3	4	5
<b>FAQ and Endorsement</b> Good selection of FAQ with well thought out responses. Testimonial from sales professional provided with evidence.	3	4	5
<b>Total</b>			

**Bonus:** A few of the top videos will be selected for participation in the COMM434 Sales Summit. If you are selected and participate in the Summit you will be eligible for a bonus to your score above.

**Special Topic Presentation  
Topic Approval Form**

Team Members:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Topic Title (fit to space): \_\_\_\_\_

Topic Description (fit to space below):

---

---

---

---

Intended Audience (fit to space below) – describe the sales professionals/managers who you think will find this topic most valuable and why.

---

---

---

---

Why Did Your Team Choose this Topic (fit to space below)

---

---

---

**Name of Sponsoring Executive**

Please enter the name, title, company and email contact for the sponsoring executive. The sponsoring executive is someone that meets your intended audience criteria and is someone that you contacted before submitting this approval form. The executive is a practicing sales professional (minimum 2 years sales experience, but ideally greater than 4 years of experience with at least 2 as a sales manager or executive). This sponsoring executive has reviewed your topic title and topic description and has confirmed to you that they agree that the topic would be relevant to your intended audience. This person may also be (doesn't have to) be the executive that provides the "peer-reviewed" endorsement/testimonial of your topic video.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company: \_\_\_\_\_

**Signed** by each team member (this signature confirms your agreement with the above information)

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

---

## Topic Examples

Below are some example topics (not comprehensive at all and you are encouraged to propose others) which can be used to guide you in your selection of a topic which will be relevant to your intended audience and interesting to you.

<b>The History, Current and Future of Professional Selling in an industry or sector of your choosing?</b>
<b>Evidence-based best practices in getting to first revenue in a B2B startup/new venture?</b>
<b>An insider's view on keys to selling complex deals to senior executives in India?</b>
<b>An insider's view on keys to selling complex deals to senior executives in China?</b>
<b>An insider's view on keys to selling complex deals to senior executives in Brazil?</b>
<b>An insider's views on keys to selling complex deals to senior executives in &lt;choose&gt;?</b>
<b>How sales skills are applicable in other occupations?</b>
<b>Videoconferencing technologies (such as GoTo Meeting) are here to stay. Does it mean the end of face to face sales calls? What is the reality across industries?</b>
<b>Performance Management: The challenges in structuring and managing the performance of a Global Sales Team</b>
<b>The Challenges in implementing a compensation program across a Global Sales Team</b>
<b>Best practices in sales forecasting and quota setting? A framework to guide a new sales manager.</b>
<b>An insider's view on the keys to negotiating and closing big (multi-million dollar) deals?</b>
<b>The various competition acts around the world and what you need to know as a sales manager and sales person.</b>
<b>Harassment in Professional Sales: What do you need to know as a sales manager – a global perspective</b>
<b>Ethics in Professional Sales: Not including harassment, what are the key things a sales manager needs to know – a global perspective?</b>
<b>How Social Platforms are Shaping the Future of B2B Sales</b>
<b>Other topics agreed upon by Professor ....</b>

.....

## Preparation for Each Class

### Week 1 (Welcome to Professional Sales)

#### **Agenda**

During the first week we will focus on achieving the following outcomes:

1. Gain agreement on the course syllabus
2. Discuss how corporate, business and marketing strategy decisions affect the sales function.
3. Overview of Professional Sales.

#### **Class Prep**

Review Slide Deck (Week 1)

Read: Dismantling the Sales Machine (Adamson, Dixon and Toman)

Read: A Radical Prescription for Sales (Pink)

#### **Case Prep**

n/a



## **Week 2 (B2B Framework; Sales Cycle and Aligning with Buying Process)**

During this week we will focus on achieving the following outcomes:

1. Define the B2B sales process framework
2. Appreciate the role of active and effective listening
3. Be aware of the types of complex sales
4. Explain and be able to specify the relationship between sales cycle/funnel, buying process and selling process
5. Understand the importance of and be able to align selling methodology with buying processes
6. Develop frameworks for addressing the “what would you do” people issues of managing sales people

### ***Class Prep***

Review Slide Deck (Week 2) Read: Major

Sales (Bonoma)

Read: End of Solution Sales (Adamson, Dixon and Toman)

### ***Case & Exercise Prep***

Cloverleaf Case

### ***Role Play Prep***

n/a

## **Week 3 (Managing Complex Deals and Getting to First Revenue)**

### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Analyze alignment of selling with buying processes
2. Demonstrate competency in complex sales including competitive selling tactics and multi-buyer negotiations.
3. Understand the relationship between targeting, lead, prospect and opportunity/account management and social selling
4. Be aware of best practices in pre-call planning and initial contact techniques in order to achieve first revenues for an entrepreneurial venture
5. Conduct a cold call and analyze the pros-cons
6. Review material for Assignment 1 during Week 4

### ***Class Prep***

Review Slide Deck (Week 3)

Read: Tweet Me, Friend Me, Make Me Buy (Giamanco, Gregoire)

### ***Case Prep***

Siebel Case 1/A & 2/B (part 3/C handed out in class) Discussion

Questions:

<Embedded within case>

NOTE: There will be a briefing on the Special Topic Projects. Please come prepared to discuss groups and begin process of setting scope of research. Review Appendix #2 for more details.

## **Week 4 (B2B: Approach, Workshops and Assignment)**

Please note that Week 4 and 5 Agendas are different depending on if you are in the 3 hr night class or not.

### ***Agenda for Mon/Thurs Class***

During this week we will focus on achieving the following outcomes:

1. Develop process frameworks for how to approach a prospect during the initial sales meetings
2. Briefing on Individual Sales Call Project
3. Finalize teams and topics for Special Topic Project
4. Complete Assignment 1 in-class.

### ***Class Prep***

Review all material to-date for Assignment #1.

---

### ***Agenda for Thurs Evening Class***

During this week we will focus on achieving the following outcomes:

1. Complete Assignment 1 in-class.
2. Finalize teams and topics for Special Topic Project
3. Briefing on Individual Sales Call Project

### ***Class Prep***

Review Slide Deck (Week 4)

Review all class material to-date for Assignment #1.

**NOTE: Assignment #1** will be completed by sections in their regular Thurs class of this week. Assignment will be completed in hard copy in class.

### **Role Play #1 (Just Mon/Thur Section) Preparation**

Playing the role of yourself as an ADP Sales Representative, you will be conducting a sales call on Alex at Family Fitness (see attached buyer profile).

#1 -- Your task is to manage the first few minutes of the call by achieving the following:

- × Introduce yourself; Attempt to build rapport while taking into account the communication style of Alex
- × Transition from building rapport/social relationship to business discussion
- × Communicate the purpose of your visit; Gain agreement on agenda
- × Quickly introduce Company (ADP Company Story)
- × Gain the right to ask some questions (e.g. transition into needs

assessment) The objective is to make the buyer feel sufficiently comfortable (the beginning of trust) with you such that he/she is prepared to openly discuss how you might be able to assist him/her. You have up to 3 minutes to complete this task.

## **Week 5 (B2B Sales Framework in Action)**

### **Agenda for Mon/Thurs Class**

Note: Thanksgiving Monday so no scheduled class.

During the Thursday (day) class we will focus on achieving the following outcomes:

1. Demonstrate competency in managing complex deals using discovery frameworks and questioning methodologies
2. Develop questioning sequences for various selling situations/types of deals.

During the Thursday evening class we will focus on achieving the following outcomes:

1. Develop process frameworks for how to approach a prospect during the initial sales meetings
2. Demonstrate competency in managing complex deals using discovery frameworks and questioning methodologies
3. Develop questioning sequences for various selling situations/types of deals

### **Class Prep**

Review Slide Deck (Week 5)

### **Role Play #1 and #2 Preparation**

**(Both for Thurs Evening Section; Just #2 for Mon/Thursday Section)** Playing the role of yourself as an ADP Sales Representative, you will be conducting a sales call on Alex at Family Fitness (see attached buyer profile).

#1 -- Your task is to manage the first few minutes of the call by achieving the following:

- × Introduce yourself; Attempt to build rapport while taking into account the communication style of Alex
- × Transition from building rapport/social relationship to business discussion
- × Communicate the purpose of your visit; Gain agreement on agenda
- × Quickly introduce Company (ADP Company Story)
- × Gain the right to ask some questions (e.g. transition into needs assessment)

The objective is to make the buyer feel sufficiently comfortable (the beginning of trust) with you such that he/she is prepared to openly discuss how you might be able to assist him/her. You have up to 3 minutes to complete this task.

#2 -- Gain the right to ask some questions (e.g. transition into needs assessment)

then transition into the Needs Assessment and complete the following

- × Uncover decision process (people involved in decision process, criteria used to make the decision)
- × Determine relevant facts about their current situation as it relates
- × Uncover needs (Note: for this task focus on the development of one problem area for which ADP Run Mobile has a competitive solution)
- × Bring to the buyer's attention what happens (the implications) to company when problems continue unresolved
- × Gain pre-commitment to consider how ADP Run Mobile could assist you

Your objective is to fully develop 2 problems that ADP Run Mobile can dress/solve.

## **Week 6 (B2B Sales Framework in Action)**

### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Practice questioning sequences for various selling situations/types of deals
2. Utilize a framework for conducting a sales pitch/demonstration.
3. Demonstrate competency in complex deals utilizing frameworks for handling objections, negotiating terms and gaining customer commitment.
4. Develop frameworks for addressing the “what would you do” people issues (including ethical and legal aspects) of sales management

### ***Class Prep***

Review Slide Deck (Week 6)

### **Role Play #3 and #4 Preparation**

Playing the role of yourself as an ADP Sales Representative, you will be conducting a sales call on Alex at Family Fitness (see attached buyer profile).

#3 -- Building off Role Play #2, your task is to assume that the Discovery Phase has just been completed. You are to summarize discovery, transition into the Demonstration Phase and complete a full demo. You will have 4 minutes to complete the demonstration.

#4 -- Building off Role Play #3, your task is to assume that the Demonstration Phase has just been completed. You are to summarize the demonstration and then handle objections. The objections can be related to the ADP Run Mobile, to competition, to the company ADP, to time to....any number of possibilities. It is expected that the student will use a methodology to manage these questions/concerns and begin to work to gain commitment to a close or other meaningful course of action. You can expect 2 to 3 objections.

## **Week 7 (So You Think that You Can Sell; Preparing for the 1:1 Sales Call)**

### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Demonstrate the capability to conduct a full sales call including approach to discovery to demonstration to handling objections to negotiating commitment.
2. Students will analyze each component of a sales call role play against professional standards.

### ***Class Prep***

Review Slide Deck (Week 7)

### **Role Play**

Come prepared to complete the full role play using the new scenario/buyer profile to be posted (Note: this is the profile which will be utilized for the graded individual sales call).

## **Weeks 8 & 9 (Workshop on Special Topic Assignment and Sales Call Role Plays)**

You will be scheduled into a 15 minute slot. During this time you will conduct a live sales call with the objective of securing an order for ADP RUN Mobile. This is an individual assignment and it will be videotaped.

During Week 8 there is no scheduled lecture, rather Professor and/or TA will be available to meet with groups and answer any questions related to the project. Otherwise there are no lectures that week as 1:1 role plays are taking place. More details to come.

During Week 9 there is no Mon class as class time is used for 1:1 sales calls, but Thurs Nov 12<sup>th</sup> a Guest Speaker is tentatively scheduled to visit the class. Otherwise there are no lectures that week as 1:1 role plays are taking place. More details to come.

*Please Note:* Beginning Week 8 the individual sales role plays are taking place. You will choose your time. Once the schedule is set there will be no changes. Failure to show up at your scheduled time will result in an automatic grade of 0 on this assignment.

## **Week 10 (Sales Strategy and Management Frameworks)**

### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Describe each of the components of a comprehensive sales strategy.
2. Design and implement sales strategies that align with customer buying processes
3. Provide an overview of the sales management function.
4. Design and evaluate frameworks for common sales management decisions.

### ***Class & WWUD Prep***

Review Slide Deck (Week 10)

Read: Sales Force Design and Management (Chung and Narandas)

Read: Social Media and Related Technology: Drivers of Change in Managing the Contemporary Sales Force (Moncrief, Marshall, Rudd)

### ***Case Prep***

n/a

**NOTE:** Special topic videos are due to be submitted to the course website. Please check dates on the course website.

## **Week 11 (Mini-Cases in Sales Strategy & Management)**

### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Optimize selling processes through the effective use of structure, skills and compensation
2. Develop competency in handling a range of sales management challenges such as recruitment & selection, training and compensation.
3. Develop frameworks for addressing the “what would you do” people issues (including ethical and legal aspects) of sales management

### ***Class Prep***

Review Slide Deck (Week 11)

### ***Case Prep***

Mini-cases to be posted to course website and analyzed in-class  
Lundberg Cases in course pack to be discussed in-class

**NOTE:** Individual Sales Call Reflection Papers are due to course end of this week (check Appendix for details)

**NOTE:** Assignment #2 will be posted to course website at end of this week and due on date specified on website/portal.

## **Week 12 (COMM434 Global Sales Summit and Class Party)**

The winning teams from the Special Topic Presentations will present their videos and the class will choose the winner of the COMM434 Global Sales Summit.

End of year class party and awards ceremony. Big Prizes!

# Comm 492: Managing Data for Business Intelligence

Fall 2015

## COURSE MATERIALS

---

- Recommended: “Databases Demystified, 2nd Ed”, by Andy Oppel; McGraw-Hill: New York, 2011
- Recommended: “Modern Database Management, 11<sup>th</sup> Edition”, by Jeffrey A. Hoffer, V. Ramesh, Heikki Topi; Pearson; 2013
- Required: Slides will be posted on the course website before each lecture.
- Required software: SQLiteStudio
  - Gives you a simple interface to build tables, queries, etc. Freely available for all major operating systems: <http://sqlitestudio.pl/>
- Required software: KNIME
  - Powerful and (fairly) easy-to-use data mining and analytics software. Freely available for all major operating systems: <https://www.knime.org/>

## COURSE OVERVIEW

---

There is one constant in today’s business world and that is change: change in the environment, change in processes, and change in technologies. Indeed, the pace of change is increasing! How do modern organizations/businesses keep up with all this change? One way they keep up is to acquire and use data and information about their own operations and the operations of other competing and/or complementary organizations. This data is used to monitor the activities of the organization, to support decision making in the organization, and to provide business intelligence that will help the organization anticipate and adapt to the changes that are affecting it.

Data, database management systems, and business intelligence have become essential tools for business survival and growth. Internal databases provide every employee from executive to analyst to factory worker with a constant stream of information and intelligence necessary to do their jobs. External databases with data on customers, suppliers, and competing organizations connect the organization to a world that has become one massive network of databases. Therefore, a substantial understanding of data, database management systems and business intelligence, and how they apply to the strategy, functions and operations of organizations will be of tremendous benefit to you.

This course deals primarily with data, business intelligence, and analytics. Data, data modeling, data applications, database management systems, business intelligence, data mining, and data analytics are covered in this course. Previous courses, such as COMM 190, have given you a brief exposure to database and data modeling in organizations. In this course, we will go deeper.

# COURSE OBJECTIVES

---

The objectives of the course are divided into conceptual and practical learning objectives.

## 1 CONCEPTUAL

- Data modeling
- Database design and implementation
- SQL
- Business intelligence, data warehousing, and business analytics

## 2 PRACTICAL

- The creation of ER diagrams
- The use of SQL to define, manipulate, and query a database in SQLite
- The use of KNIME to perform data analytics
- Presenting analytics results to peers

# TEAMS

---

You will self-create teams of 3-5 students. Each team should notify me via email as to who is in their team and what their team name is. (Pick a fun name, because we'll use it a lot! Past semesters have included "Relational Databros", "Queriosity", and "Who's Your Data".)

*When communicating to me about team affairs via email, please **always** CC your entire team.* Doing so will eliminate simple miscommunications that tend to arise between teams and myself.

# PERFORMANCE EVALUATION

---

Item	Value
Team Database Project	25%
Team Analytics Project	15%
Team Case Presentation	10%
Final Exam (individual)	40%
Class Participation (individual)	10%
<b>Total</b>	<b>100%</b>

See the appendices for further details.

# TUTORIALS

---

There will be a series of tutorials throughout the semester. While not mandatory, I highly recommend attending so that you get hands-on and practical experience with the concepts of the course with easy access to the TA for questions.



# COURSE POLICIES

---

## 1 GENERAL EXPECTATIONS

My primary expectation is that you will be prepared for class and are willing to participate. At a minimum, this means paying attention and being interested. Ideally, you will make comments, answer questions, and ask questions, as this contributes to everyone's learning. There is no requirement to attend each class - it is entirely up to you whether you turn up or not. If you do come, make sure you are **attentive, on time, and ready to participate**.

## 2 ACCOMMODATIONS

Students who require special accommodations to fully participate in course activities or meet course requirements must register with the Disability Services Office. If you qualify for one or more accommodations, please bring your letter of accommodations to me as soon as possible so I can make sure your needs are met.

## 3 CELL PHONE POLICY

No cell phones, please. Anyone caught checking their phones will have to sing a Bieber song to the class.

## 4 COURSE WEBSITE AND SLIDES

The website for this course serves as a valuable source of information and should be visited prior to every class to ensure that announcements and session material are not missed. The website is used as the main conduit for communicating with you outside of class. I will frequently put important information on the website that you need to know, so please check the site regularly. If you have difficulty with the website, please contact the QSB IT Help Desk at [helpdesk@business.queensu.ca](mailto:helpdesk@business.queensu.ca) or 533-3072.

## 5 EMAIL

You can reach me by email for general questions about the course. While I will try to be prompt when responding, please allow up to 72 hours to receive a response. If I do not respond with 72 hours and your issue has not been addressed, send me a reminder email. I may be especially slow to respond to emails in the evenings, weekends, or holidays.

## 6 ACADEMIC INTEGRITY

Any behaviour that compromises the fundamental scholarly values of honesty, trust, fairness, respect and responsibility in the academic setting is considered a departure from academic integrity and is subject to remedies or sanctions as established by Queen's School of Business and Queen's University. These behaviours may include plagiarism, use of unauthorized materials, facilitation, forgery and falsification among other actions. It is every student's responsibility to become familiar with Queen's School of Business policy regarding academic integrity and ensure that his or her actions do not depart, intentionally or unintentionally, from the standards described at:

[http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php).

To assist you in identifying the boundary between acceptable collaboration and a departure from academic integrity in this specific course, I provide the following guidelines for individual work. If our expectations still are not clear to you, ask us! The onus is on you to ensure that your actions do not violate standards of academic integrity.

Quizzes, and examinations identified as individual in nature must be the result of your individual effort. Outside sources must be properly cited and referenced in assignments; be careful to cite all sources, not only of direct quotations but also of ideas. Ideas, information and quotations taken from the internet must also be properly cited and referenced. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>.

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen's Senate that the student be required to withdraw from the University for a period of time, or even that a degree be rescinded.

As an instructor, I have a responsibility to investigate any suspected breach of academic integrity. If I determine that a departure from Academic Integrity has occurred, I am required to report the departure to the Dean's office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

## **7 MISSED DEADLINES, EXAMS**

I will not allow late assignments and I will not give late exams. The only exception to this rule is if you provide a detailed doctors note that explicitly says that you were unable to perform on the given date and that you should be allowed to retake.

## **8 APPEALING GRADES**

You may appeal a mark if you believe the mark you were assigned does not accurately reflect the quality of the work. To appeal, you must write a memo outlining why you think your answer answered the question better than the mark you received indicated. You should not include any additional information, such as what you know now, or what you meant at the time. Just explain how the original answer you wrote answers the question better than I thought it did. Appeals can be no longer than **1 PAGE, DOUBLE SPACED** and should state your argument as succinctly as possible.

Appeals are to be emailed to me directly. I will not accept appeals until **1 WEEK AFTER** the assignment/quiz/exam has been handed back and you have **1 WEEK** from that point to submit. If you appeal a grade, I first read your reasons; if they are compelling then I will re-mark the exam or quiz in its entirety. This means that your overall mark may remain the same, increase, or decrease.

Note that the above policy only applies to the quizzes and midterm, since the university has a special appeal process for final exams.

# APPENDIX B. COURSE SCHEDULE

---

Available on D2L.

## APPENDIX E. TEAM DATABASE PROJECT DETAILS

---

The database project is a half term project to design and build a small database system of your choice. The project will consist of three milestones that will be completed during the first half of the course. The first milestone will be a brief database project proposal. The second milestone will be the complete database model. The third milestone will be an implemented database application in SQLite.

### 1 TOOLS

You are to develop your database for the SQLite DBMS, using SQLiteStudio.

### 2 MILESTONE 1: PROPOSAL (15%)

Milestone 1 is a written proposal that describes an overview of the database system you are going to develop. This report should include:

- The name of your database system; choose something cool
- A brief description of the (possibly fictional) organization for which you are developing the database
  - E.g., “We are developing the system for RecipeTrak, a tech startup that wants to make finding and tracking recipes easier.”
- A statement of purpose for the database system, including the reasons why the system is being developed and its importance
  - E.g., “The system will store recipes, their ingredients, and their list of recipe steps. It is important because ...”
- A brief description of the main user(s) of the system and how they will use it
  - What data will users load into the system?
    - E.g., “Administrators will input new recipes, consisting of one more ingredients along with a series of steps.”
  - What questions will the users ask of the system?
    - E.g., “Customers will want a list of all recipes matching a given keyword.”
    - E.g., “Customers will want a list of all recipes added in the last 10 days.”
    - E.g., “Customers will want a list of all ingredients for a given recipe ID.”
    - E.g., “Customers will want a list of all recipes that contain a given ingredient.”
- A rough breakdown of which team members will be performing which tasks

#### 2.1 Tips

- Keep the scope of your project small and manageable. Don't try to solve world hunger. I would much rather see a small, completely-implemented system than a large, overly-ambitious idea that never gets fully implemented.
- Keep the proposal brief and concise. There are no points awarded for lengthy proposals. In fact,

if I find your proposal to contain more words than are necessary, I will subtract points.

- The list of questions that your users will ask should be exhaustive: they should exactly define the purpose of your database and will guide you in the next two milestones. Don't have too many questions, though, because you want to avoid scope creep. A good number here is between five and 15.
- Have fun and use your imagination!

## 2.2 Deliverables

- A PDF document containing the proposal.

## 2.3 Grading Criteria

- Does the proposal make sense and is it well written?
- Is the proposed system solving a problem that needs to be solved?
- Does the proposal contemplate all the user questions?
- Is the proposal of the appropriate scope, i.e., not too small and not too big?

**3 MILESTONE 2: CONCEPTUAL DESIGN AND IN-CLASS PRESENTATION (40%)** Milestone 2 is the ER model for the system you are going to develop, including the entities, attributes, and relationships and any relevant business rules. You will have five minutes to pitch your logical design to the class.

### 3.1 Tips

- Keep the number of entities small to keep your project focused. A good number to shoot for is between three and five entities. If you have more than this, scale it down.
- Don't go overboard with the number of attributes per entity. For example, if you had a "customer" entity, you don't need to track home phone, cell phone, work phone, license plate, favorite food, Facebook ID, Google+ ID, Twitter ID, etc. (In the real world, you would; but for this class project, just choose one or two attributes and run with it.)
- Keep the presentation short and simple. No bells and whistles are necessary.
- Only one member of the team needs to present, since the presentation is so short.

### 3.2 Deliverables

- A five-minute presentation containing:
  - A brief summary of the system and its purpose (same as from Milestone 1)
  - The ER diagram
  - The business rules, if any.
  - Additional explanations, if necessary.

### 3.3 Grading criteria

- Does the design solve the proposed problem?
- Is the design clear and simple? Is there an appropriate number of entities and attributes?
- Is the presentation clear?
- Does the class understand the system's goal and design?

## 4 MILESTONE 3: FINISHED PRODUCT (45%)

Milestone 3 is the final database system developed for SQLite. It should implement the design provided in Milestone 2.

### 4.1 Deliverables

You will deliver a series of text files that together create that database, populate it with some example values, and query the database as the users in your company would. In particular, you will deliver four distinct text files:

- `create.sql`: Table creation (i.e., “CREATE TABLE ...”) and constraint definitions (i.e., “ALTER TABLE ... ADD FOREIGN KEY...”)
- `load.sql`: Data loading (i.e., “INSERT INTO ... VALUES ...”). This data can be fake, made-up data.
- `update.sql`: Data maintenance (i.e., “UPDATE ... SET ... WHERE ...” and “DELETE FROM ... WHERE ...”);
- `queries.sql`: A series of queries to retrieve relevant data for a user (i.e., “SELECT ... FROM ... WHERE ...”);

### 4.2 Tips

- You don’t have to load a lot of data into each table in your `load.sql` script. Perhaps five to 10 rows in each table; just enough to be able to get meaningful results from your queries later. Just make up the data, but make sure it is believable.
- Your `update.sql` script should include at least one update and one delete per table. Just make them up, based on a typical scenario that your users would face.
- Remember the list of questions from Milestone 1? You should have one query in `queries.sql` per question.
- Include comments in all of the SQL files to help remind me, for example, what user question is being answered by this query.
- The SQL files should be plain text files. That means: don’t create them in Word.
- In Milestone 2, you created the conceptual model (i.e., the ER diagram). Before you can create the physical model that you turn in for Milestone 3, you’ll need to perform the logical modeling step. Although you don’t turn in your logical model for a grade, it is a useful exercise to go through, so don’t skip it.

### 4.3 Grading Criteria

- Are all files present and error free?
- Does the create file accurately build a database that matches the design from Milestone 2?
- Does the create file choose the appropriate data types for each column?
- Does the create file add the appropriate constraints, i.e., foreign keys, primary keys, etc.?
- Does the update file include at least one update and delete for each table?
- Does each query correctly answer exactly one user question? Are all user questions answered?

## **APPENDIX F. TEAM CASE PRESENTATION DETAILS**

---

Each team will present a brief case presentation on any database, BI, analytics, Big Data, etc. topic to the class for class discussion. The presentation will last around 15 minutes plus Q&A. The case presentation should present and summarize a newspaper article, blog posting, press release, book, academic article, or similar source that describes some topic relating the course. An example case presentation would be the news article from September 23, 2013 about Oracle promising 100x faster queries. Another case presentation might be about how BI saved a business money or helped them gain market share. Another case presentation might be about the details of an analysis that disproved a famous theory.

## **APPENDIX G. TEAM ANALYTICS PROJECT DETAILS**

---

In this project, teams will compete in a head-to-head competition to apply analytics to a given dataset and present the results to the class. Pairs of teams will be given the same dataset and same task; the team that presents their analysis in the clearest, easiest-to-understand fashion wins.

Presentations will last 20 minutes and cover the following topics:

- Description of problem being solved
- Description of analytics
  - Description of data
  - Description of data mining technique
    - Cleaning? Preprocessing? Assumptions? Models?
- Description of results
  - Tables, charts, graphs, plots, ...
- Possible limitations of the results
  - What assumptions did you or did the data make that might not be realistic?
- Answer/solution to the original problem

We have six teams this year, so there will be 3 head-to-head battles. Each pair of teams will be assigned one of the following scenarios.

We will discuss the datasets and tasks further in class.

## **APPENDIX G. FINAL EXAM DETAILS**

---

The final exam will be a closed book, and will be held either during exam period or, if all students in the class agree, in the last class of the term. This test will cover all material from the course. The test will consist of short answer, multiple choice, and mini-case questions. During the final lecture of the semester, I will provide further details about the topics and questions on the final.

**COMM 504:**  
**DIRECTED INDEPENDENT STUDY IN CONSULTING AND PROFESSIONAL SERVICE**

The course is organized and managed to duplicate a professional services firm. Typical projects result in changes such as improving productivity, enhancing morale, reducing expenses, boosting cash flows, augmenting Internet and e-marketing resources, implementing marketing research, increasing client retention, strengthening brand awareness for the organization or its products and services. There are no formal classes but consulting firm meetings to discuss client progress, methodological challenges and to review and rehearse client presentations and decisions regarding key client deliverables. While the methodologies and final deliverables are reviewed for quality purposes by the professor, the final deliverables are the responsibility of the consultants and are independently developed. Once selected for the course the students sign a contract outlining duties as well as personal learning and experiential objectives. The student will be evaluated by the professor on the same basis as a member of a professional services firm.

Key performance attributes include technical skills such as analytical, writing and presentation skills as well as administration and project management effectiveness. Soft skills evaluated include engagement and contribution to the firm, leadership, team effectiveness/collaboration, professionalism and client relationships. Considerable emphasis is placed on the success of the client engagement as assessed by the professor through a formal client feedback and client satisfaction survey. Since this independent study is both project-and-client based, it is very rewarding, but demanding. Students will apply and improve skills related to delivery and management of professional services, and the integration of virtually all subject matter from previous courses. Students considering a career in consulting or professional service, with previous experience in managing projects, who enjoy interacting with business people, who thrive in fluid and ever-changing project cultures, who value the importance of fostering innovative or creative environments, are strongly encouraged to apply.

**PREREQUISITE ADMISSION TO THE COURSE IS BY APPLICATION AND INTERVIEW.** Fourth year students may apply for the course in either the fall or winter term. Third year students may apply only for the winter term. While there are no formal course prerequisites, many projects do focus on issues such as consumer and promotional plans. Students should be interested in integrating skills, tools and concepts from numerous courses, and want a course where they apply themselves in the real-world management challenges.

**\*NOTE: IF YOU ARE INTERESTED IN COMM 504, PLEASE CONTACT THE CENTRE FOR INTERNATIONAL MANAGEMENT FOR INSTRUCTIONS ON HOW TO APPLY**