

## Commerce Course Outlines Winter 2016 Course Offerings

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

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

### 100 Level Courses

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COMM 104	Business Ethics & Corporate Social Responsibility .....	3
COMM 105	Business Communications.....	14
COMM 112	Introduction to Management Accounting .....	23
COMM 122	Finance II.....	29
COMM 131	Introduction to Marketing.....	38
COMM 132	Marketing II .....	57
COMM 151	Introduction to Organizational Behaviour .....	71
COMM 162	Managerial Statistics.....	76
COMM 173	Introduction to International Business.....	81
COMM 181	Introduction to Human Resources Management.....	87

### 200 Level Courses

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COMM 200	Business Fundamentals.....	94
COMM 212	Management Accounting.....	99
COMM 221	Introduction to Finance.....	106
COMM 231	Introductory Marketing.....	113
COMM 251	Organizational Behaviour.....	132

### 300 Level Courses

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COMM 309	Real Estate Management .....	140
COMM 310	Environmental Accounting.....	149
COMM 311	Financial Accounting Practices, Principles & Concepts.....	157
COMM 313	Financial Accounting II .....	162
COMM 317	Auditing .....	173
COMM 318	Accounting Theory .....	180

COMM 322	Financial Management: Strategy.....	187
COMM 323	Corporate Financial Planning .....	194
COMM 324	Investment & Portfolio Management.....	201
COMM 328	International Finance .....	211
COMM 329	Management of Financial Institutions.....	217
COMM 332	Marketing Research .....	226
COMM 333	Marketing Strategy .....	234
COMM 335	Marketing Communications .....	252
COMM 336	Consumer Behaviour.....	258
COMM 341	Introduction to Production & Operations Management.....	270
COMM 351	Leadership .....	276
COMM 353	Managing Across Cultures .....	281
COMM 357	Interpersonal Skills for Managers.....	306
COMM 365	Advanced Business Decision Modeling.....	314
COMM 370	Business Communication in North America.....	317
COMM 374	International Business Strategy.....	323
COMM 375	International Business & the Nonmarket Environment .....	337
COMM 376	Business in the Asia-Pacific Rim .....	344
COMM 381	Business Law I .....	365
COMM 382	Business Law II .....	369
COMM 385	Negotiation Theory and Behaviour .....	379
COMM 389	Topics in Industrial Relations .....	391

## 400 Level Courses

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COMM 401	Business and Corporate Strategy.....	392
COMM 405	New Business Development.....	402
COMM 407	Critical Perspectives on Business.....	407
COMM 414	Management Control .....	410
COMM 415	Corporate Governance & Control .....	418
COMM 431	Advanced Topics in Marketing .....	425
COMM 433	Marketing Analytics .....	444
COMM 434	Sales & Sales Management .....	452
COMM 495	Project Management .....	482
COMM 504	Directed Independent Study in Consulting and Professional Services .....	487

\*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).

**SMITH SCHOOL OF BUSINESS | QUEEN'S UNIVERSITY**  
**COMMERCE 104 - Business Ethics and Corporate Social Responsibility**  
**Winter 2016**

**A. Pertinent Course and Instructor Details**

Web Site: Through the Commerce Portal (<http://commerce.queensu.ca>)  
“Courses” – select Comm104 – *section “004”*

Readings:

1. Text: *Business Ethics: Concept, Cases and Canadian Perspectives* (Kissick, editor, Emond Montgomery Publications, 2012).
2. Comm104-004 (Kissick) Winter 2016 Courseware (a small book of cases and articles, available in the Goodes Hall case room).

**B. Disability and Accommodation**

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/hc/ds/>.

If you are struggling physically, emotionally or otherwise, they should not suffer in silence. Please talk to someone (roommates, friends, parents, Commerce Office, HCDS, me) 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, even in their last year of undergrad.

### C. Course Evaluation at a Glance

Individual Assignment #1 (due February 1)	15%
Individual Assignment #2 (due March 14)	25%
Group Projects (various dates)	20%
Final Exam	30%
Class Participation (includes “homework”)	10%
<i>Total</i>	<i>100%</i>

### D. Course Overview

A few years ago, the private sector began to re-examine its commitment to society and to ethical conduct. As a result, it became increasingly clear that Canadian business schools had to “step up” ethics education. Consequently, the Queen’s Commerce Program introduced as a required part of its second year curriculum, Comm104, Business Ethics and Corporate Social Responsibility. Now in 2016, the study of Business Ethics and CSR within a general business management degree has become as important as the study of accounting, marketing or finance.

In Comm104, we have four specific goals:

- (a) to increase awareness, understanding and critical analysis of the intersection between business and society today;
- (b) to learn about the theoretical underpinnings of ethics in domestic and international business (and professions);
- (c) to develop decision-making criteria to solve “ethical problems”; and
- (d) to develop a working knowledge of stakeholder analysis and to learn how to analyze business decisions using a stakeholder model.

This course will take a broad-based approach to business ethics and CSR, rather than as it exists embedded in a specific discipline or context. In marketing courses, for example, one may study ethics, but only in the context of advertising and sales. In this course we will look at ethics and social responsibility as the “business discipline” that crosses all areas/disciplines. We will examine area-specific topics like marketing, human resources and finance (corporate governance), but the overriding goal of the course is to learn how ethical decision-making and social awareness cut across all areas of business.

As auxiliary goals, I would also like to focus on developing *argumentation* skills (both orally, and in writing), and in so doing, further develop your *communications* skills in being able to cogently and effectively present such arguments.

### **E. Helpful Web Links**

Smith School of Business Centre for Social Impact: <http://smith.queensu.ca/centres/social-impact/index.php>

Canadian Business for Social Responsibility: <http://www.cbsr.ca/>

Clarkson Centre for Business Ethics (at University of Toronto):  
<http://www.rotman.utoronto.ca/ccbe/>

Canadian Coalition for Good Governance: <http://www.ccg.ca>

Government of Canada: <http://www.gc.ca>

Industry Canada's CSR site: <http://ic.gc.ca/eic/site/csr-rse.nsf/eng/home>

Office of the Privacy Commissioner of Canada: [https://www.priv.gc.ca/index\\_e.asp](https://www.priv.gc.ca/index_e.asp)

Government of Ontario: <http://ontario.ca>

Ontario Securities Commission: <http://www.osc.gov.on.ca>

RBC Corporate Governance Site: <http://www.rbc.com/governance/index.html>

RBC Code of Conduct: [http://www.rbc.com/governance/\\_assets-custom/pdf/RBCCodeOfConduct.pdf](http://www.rbc.com/governance/_assets-custom/pdf/RBCCodeOfConduct.pdf)

TD Disclosure of Corporate Governance Practices: <http://www.td.com/about-tdbfg/corporate-governance>

TD 2014 Corporate Responsibility Report: (found at) <http://www.td.com/corporate-responsibility/index.jsp>

Ben & Jerry's: <http://www.benjerry.ca>

Corporate Knights: <http://www.corporateknights.com>

*\*\* I may augment this list from time to time through posts on the course web site – see also the Smith School of Business Centre for Social Impact site which refreshes its links on a regular basis.*

## F. How the Course Will Work – The Contract Between Me and You

As you will see in the Class Schedule below, Comm104 has been divided into four sections: Business in Society and Stakeholder Analysis; Ethics; Stakeholders in Context; and Strategic CSR/CSR Management. We will examine these topics in different ways – through readings, lectures, case-based discussions, guest lecturers and group presentations.

### A. *What I expect of you:*

#### 1. **Class Preparation:**

- a. First, before class I will expect you to have read the assigned readings and cases, whether from the Text, Courseware or posted as linked readings.
- b. Second, I will expect that you will come to class prepared to discuss these readings, whether you agree with the readings, disagree with them or are simply confused by them (which is OK!).
- c. Finally, I will expect that you will have prepared each case assigned – whether from the Supplemental Materials or from the Text. I have a format that you can use to assist you in this process that I will go through early in the course – likely in Class 2. (I call this a “Case Brief”). I have clearly denoted these cases as “(case)” in the Class Schedule (below).

2. **In-Class Conduct:** My expectations of in-class conduct can be summarized in one word: *RESPECT* – respect for yourself, respect for your colleagues and respect for me. 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”.)

*Class Floating:* 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). That students “float” in and out of class is incredibly distracting for all. Please get your coffee before class! (And please try to be on time.)

*Electronic Devices:* I should NEVER hear a telephone ring during class. While it is certainly distracting to me when I am lecturing, and also to your classmates trying to listen, it is also quite simply rude. Please turn them off before class starts.

*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 or checking how your team is doing in the hockey pool. I expect students to be engaged during class and participation grades will reflect that engagement.

*Bottom Line:* Your in-class conduct will be reflected in your Participation and *Professionalism* grade. **I have a simple rule: If you’re in class, I expect you to be engaged with the material.**

3. **Academic Dishonesty:** *It goes without saying that this is a course about ethics, that academic dishonesty means cheating and that cheating is quite obviously unethical and will in no way be tolerated.*

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 Smith 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 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: [http://smith.queensu.ca/about\\_us/academic\\_integrity/index.php](http://smith.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:** In a group assignment, the group members will work together to develop an original, consultative response to the assigned topic and collectively are responsible for the academic integrity of the work submitted. 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 submitted solution. In short, the group assignments must be the work of your group, and your group only.

**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 (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!**

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*B. What you can expect of me:*

1. **Class Preparation:** I will come prepared for each class. I will post to that class's web page 24-48 hours in advance any power point slides or other materials I will be using so that you may download, print and/or review these slides before class. For many classes, I will post a brief synopsis of the class lecture/readings to that class's web page before class. I will be on time for class.
2. **Teaching Style:** In most classes, my style will be to teach through discussion. I love class discussion and the subject matter of this course facilitates discussion. I will generally look first to the student who doesn't often have their hand up. I will try to foster an environment that makes you feel welcome to participate in class; I don't like to "cold" call, but will do so should participation be "sluggish". 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.
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). *Do not assume I will be in my office and available to speak with you at other times unless you e-mail me for an appointment.* I will respond to your e-mails within 24 hours (usually I will respond the same day). Any e-mail I receive after 4:00 on Friday afternoons, I will respond to later in the day on Sunday.
4. **Respect for You:** I will always listen to your opinions, questions and comments – whether about course material, other aspects of the course or related topics. I may not agree with you, or perhaps even be able to respond, but I will hear you out. This policy applies to grading issues – I'll listen, but I am not likely to change a grade unless there has been an obvious error (e.g. we forgot to grade a question, or made an adding mistake), or a significant error in judgment has been made.

*C. Assignments*

Specific individual and group assignments will be set out in stand alone documents. I will post to the course website Individual Assignment #1 at the beginning of the second week of classes (week of January 11) – it is due on Monday, February 1 by 8:30 a.m. (beginning of our Class 9). I will post Individual Assignment #2 to the course website during mid-term week – it will be due on Monday, March 14 at 8:30 a.m. (beginning of our Class 19).

The Group Assignment will be available in Class #2 and I will post the groups on the afternoon of Monday, January 11 in the afternoon; sign up for group projects will be at 1:00 p.m. on Wed. January 13. The group presentations will be made in 3 classes (Feb. 4, March 17 and March 31), and the group materials (power point, executive summary) will be due on the day your team presents. I will discuss the expectations for the group assignments in Class 3.

“*turnitin*” – Individual assignments will be submitted electronically to the COMM104-004 dropbox (through the assignments tab on the website) as as in hard copy form in class on the due dates. The e-dropboxes use “turnitin” software: this software allows us to determine if any work has been plagiarized to a significant degree from other sources (other students, past papers, external writers). I will discuss this in Class 1.

#### *D. Participation*

The subject matter of COMM104 and more specifically, my teaching style, are predicated on class discussion. As a consequence, I have assigned 10% of the course grade to class participation. I define participation in class as: *the extent of your engagement* (i.e. are you present, focusing on course material, do you participate orally, or on the discussion board, or by providing me with interesting news item, for e.g.); and *the quality of your engagement* (how insightful was the question asked or comment made?).

In Class 2 or 3, I will go through a case preparation method I call a *case brief*. After Class 3, I will expect you to prepare a brief for each of the cases we will discuss in class – they are identified in the Class Schedule as “(case)\*”. I will randomly collect three such case treatments from this section throughout the term. They will not be graded substantively (although we will provide substantive feedback on them) – if a reasonable effort has been put into their completion, the student will receive 1 participation grade for each. Conversely, if a student does not submit a reasonable case treatment (absent a legitimate excuse), the student will receive a grade of “0”.

#### *E. Relevance of Sections Taught by Other COMM104 Professors*

Professors Humphreys, Friesen and Pellizari will also be teaching Comm104 this term (sections 001, 002, 003, 005, 006 and 007). We will cover broadly the same topics, use the same Text book and similar (if not identical) Supplemental Materials packages. We will each have the same number of deliverables and the essence of those deliverables, while not the same, will be similar. Ultimately, we would expect the average grades in each section to be roughly the same. However, each of us have distinct styles, and will emphasize slightly different things; most importantly, we will not replicate each other’s lectures and classes (including slides). That should not trouble you, as you will be evaluated by me and my TAs on assignments and exams that I write. You should therefore focus on what transpires in your section, and refer to your section’s website. *And you should not be attending other section’s classes....*



**Class 6 – Thursday, January 21 - ETHICAL THEORY - *Guest Lecturer - Professor Christine Coulter***

*To be prepared:*                      Text:                      Chapter 2

**Class 7 - Monday, January 25 – ETHICS IN PRACTICE (APPLIED ETHICS) (1)**

*To be prepared:*                      Text:                      Chapters 9 and 10  
    Courseware:    *VetLabs and Dr. Brylin's Hire (case)\**

**Class 8 – Thursday, January 28 – APPLYING ETHICS (2)**

*To be prepared:*                      Text:                      [Chapters 9 and 10]  
    Courseware:    *The Ethics of Drug Patents (case)\**

**\*\*Individual Assignment #1 is due in to the COMM104-004 drop box (online) by 8:30 a.m. Monday, February 1, 2016; please bring a hard copy with you to class.**

**Class 9 – Monday, February 1 – LEADERSHIP AND ETHICS**

*To be prepared:*                      Text:                      Chapter 8  
    Courseware:    *Domestic Violence in the NFL: Time for Real Change? (case)\**

**Class 10 – Thursday, February 4 – GROUP PRESENTATIONS**

*Teams 1-5*

**Monday, February 8 and Thursday, February 11 – NO CLASSES - for mid-term week.**

**Monday, February 15 and Thursday, February 18 – READING WEEK – NO CLASSES.**

**Class 11 – Monday, February 22 – BUSINESS ETHICS IN THE INTERNATIONAL CONTEXT**

*To be prepared:*                      Text:                      Chapter 12  
    Courseware:    *Google in China (case)\**

***C. STAKEHOLDERS IN CONTEXT***

**Class 12 – Thursday, February 25 – SHAREHOLDERS AND FRAUD**

*To be prepared:*                      Text:                      Chapter 14  
    Courseware:    *The Enron Debacle (case)\**

**Class 13 – Monday, February 29 – SHAREHOLDERS - CORPORATE GOVERNANCE**

*To be prepared:*     Text:           [Chapter 14] + a posted article  
                           Courseware:   OSC, *National Policy 58-201*

**Class 14 – Thursday, March 3 – EMPLOYEES AS STAKEHOLDERS**

*To be prepared:*     Text:           Chapter 13  
   *Case 6 and Case 7 (pp. 292 and 294)*

**Class 15 - Monday, March 7 – CONSUMERS (1) (Consumers as Stakeholders; Marketing Ethics)**

*To be prepared:*     Text:           Chapter 15  
                           Courseware:   *AC Financial Inc. (case)\**

**Class 16 – Thursday, March 10 – CONSUMERS (2) (Marketing Ethics; Products Liability)**

*To be prepared:*     Text:           (Chapter 15)  
                           Courseware:   *Maple Leaf Foods, Inc. (A): The Listeriosis Crisis (case)\**

**\*\*Individual Assignment #2 is due the COMM104-004 drop box (online) by 8:30 a.m. Monday, March 14, 2015; please also bring a hard copy with you to class.**

**Class 17 - Monday, March 14 – EXTERNAL STAKEHOLDERS – ENERGY AND THE ENVIRONMENT**

*To be prepared:*     Text:           Chapter 17  
   *Case #4 (p. 288)*

**Class 18 – Thursday, March 17 - GROUP PRESENTATIONS**

*Teams 6-10*

***D. STRATEGIC CSR and CSR MANAGEMENT*****Class 19 – Monday, March 21 – CSR MANAGEMENT (1) – SMALL BUSINESS**

*To be prepared:*     Text:           Chapter 11  
                           Posted:       Website of Princess Animal Hospital

**Class 20 - Thursday, March 24 – CSR MANAGEMENT AND POLICY**

*To be prepared:*

Text: Chapter 6

Linked reading: Porter and Kramer, “The Competitive Advantage of Corporate Philanthropy” -

<http://proxy.queensu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=8587406&site=ehost-live>

Posted: TD 2014 Corporate Responsibility Report

**Monday, March 28 – Class cancelled**

**Class 21 – Thursday, March 31 - GROUP PRESENTATIONS**

*Teams 11-15*

## COMM 105: Business Communication

### Course Information

COMM 105 provides students with an introduction to business communications in Canada, focusing on the importance of communicating effectively in written and oral forms at the interpersonal and organization levels. This course focuses on the individual as communicator in the business context, and it develops personal, writing and oral communication skills with regard to the modern organization. It also provides an overview of employment and corporate communication activities.

#### Course objectives

Through this course, students will:

1. Understand the principles underlying effective communication, including self-awareness, purpose, audience, context and channel.
2. Develop fundamental written communication skills, engage in the writing process and improve proficiency in communicating objective information, critical analysis, evaluation and persuasion.
3. Advance oral communication skills through individual and group presentations; assess and improve verbal and non-verbal communication styles and messaging.
4. Cultivate and develop professional and employment communication practices.

### Resources

#### Textbook and Connect access

Locker, Kaczmarek, Braun (2103) *Business Communication: Building Critical Skills, fifth Canadian edition*, McGraw-Hill Ryerson, ISBN-13: 978-0-07-105116-3.

You must purchase the hardcopy or the electronic version that is packaged with McGraw Hill Connect. Connect is an online platform and it is essential for completing some of your online assignments.

#### Library and links

Required readings that are listed in the outline below can be retrieved electronically through the library, the BCC website or other sources. These are not optional readings. If you experience trouble with any of the links, and for HBR articles, you may use the library search summons to find any of the materials denoted "library": <http://queensu.summon.serialsolutions.com/advanced/>

**Optional readings** Supplementary readings may be made available for those who have particular interest in the subject. These will be posted to the course website and they will clearly be labelled as optional.

### Course Requirements

Overview	Assignment	Weight
	Weekly assignments (individual)	30%
	Resumé (individual)	5%
	Introductory speech (individual)	15%
	Business presentation (group)	10%
	Business report (group)	15%
	Case analysis report (individual OR partner)	15%
	Participation and professionalism (individual)	10%

A brief overview of each component is included on the last page of this document. Specific instructions and evaluation details for each assignment will be discussed in class and posted to the course website.

**Lateness consequences** Students will lose one letter grade per day that a major assignment is late (e.g. the speech, the case analysis, group paper); that includes the weekend - one for Saturday, another for Sunday (for example, if the assignment is due on Friday and you submit on Sunday, your mark will decrease by two letter grades; if you earned an A-, your final grade will be a B). Late assignments should be e-mailed to me ([christine.coulter@queensu.ca](mailto:christine.coulter@queensu.ca)) and uploaded to the D2L dropbox.

I will not accept late weekly assignments. If you miss the deadline for a weekly assignment you simply bypass that week. I will not accept additional weekly assignments at the end of the course because you did not submit earlier in the course.

The lateness consequences exist to encourage students to manage their 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 (i.e. beyond your control) circumstances.

**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; simply e-mail your section TA and let her know.

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

### Expectations – I Expect of You

**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 Smith 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 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:

[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** 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 using APA format; 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/partner assignments** I will clearly indicate when groups may consult with one another or with other experts or resources. Otherwise, in the group/partner assignments, 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 or in another section), 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. 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.

**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.

**Class preparation** This course involves case studies, discussions, and in-class exercises. Every class requires 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. I may occasionally call on students to answer questions related to assigned materials. 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.

**Personal technology** To enhance your classroom and learning experience as well as the experiences of those around you, laptops will not be open in class in COMM 105. You should not use your mobile device during class except in the case of an emergency.

**Namecards and participation** Attendance will be taken every class for the purpose of your participation and professionalism grade. It is also important for each of us to know to whom we are speaking. Namecards will be

distributed and collected each class. Only handle your own namecard. If you are going to be absent from class please e-mail your section TA so that she can record the reason.

### Expectations – You May Expect of Me

**Preparation** 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 slide deck used in class for pedagogical reasons. I will not post the additional or altered slides later – you need to take note of differences. Indeed, part of developing communication skills includes listening and recording information. Further, class slides are not lecture notes on powerpoint. They are meant to guide discussion, not summarize the material for you. If you are away please ask a classmate for the in-class notes.

My teaching style is a combination of lecture, discussion and in-class activities. I will not repeat what is in the readings, especially the foundational background material from the textbook. I will emphasize and explain important themes and complex concepts from the assigned readings which I assume you will have completed 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 or 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: [christine.coulter@queensu.ca](mailto:christine.coulter@queensu.ca). I will respond to e-mails by the end of the next business day Monday through Friday. I do not check or respond to e-mail on Saturdays. I will generally check e-mail and respond to important matters on Sundays. Please include your full name and student number in the text of the e-mail. I prefer e-mail to telephone calls.

**Policy on review of work** I will gladly meet to discuss your work and ways to improve for future assignments.

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 e-mail)
2. All students in the group must sign off on the memo and/or be copied on the e-mail to me requesting a review
3. Memos may be submitted to me no earlier than three (3) days after the assignment is returned and no later than two weeks (14 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. Note that informal discussions will be considered appeals in the sense that I will not review your work twice.

# COMM 105 Weekly Schedule (Please note this is the 2015/16 schedule)

## PART ONE: INTRODUCTION TO BUSINESS COMMUNICATION

### **Week One: January 4**

*Weekly assignment 1 due on Friday January 8*

#### **i) Introduction to COMM 105**

- D2L website: review course outline
- library: [Simkin, Crews, Groves \(2012\). Student perceptions of their writing skills: Myth and reality. Journal of Business and Management, vol. 18 no.1.](#)

#### **ii) Business Communication in Context**

- text: module 1 "Introducing business communications"

### **Week Two: January 11**

*Weekly assignment 2 due Wednesday January 13*

#### **i) Interpersonal Communication: Diversity and Communication Style**

- weblink: review Geert Hofstede's cultural dimensions: <http://geert-hofstede.com/national-culture.html>
- library: Tannen, Deborah (1995). The power of talk: Who gets heard and why. HBR September – October 1995.
- text: module 2 "Adapting your messages to your audience"
- text: module 3 "Communicating across cultures"

#### **ii) Communicating with Integrity**

- link: QSB Academic Integrity Policy: [http://business.queensu.ca/about\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php)
- link: APA referencing guide: <https://owl.english.purdue.edu/owl/resource/560/01/>
- text: module 15 "Synthesizing and documenting information"

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## PART TWO: WRITTEN COMMUNICATION

### **Week Three: January 18**

***Assignment: Group Project posted***

*Weekly assignment 3 is an on-line quiz on Connect to be completed by midnight Wednesday January 20*

#### **i) Critical Thinking: Researching and Evaluating Information**

***Guest speaker: Ms. Constance Adamson, Business Librarian***

- text: module 14 "Researching information" (pp. 219 – 225)
- text: module 16 "Writing information reports"
- text: module 17 "Writing proposals and analytical reports"
- text: module 18 "Writing formal reports"
- text: module 19 "Using visuals"

**ii) Business Communication: The Writing Process**

- text: module 4 "Planning, writing and revising"
- text: module 5 "Designing documents, slides and screens"
- text: module 6 "Formatting hardcopy letters and memos"

**Week Four: January 25**

**Assignment: Resumé distributed in class**

*Weekly assignment 4 due Wednesday January 27*

**i) Communicating for Employment: The Resumé**

**Guest speakers: BCC Career Coaches**

- text: module 24 "Researching jobs"
- text: module 26 "Creating persuasive application letters"
- D2L website: QSB BCC resumé and cover letter manual available on D2L under this class

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**PART THREE: ORAL & INTERPERSONAL COMMUNICATION**

**ii) Public Speaking: Design and Technique**

- text: module 11 "Communicating reader benefits"
- text: module 12 "Communicating with positive emphasis"
- text: module 13 "Communicating you-attitude"

**Week Five: February 1**

**Assignment: Speech distributed in-class**

**Assignment: Resumé due in-class Wednesday February 3**

*Weekly assignment 5 is an on-line quiz on Connect to be completed by mid-night Friday February 5*

**i) Perception and Non-Verbal Communication**

- library: [Fiske, Cuddy, Glick \(2006\). Universal dimensions of social cognition: warmth and competence. Trends in Cognitive Sciences. Vol. 11. No. 2.](#)
- text: module 23 "Making oral presentations"

**ii) Communicating for Employment: Interviewing**

- text: module 20 "Listening actively"
- text: module 27 "Managing the interview process"
- website: review the BCC content tab "Interview Prep" and "Core Message & Personal Brand" (<https://qsblearning.ca/d2l/le/content/35970/Home>)

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**Week Six: February 8**

**Your mid-term deliverable is the Introductory Speech which is to be uploaded to Connect by 11:59 p.m. on Sunday, February 15.**

There are no classes during midterm week.

**Reading Week: February 15**

*No classes during Reading Week: Enjoy the winter break!*

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### **Week Seven: February 22**

*Weekly assignment 6 due Wednesday, February 24*

#### **i) Argumentation and Persuasion**

- library: [Blair, J. Anthony \(2012\): Argumentation as rational persuasion. Argumentation, 26: 71 - 81.](#)
- text: module 10 "Composing persuasive messages"

#### **ii) Giving and Receiving Feedback**

- library: [Westerman & Westerman \(2013\). What's fair? Public and private delivery of project feedback. Journal of Business Communication, 50\(2\) 190 - 207.](#)
- text: module 8 "Composing informative and positive messages"
- text: module 9 "Composing negative messages"

### **Week Eight: February 29**

*Weekly assignment 7 due electronically Friday, March 4 by midnight*

#### **i & ii) Presentations**

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## **PART FOUR: MANAGEMENT COMMUNICATION IN PRACTICE**

### **Week Nine: March 7**

**Assignment: Living Case posted**

*Weekly assignment 8 due Friday, March 11*

**Assignment: Group Reports due Friday, March 11**

#### **i) Presentations**

#### **ii) Communications Decisions and Case Analysis**

- review case assignment prior to class
- library: [Capozzi & Zipfel \(2012\): The conversation age: The opportunity for public relations. Corporate Communications: An International Journal. Vol. 17. Iss. 3.](#)

### **Week Ten: March 14**

*Weekly assignment 9 is an on-line quiz on Connect to be completed by midnight Wednesday March 16.*

*There will be no in-class sessions on Wednesday March 16*

#### **i) Professional Networking (Friday March 18 only)**

**Guest Speaker: Professor Martha McIntyre**

- website: review BCC content tab "Business and Reception Etiquette"  
(<https://qsblearning.ca/d2l/le/content/35970/Home>)

### **Week Eleven: March 21**

*Weekly assignment 10 due Wednesday March 23*

*There will no in-class session on Friday March 26 due to the Good Friday University closing*

#### **i) Professional Networking (Wednesday evening class only)**

**Guest Speaker: Professor Martha McIntyre**

- website: review BCC content tab "Business and Reception Etiquette"  
(<https://qsblearning.ca/d2l/le/content/35970/Home>)

ii) **Corporate Communications: Internal and External**

- library: [Mazzei, Alessandra \(2014\): A multidisciplinary approach for a new understanding of corporate communication. Corporate Communications: An International Journal. Vol. 19 Iss. 2.](#)

**Week Twelve: March 28**

*Weekly assignment 11 due Wednesday, March 30*

*Case assignment due Friday, April 1*

i) **Polishing Your Professional Communication Skills**

***Guest Speaker: Professor Shannon Goodspeed, Director Business Career Centre***

- website: review BCC content tab "Core Message and Personal Brand"  
(<https://qsblearning.ca/d2l/le/content/35970/Home>)

ii) **Course Wrap-Up**

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### Assignment 1: Weekly Assignments – 30%

In order to develop business communication skills through practice, students will be required to complete a minimum of six short assignments over the course of the term. Assignments will require demonstrated knowledge and reflection about the material as well as proper business formatting indicated for the assignment (e.g. memo, letter, email, report). There will be 11 possible assignments of the week (none during mid-term week).

Each weekly assignment will be graded out of five marks for content and proper presentation. On-line quizzes will be graded for correct answers. The best six assignments will be counted toward the final grade out of 30 and students may submit as many as assignments as they like (the minimum should be six in order to maximize your grade out of 30, however, I will not chase students or allow extra submissions at the end of the course). Grades do not accrue; only the 6 best will count.

**Due: As noted in the syllabus above. The weekly assignment will be posted on the course website by Friday the week before (except for week 1).**

### Assignment 2 –Resumé –5%

Following the template and instructions provided by Smith School of Business Career Centre professionals in class, students are required to submit a flawless employment resumé directed at their professional industry of choice. **Due: in class on Wednesday February 3; electronic copy to be uploaded to D2L by 12:00 p.m. noon**

### Assignment 3: Speech – 15%

This assignment is a three to five minute speech about you, your aspirations or your career plans in response to the assigned question. You will upload a video of your speech to the Connect website.

**Due: upload your video to the Connect website by Sunday, February 15 at 11:59 p.m.**

### Assignment 4 (a & b): Group Project - 25%

**3a) Group presentation:** This assignment is a formal ten-minute presentation about the assigned topic.

**Due: March 2, 4, 9 (10%)**

**3b) Group report:** this six to eight page report is a written analysis of the assigned topic. Groups are required to research, synthesize, analyze and critically evaluate the topic. A formal analytical business report style is required.

**Due: Friday, March 11; electronic copy to be uploaded to D2L by 11:59 p.m. (15%)**

### Assignment 5: Case Analysis - 15%

This case analysis is a three to four page analysis of a business case including identification of issues, evaluation of alternatives and presentation of recommendations. Students may work individually or with a partner of their choosing in the same section.

**Due: Friday April 1; electronic copy to be uploaded to D2L by 11:59 p.m.**

### 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. Clearly, attendance is required to earn participation marks. To be successful, students should focus on:

1. Oral contribution: answering questions, offering feedback, criticism, insights and sharing experiences during class. We will be looking for quality contributions in a number of classes, and improvement over the term. Quality contributions advance the class discussion and demonstrate consideration of the assigned material for the class.
2. Professionalism: being punctual, engaged in class, and respectful of the learning environment and all participants in the class.

**Attendance, participation and professionalism will be assessed every class**

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**Comm 112**  
**Introduction to Management Accounting Smith**  
**School of Business - Queen's University**  
**Winter 2016**

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**Course overview:**

Whereas financial accounting focuses on information that is reported by an organization to users *external* to the organization (e.g., shareholders, creditors, analysts, etc.), this course focuses on information that is gathered and analyzed by and for managers and other decision-makers *within* the organization. There are no rules governing information that must be gathered and analyzed; the techniques studied in this class are used *only* because they help organizations achieve competitive advantage.

This course is designed to emphasize in particular *cost management*, which recognizes that costs *don't just happen*; rather, they are the result of management choices, and should be managed in a way that will help to achieve the organization's goals. Accordingly, this course is highly relevant to all of you who aspire to careers in management or management consulting – whether or not you intend to pursue accounting or related financial management roles.

**Course text:**

*Managerial accounting (Canadian edition, 2011)*. Balakrishnan, R., Sivarmakrishnan, K, Sprinkle, G., Carty, L., and Ferraro, M. Wiley.

**Use of computers in class:**

This is not a “Screens Down” class, meaning that you will be able to use your computers during class to take notes. However, you are not supposed to surf for everything and anything but course materials. If there is too much distraction during class, the policy could be suspended...

**Course web page:**

The web page for this course contains the course outline and details of the course schedule. It will also be used as needed for posting lecture slides, solutions to problems, and announcements concerning the course schedule, the assignments, or any other aspect of the course. *Therefore, I recommend that you check the course web page on a regular basis.*

### **Course tutorials:**

Tutorial sessions will be offered throughout the term, and will focus on the material covered in the *prior week's* classes. A schedule of tutorial dates and times will be announced in class and posted on the course website.

### **Course objectives and pedagogy:**

The main objective for this course is to provide students with a sound understanding of basic cost management principles and techniques, so that these students can function as effective members of management teams. The material will also provide students with a foundation on which to build more advanced management accounting skills, while emphasizing the cost *management* objective of managing costs to meet strategic goals. By the end of the course, you should be able to:

- Understand the flow of costs throughout an organization;
- Understand the drivers of various cost elements within an organization;
- Understand how to analyze and control costs within an organization;
- Be able to prepare a profit plan for an organization and implement the mechanisms necessary to motivate employees to achieve the targets and evaluate performance.

To achieve these objectives, class meetings will be comprised of two main activities: lecture, and problem solving. Class lectures are employed to clarify and explain important concepts and techniques. Problem solving, during which I will solve problems in real-time on the board or overhead, illustrates how to *apply* the course concepts and techniques to “real” situations. Problem solving in real time enables you to learn how to: analyze a business situation, decide what information is needed, structure the available data to extract the information, and use the information to identify the action(s) that will best assist the organization to achieve its goals. *NB: you are responsible for all of the material in each assigned chapter, without regard to whether or not a particular concept is discussed or illustrated in class.*

### **Course requirements:**

The course requirements and their relative weighting in the final mark are:

Quiz (in class)	15%
Midterm exam	35%
Final exam (comprehensive)	50%

- **Quiz:** Three quizzes will be scheduled in class during week 3, week 5 and week 9 (25 minutes each).
- **Midterm exam:** A two-hour midterm exam will be scheduled on Wednesday 10 February. The exam will cover material through and including week 5.
- **Final exam:** A three-hour final examination will be scheduled by the university exams office during the exam period. The exam will be comprehensive, with an emphasis on the material covered since the midterm. Please do not make any travel arrangements until the final exam schedule is finalized, as conflicts with travel arrangements are not a valid reason to request a change in examination date.

### **How to succeed in this course:**

Some of you will be fortunate enough to find this course easy. The concepts and techniques do have logic to them; if you happen to find this logic intuitive, you will also find it relatively easy to succeed in this course. Most of you, however, will need to exert effort in order to meet your goals for this course. The following are the most effective uses of your effort:

1. Read the assigned text material *before* I lecture over it. As you read, test your understanding by attempting the questions labeled “Self–Study Problem” and “Review Questions”.
2. Attempt the problems for class *before* I solve them in class. By doing so, you are testing your ability to apply the text concepts and techniques in novel decision contexts – a skill that is absolutely crucial to success on the examinations. If you do not attempt the problems before I solve them, the logic of the solution will mislead you into believing that *of course you would have done the same thing; it only makes sense*. This misconception is responsible for the vast majority of failed examinations in this course.
3. Attend the weekly tutorial sessions. These will reinforce your understanding of the course material, and provide you with the opportunity to clear up any remaining questions about the prior week’s topics.

### **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.

Examinations: Both the midterm and the final exams are strictly individual efforts. Collaboration or the use of unauthorized exam materials or aids is strictly prohibited.

**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). If you are uncertain as to how this policy applies to the requirements of this class, ask me. It is your responsibility to ensure that your actions do not depart from the standards of academic integrity.

## TENTATIVE ASSIGNMENT SCHEDULE

**(Please note this is the 2015/16 schedule)**

(Changes, if any, will be announced in class and on course website.)

<b>Week/Dates</b>	<b>Topic</b>
<b>1 Jan 6</b>	<b>Management Accounting for decision making</b> Read: Chapter 1 Prepare: Review questions; Ex: 1.36; 1.38; 1.43; 1.54; 1.62; 1.66.
<b>2 Jan 13</b>	<b>Identifying and estimating costs and benefits</b> Read: Chapter 2 Prepare: Review questions; Ex: 2.32; 2.37; 2.38; 2.40; 2.41; 2.44.
<b>3 Jan 20</b>	<b>Cost flows</b> Read: Chapter 3 Prepare: Review questions; Ex: 3.28; 3.31; 3.32; 3.35; 3.38; 3.39; 3.40; 3.42; 3.45; 3.46; 3.48; 3.51.
<b>4 Jan 27</b>	<b>Cost-Volume-Profit analysis</b> Read: Chapter 5 Prepare: Review questions; Ex: 5.30; 5.32; 5.33; 5.44; 5.45; 5.54; 5.59.
<b>5 Feb 3</b>	<b>Job costing</b> Read: Chapter 14 Prepare: Review questions; Ex: 14.26; 14.28; 14.31; 14.36; 14.39; 14.47; 14.54; 14.56.
<b>6 Feb 10</b>	<b>Mid Term Exam Week</b>
<b>7 Feb 15 – 19</b>	<b>Reading Week</b>
<b>8 Feb 24</b>	<b>Process Costing</b> Read: Chapter 15 Prepare: Review questions; Ex: 15.31; 15.32; 15.33; 15.35; 15.39; 15.52; 15.55.
<b>9 Mar 2</b>	<b>Activity Based Costing</b> Read: Chapter 10 Prepare: Review questions; Ex: 10.31; 10.36; 10.42; 10.43; 10.45; 10.55.
<b>10 Mar 9</b>	<b>Budgeting</b> Read: Chapter 7 Prepare: Review questions; Ex: 7.35; 7.36; 7.37; 7.38; 7.40; 7.43; 7.44; 7.46; 7.53; 7.54; 7.61.

<b>Week/Dates</b>	<b>Topic</b>
<b>11 Mar 16</b>	<b>Budgeting</b> Read: Chapter 8 Prepare: Review questions; Ex: 8.32; 8.33; 8.37; 8.42; 8.43; 8.59; 8.62; 8.66.
<b>12 Mar 23</b>	<b>Performance Evaluations</b> Read: Chapter 12 Prepare: Review questions; Ex: 12.32; 12.35; 12.39; 12.41; 12.43; 12.48; 12.57; 12.59.
<b>13 Mar 28</b>	<b>Exam preparation</b>
<b>Final Examination:</b>	<b>As scheduled during period April XX - XX</b>

**QUEEN'S UNIVERSITY**  
**Smith School of Business**  
**COMM 122 - 001, Winter 2016**  
**Financial Strategy (Finance II)**

The goal of this course is to introduce students to the set of concepts used in corporate finance to evaluate business decisions ranging from capital budgeting to mergers and acquisitions. These concepts will be applied outside and inside the classroom through case-based assignments, in-class problem solving sessions, and in-class discussions centered on the assignments. The last case study will be a Living Case study on the acquisition of Tim Hortons by Burger King.

By the end of this class you should be able to be able to satisfy the following learning outcomes:

1. Project cash flows from financial statements and integrate information from capital markets in order to value a project
2. Compare different ways of returning cash to shareholders and propose a payout policy that maximizes shareholder value
3. Evaluate the pros and cons of corporate debt and equity issues and justify a strategy to raise capital
4. Derive the appropriate cash management policy
5. Identify and evaluate the source of synergy in a merger or acquisition transaction

**Course Materials:**

1. *Corporate Finance, 7th Canadian Edition*, 2014, S.A. Ross, R. W. Westerfield, J.F. Jaffe and G.S. Roberts. You are required to purchase the e-connect option for the textbook.
2. The PowerPoint slides for each lecture and homework assignments will be posted on the course's Desire2Learn site (<https://qsblearning.ca>).
3. Burger King – Tim Hortons Living Case study will be made available on the Living Case Study site.
4. Practice problems for each topic are accessible through the textbook's online content with e-connect.

Course Website (D2L)

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

- Lecture slides
- Answers to assignments
- Announcements

**Evaluation:**

Assignments (5) .....	30%
Midterm .....	30%
Final Exam (Cumulative) .....	40%

**Group Evaluation Grades:**

Part of your grade with respect to the homework assignments will be determined by your group members' evaluation of your contribution. In particular, during the last day of class, each group member will fill out a group member evaluation form. Each group member will be evaluated on a contribution scale from 1-5, with 5 being the highest. Based on the group member evaluations, the assignment portion of your grade will be adjusted accordingly.

Based on your average evaluation, your combined assignment score across all five homework assignments will be adjusted according to the following scale:

Group evaluation of Contribution	% of Group Score Earned by Group Member	Description
5	100%	Contributed beyond expectations and provided guidance to others
4	90%	Contributed and did what was assigned
3	80%	Contributed, but needed assistance with some tasks
2	50%	Worked minimally
1	20%	Did absolutely no work

Sample Group Member Evaluation Form

Evaluate each of your group members using the following criteria.

Student Name (Evaluator): \_\_\_\_\_

Note: The evaluation range is from 1-5, with 5 being the highest and 1 being the lowest possible score. Circle the number that best corresponds to your evaluation of each group member's contribution/performance towards the group assignments.

Group Member's Name: \_\_\_\_\_

This group member contributed significantly toward the analysis and write-up of the group assignments.      1      2      3      4      5

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Assignments:**

The assignments are case based and are to be completed in groups of three to five. All group members should be part of the same class section. Your group will produce a written report for each assignment. The assignments are based on the following mini cases included at the end of the book chapters.

Assignment 1: Titan Cement (Ch. 16 and Ch. 17)

Assignment 2: Café 80s (Ch. 19)

Assignment 3: Moonlight Inc. (Ch. 23, Ch. 24)

Assignment 4: East Coast Yachts goes International (Ch. 32)

Assignment 5: Tim Hortons – Burger King Living Case Study (Ch. 30)

Assignment questions, guidelines for writing the case-study reports and suggested readings and resources for solving the cases can be found on the course site. Grading on homework assignments is determined by group performance and member evaluations (see above).

Homework assignments should be neatly typed with a MANDATORY pre-formatted cover page (available on the course site in D2L). Printed hardcopies of the assignments must be submitted at the beginning of class on the due date. Late assignments will not be accepted.

We may devote approximately one-half class session to discuss the cases from the assignments. All members of the team should be prepared to discuss all aspects of the case in class. You may be asked to work on additional aspects of a case in class during a breakout session and then discuss your work with the rest of the class.

**Tutorials:**

Wei He will run in-class tutorials. There will be two optional tutorials per week (with the same contents covered in each session). You can choose to attend one of them. The purpose of these tutorials is to provide extra examples and help you solve problems suggested for exercise by the course instructor. You are encouraged to attend. The tutorials will start on the week of January 12<sup>th</sup> and will take place on Thursdays from 4:00pm to 5:30pm in Room 141 and from 5:30pm to 7:00pm, also in Room 141. There will be no tutorials during the exam week and reading week.

**Class attendance and participation:**

Students are expected to attend all classes belonging to the section for which they are registered.

**Midterm and final exams:**

The midterm and final exams will be closed-book, with a one-page, double-sided formula sheet allowed. You may include anything you would like on the formula sheet.

The midterm will take place during the mid-term week and will cover the material taught during the first-half of the course. The final exam will occur during the examination period and will be cumulative.

A basic financial calculator is required for the midterm and final exams. 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. You are responsible for understanding how to use the financial functions on your calculator.

Electronic equipment of any sort other than the required financial calculator will not be allowed in the midterm or final exam.

**Make-up examinations and late assignments:**

Please note that late assignments will not be accepted. There will be no postponement or make-up of the final exam unless there are extenuating circumstances such as a documented valid medical reason.

**Document retention policy:**

Graded midterm exams will be retained for six months beyond the end of the term, and graded final exams will be retained for one year beyond the end of the term, as per the School's document retention policy.

**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.

**Re-grade policy:**

The following re-grade policy exists to ensure all that all students are treated equally and fairly in the grading process. All requests for re-grades must be submitted in writing within 2 weeks following the date and exam or assignment has been returned.

If you believe your points were incorrectly summed:

- a. Turn in graded course material with corresponding points.
- b. Indicate clearly in writing where you believe the summation error occurred.

If you believe you received incorrect credit for a particular question:

- a. Turn in graded course material.
- b. Provide a clear, type-written note (with very strong supporting documentation) that clearly shows me why you believe you received insufficient credit. You will have only one opportunity to make your case. Frivolous cases can result in a lower grade once all course material has been re-evaluated.

**Computers and cell phones in class:**

You will not need your laptop computer during the lectures. Please keep your laptop closed and turned off. Also, please do not use your cellphone to make calls, text messages or email during class time.

**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/>*

## **Course topics and in-class review problems:**

The course topics will be covered in the following sequential order. Depending on our use of time, we may go over select practice problems together in class. During these sessions you may be asked to work on these problems individually before presenting your answer to the rest of the class. These problems are drawn from the problem sets at the end of the book chapters. You should go over these problems on your own even if we don't have time to address them in class.

### *Capital structure and the MM irrelevance propositions*

Chapter 16 1-6. End of chapter problems: 16.8, 16.13, and 16.23

Chapter 17 1-7. End of chapter problems: 17.2, 17.7, and 17.8

### *Capital budgeting with leverage*

Chapter 18 1-8. End of chapter problems 18.1, 18.5, and 18.17

### *Corporate payout policy*

Chapter 19 1-10. End of chapter problems: 19.5, 19.6, 19.11, 19.13, and 19.19

### *Capital raising process – equity*

Chapter 20 1-5, 7-8. End of chapter problems: 20.4, 20.5, 20.6, and 20.8

### *Options and executive compensation*

Chapter 23 1-7, 8 (B-S model only). End of chapter problems: 23.3, 23.10, and 23.12

Chapter 24 1. End of chapter problem: 24.1, and 24.2

### *Capital raising process – debt*

Chapter 21 1-7. End of chapter problems: 21.2, 21.9, 21.10, and 21.11

### *International corporate finance*

Chapter 32 1-6, 8-9. End of chapter problems: 32.1, 32.2, 32.12, and 32.13

### *Cash management*

Chapter 27 1-4. End of chapter problems: 27.2, 27.6, 27.8, 27.13

Chapter 28 1, 3. End of chapter problems: None.

### *Mergers and acquisitions*

Chapter 30 1-9. End of chapter problems: 30.1, 30.8, 30.14 and 30.17

**TENTATIVE SCHEDULE (Please note this is the 2015/16 schedule)**

Week 1	January 5	Introduction and Course Overview Capital Structure	Course Outline Ch16 1-6
	January 7	Capital Structure	Ch16 1-6
Week 2	January 12	Capital Structure (with Distress Costs)	Ch17 1-7
	January 14	Capital Structure (with Distress Costs)	Ch17 1-7
Week 3	January 19	Capital Budgeting with Leverage <b>Assignment 1 due (in class)</b>	Ch18 1-8
	January 21	Capital Budgeting with Leverage	Ch18 1-8
Week 4	January 26	Corporate Payout Policy	Ch19 1-10
	January 28	Corporate Payout Policy	Ch19 1-10
Week 5	February 2	Raising Capital – Equity <b>Assignment 2 due (in class)</b>	Ch20 1-5, 7-8
	February 4	Raising Capital – Equity	Ch20 1-5, 7-8
Week 6	February 9	<b>MIDTERM WEEK (No Class)</b>	
	February 11		

Week 7	February 16	<b>READING WEEK (No Class)</b>	
	February 18		
Week 8	February 23	Options Executive Stock Options	Ch23 1-7, 8 (only B-S model) Ch24 1
	February 25	Options Executive Stock Options	Ch23 1-7, 8 (only B-S model) Ch24 1
Week 9	March 1	Raising Capital – Debt <b>Assignment 3 due (in class)</b>	Ch21 1-7
	March 3	Raising Capital – Debt	Ch21 1-7
Week 10	March 8	International Corporate Finance	Ch32 1-6, 8-9
	March 10	International Corporate Finance	Ch32 1-6, 8-9
Week 11	March 15	Cash Management <b>Assignment 4 due (in class)</b>	Ch27 1-4 Ch28 1, 3
	March 17	Cash Management	Ch27 1-4 Ch28 1, 3
Week 12	March 22	Mergers and Acquisitions (M&A)	Ch30 1-9
	March 24	Mergers and Acquisitions (M&A)	Ch30 1-9
Week 13	March 29	Review & Special Topics <b>Assignment 5 due (in class)</b>	Living Case discussion
	March 31	Review & Special Topics	

# COMM 131: INTRODUCTION TO MARKETING

## *Course Syllabus*

### **COURSE DESCRIPTION**

This course provides students with an overview of the broad concepts of marketing as well as an understanding of how these concepts are applied in everyday life, from the consumer level decisions made at the store, to the corporate level decisions made in the boardroom.

This course is designed to introduce you to the core concepts of marketing and how they relate to the overall functioning of a firm. This course will provide you with an overview of marketing concepts with attention given to marketing strategy, consumer behaviour, and marketing strategy implementation.

### **LEARNING OBJECTIVES**

1. You will be able to identify, interpret the motives, and evaluate/critique both traditional and nontraditional marketing tactics, strategies, and philosophies.
2. You will develop a deeper understanding of the consumer by learning how to collect and interpret consumer data, as well as being able to hypothesize how a consumer will react to a marketing plan.
3. You will be able to analyze a business case and identify a problem that is the result of a poor or non-existent marketing plan. Additionally, you will be able to generate and justify the implementation of a new marketing plan suited to solve this problem and achieve desired objectives.
4. You will be able to analyze an industry and identify an opportunity. You will then be able to propose a marketing plan to position, segment, and communicate a new product/service offering to take advantage of the opportunity.

### **REQUIRED COURSE MATERIALS**

1. Text: Marketing: An Introduction 5<sup>th</sup> Canadian Edition, Armstrong, Kotler, Trifts, Buchwitz
2. Case package available through QSB case room
3. Other materials and readings will be provided on the course website (via D2L) or in class

## COURSE EVALUATION DETAILS

The following is a breakdown of the market allocation this course uses.

Course Evaluation Overview	
Participation	5%
Quizzes	16%
Individual Case Assignments	4%
Team Case Presentations	10%
<i>Presentation (6%)</i>	
<i>Report (4%)</i>	
Team Project: Marketing Plan	30%
<i>Part 2: Consumer and Market Profile: (10%)</i>	
<i>Part 3: Marketing Strategy (15%)</i>	
<i>Part 4: Presentation: (5%)</i>	
Final Exam	35%
<b>Total</b>	<b>100%</b>

**Note: for an overview of the grading scheme applied in this course, please see Appendix 1.**

### 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 in the admin section of the course website.** This form must be completed and a hard copy handed in to me by Wednesday January 13 at the latest. Early submissions are welcome.

### PARTICIPATION (5%)

Participation marks will be awarded based on how well you contribute to class discussions. The objective of including a participation grade component in this class is to encourage you to contribute to the class in various ways. I do not you to speak in every single class. I do encourage you to contribute to the class when you have something interesting to say. Please ask clarification questions when needed. I will keep notes on participation within class and at the end of the term, you will be awarded between 0% and 5% for your comments. Please note: 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.

**Wake Up Wednesdays:** We start early on Wednesdays, and to help tie our course material to the real world, we may review current marketing trends, campaigns, and newsworthy media information as part of our ongoing discussion on marketing. It is good to relate information the we are learning to what is going on in the real world, thus I encourage you to submit anything you find relevant for discussion prior to class on Wednesday. By either submitting a suggestion, contributing to the discussion and perhaps providing an interesting point of view you are contributing to our class learning experience. You may find some of the following sources useful.

## Websites

- [canadianbusiness.com](http://canadianbusiness.com)
- [inc.com](http://inc.com); [fortune.com](http://fortune.com); [forbes.com](http://forbes.com)
- [ft.com](http://ft.com); [economist.com](http://economist.com); [wsj.com](http://wsj.com)
- [adweek.com](http://adweek.com); [marketingmagazine.com](http://marketingmagazine.com)

## Podcasts

- NPR: Planet Money
- Freakonomics Radio
- TED Radio Hour
- Radiolab

## QUIZZES (16%)

During the semester, there will be five in-class quizzes. These quizzes will be graded and will each be worth 4% of your total course grade. Your lowest quiz grade will be dropped, therefore these quizzes are worth 16% of your total grade. Quizzes will always be held at the beginning of class, therefore being on time is critical. **You must be in class, on time, and prepared to receive these points.** You will be told one class in advance when these quizzes will occur, but the timing of the quizzes will differ across different class sections. The only way to make sure that you do not miss a quiz is to attend class. The objectives of these quizzes are:

1. To provide incentive for you to prepare for each class
2. To give you a feel for how questions will be asked on the final exam (given there is no midterm exam)
3. To provide an opportunity to demonstrate your individual knowledge of theories and concepts related to the class

## INDIVIDUAL CASE ASSIGNMENTS (4%)

For the four cases you are not presenting, you are required to complete an online assignment on our course webpage prior to the class in which the case will be discussed. Each assignment consists of answering 4 multiple choice questions focused on details of the case. You get unlimited tries to complete the questions correctly. These assignments will be active on our webpage one week before a case is being presented in class, and you will have until the beginning of the class in which a case is being presented to complete the assignment.

## TEAM CASE PRESENTATION – TEAM VERSUS TEAM (10%)

Teams of 5 to 6 students will be formed at the beginning of the semester. **Throughout the semester, each team will prepare a presentation on one case.** Three teams will be assigned to each case and each team will be required to present their analysis in class and debate their approach with the other teams. In other words, three teams will present their work on the same case, followed by a debate. Both the assignment of cases to teams and the order of presentations will be determined randomly. The class schedule outlines which teams are responsible for each case and when they will be presented.

After each set of three presentations, you will vote for the team you think provided the best analysis and solution to the case. The winning team will receive 1 bonus percentage point (out of 100) on the assignment.

In addition to the presentation, each team will hand in a **3 page executive summary of their case analysis and solution, both in class and electronically on the course dropbox.** Format for the report is as follows: double spaced, 12pt font. Margins at 1 inch. You may include up to 3 additional pages of exhibits and appendices. Please use the team title page.

***Please refer to Appendix 2 for the assignment of the cases and presentation order.***

## **TEAM PROJECT – MARKETING PLAN (30%)**

For this project, with your groups, you are to come up with a new product and launch it in the Canadian market. Each group will be assigned an industry from which they will come up with a new product and build a Marketing Plan. There are 4 parts to the Marketing Plan:

### *PART 1: PRODUCT PROPOSAL*

Each team must submit their product idea proposal by **Wednesday January 27** for approval electronically on the course dropbox. Each team will need to submit a completed proposal along with a team contract (template available on the course website). ***If your team finds that is necessary to change the product idea after the submission deadline, approval from the instructor is required.***

### *PART 2: CONSUMER AND MARKET PROFILE (10%)*

Before your team can come up with the marketing strategy, it will need to have a solid knowledge of the target market. For this part of the assignment, the team is required to construct an in-depth understanding of the consumer and the market to which they will offer their product. Your team has to both hand in this part of the project by **12:00pm (noon) Friday, Feb 26** electronically to the course dropbox.

### *PART 3: MARKETING STRATEGY (15%)*

This part of the marketing plan provides the actual strategy (the 4 P's), including your team's financial calculations and implementation of the product plan. This strategy is specifically constructed for the target market your team described in the Consumer and Market Profile. Your marketing strategy is to be both handed in on **Monday March 21** electronically to the course dropbox. Please use the team title page. Note: Also submit the original Part 2 of the marketing plan with Part 3.

### *PART 4: MARKETING PLAN PRESENTATION (5%)*

During the last two weeks of the semester, each team will give a 17-minute presentation (12 minute presentation, 5 minutes for Q&A) on both parts of their marketing plan. Presentations should include only the most essential information and should focus on the logic behind the chosen segment and marketing tactics. You must submit your presentation slides in hardcopy (2 copies) at the beginning of class on **Monday March 21**.

***Please refer to Appendix 3 at the end of the syllabus for a detailed description of this project.***

## **FINAL EXAM (35%)**

A closed-book final exam will be scheduled for the exam period. The exam will cover the major terms and concepts covered in the entire course (i.e., the exam is cumulative). This includes in-class materials, quizzes, and all assigned readings. The exam will be three hours. The format of the exam will be discussed in class. An in-class exam review is scheduled for **Wednesday March 16**.

# COURSE EXPECTATIONS

## *CLASS*

Students are expected to read and review class material from the textbook and any online readings **before class**. I prepare lecture materials with the assumption that you have prepared by completing the assigned reading or activities as listed in the syllabus calendar. Our lecture time is therefore geared around discussion and engagement, where important material from the assigned readings is highlighted and applied during in-class activities. I treat time in the classroom as I treat time in a management boardroom: please come prepared and expect to engage with your peers and be attentive throughout the class. The class environment will be supportive, fun, and respectful.

### **Class Etiquette:**

- Class will start on time and end on time; please ensure you arrive prior to the start of class.
- Please turn off your cell phone during class; I do not bring my phone, text, or take calls during class, and I expect the same of you!
- Please display your name tag; this helps me get to know who you are.
- If you have questions at any time, please ask! If you have something to contribute, please contribute!
- If you find you require clarification on something, please speak up in class, or approach me after class for a one-on-one conversation. I'm also happy to take questions over email or set up a time to meet in order to address your concerns.

### **Computer Usage:**

- You are welcome to use laptops or tablet devices to take notes and search for any supporting points to help build and support an argument during in class discussions. However, please do not take advantage of this privilege (e.g., No texting, No snapchat, No facebook, No Reddit, etc.).
- I reserve the right to ask you to close your laptop or device at any time throughout the class if it appears that the use of technology is no longer enhancing the learning environment, but detracting from it.

## *TEAMS ASSIGNMENTS*

On January 18, you will receive your team assignments. Once assigned, teams will not be changed. You will work with this team throughout the semester on both the case analysis/presentation as well as the term project. At the end of the semester, you are required to complete a Peer Evaluation Form (due on **March 30**) where you will evaluate the effort of your team members. Poor peer evaluations will result in reduced grades on team assignments. Thus, your final grade for all team 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 team. 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. 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 semester to inform me of a problem, there is little I can do to solve it.

## *COURSE WEBSITE AND SLIDES*

The website for this course serves as an extremely 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 source 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.

## **GRADING**

### *GRADING PROCESS*

Grading will be done by myself and several markers who work with me. I try and get the grading done within 2 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 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 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.

***Please see Appendix 1 for an outline of the grading scheme applied in this course.***

### *APPEALING GRADES*

Understandably, the grades you receiving for the work you complete in this class may or may not match your expectations. At any time, there are two courses of action you may take to learn more about the grade you are assigned on a given assignment. First, I am happy to discuss with you the mark break down of any assignment that is returned to you. Sometimes the best way to learn and apply that learning to future assignments is to fully understand why a certain grade is applied to a piece of work. If you are interested in understanding your grade more fully, I suggest booking an appointment time with me to discuss your assignment.

However, if you believe that you did not receive the grade you deserved, you may opt to appeal the grade. Please note that if you are interested in appealing your grade you must conform to the grade appeal process outlined below. Furthermore, if you opt to first discuss your mark with me, you invalidate your ability to submit an appeal memo. Once we have discussed your grade I will not accept an appeal for re-evaluation.

#### ***Appealing Grades:***

- 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 a grade, you must write a memo outlining why you think your assignment or response answered the question better than the mark you received indicated.
- In the memo, do not include any additional information (such as what you know now, or what you meant at the time); please simply explain how your original submission answers the question better than I thought.
- Appeals can be no longer than **1 page, double spaced** and should state your argument as succinctly as possible.
- Memos will not be accepted until **1 week after** the assignment has been handed back to you; you have **2 weeks** from that point to submit a memo.
- If you submit a memo to appeal a grade, I first read your reasons; if they are compelling then I will re-mark the exam or assignment in its entirety. **In other words, there is no guarantee that your mark will increase as a result of this process; it is possible that your grade may decrease if there have been oversights in the original marking of the assignment.**

Finally, any requests to review the final exam or appeal a final exam grade must go through the standard commerce office procedures.

### *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). In such cases, you must provide me with appropriate documentation (e.g., doctor's note).

## **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 team 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 – ACADEMIC INTEGRITY**

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>.

## **TEAM WORK – ACADEMIC INTEGRITY**

I will clearly indicate when teams may consult with one another or with other experts or resources. Otherwise, in a team assignment, the team members will work together to develop an original, consultative response to the assigned topic. Team members must not look at, access or discuss any aspect of any other team's solution (including a team from a previous year), nor allow anyone outside of the team to look at any aspect of the team'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 team 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 team assignments must be the work of your team, and your team only. All team members are responsible for ensuring the academic integrity of the work that the team 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**

Student's work may be submitted to [www.turnitin.com](http://www.turnitin.com) for a review of textual similarity and detection of possible plagiarism. The terms that apply to the university's use of the Turnitin.com service are described on the Turnitin.com website.

## **RESEARCH STUDIES**

Commerce 131 is an eligible course for the Smith School of Business research pool credits. For more information about the research pool visit:

[http://thisstudy.com/researchpool/f2015\\_research\\_pool\\_info\\_for\\_students.pdf](http://thisstudy.com/researchpool/f2015_research_pool_info_for_students.pdf)

## **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/>

## TENTATIVE COURSE SCHEDULE (Please note this is the 2015/16 schedule)

Week	Class	Date	Concepts Covered	Readings	Assignments
1	1	Mon Jan 4	Course Introduction & Marketing Defined	Chapter 1 (5-14)	
	2	Wed Jan 6	Customer Value & Marketing Planning	Chapter 1 (14-25, 31-33) Chapter 2 (46-70)	
2	3	Mon Jan 11	Case Analysis Demo & Team Project Overview	3 Case Analysis Guidelines (online) Case: Eden Creations	
	4	Wed Jan 13	Segmentation, Targeting, & Positioning (1)	Chapter 7 (239-251) How to Segment (online)	<i>Due: Personal Information Form</i>
3	5	Mon Jan 18	Segmentation, Targeting, & Positioning (2)	Chapter 7 (251-267) Beer Tries to Change Image (online)	<i>Teams Assigned</i>
	6	Wed Jan 20	Consumer Behaviour & Decision Making	Chapter 6 (196-217)	
4	7	Mon Jan 25	Market Research	Chapter 5 (157-184)	
	8	Wed Jan 27	Quantitative Analysis	2 Quantitative Analysis Study Guide (online)	<i>Due: Marketing Plan Part 1</i>
5	9	Mon Feb 1	Products & Services	Chapter 8 (278-282, 295-307) Case 1: Saxonville	<i>Case Presentations (Teams 1, 8, 15)</i>
	10	Wed Feb 3	New Product Development	Chapter 8 (282-295) Case 2: Clean Edge	<i>Case Presentations (Teams 4, 10, 12)</i>
6	-----	Mon Feb 8	<b>No Class: Midterm Week</b>		
	-----	Wed Feb 10	<b>No Class: Midterm Week</b>		
7	-----	Mon Feb 15	<b>No Class: Reading Week</b>		
	-----	Wed Feb 17	<b>No Class: Reading Week</b>		
8	11	Mon Feb 22	Branding	Chapter 9 (317-341) Brand Report Card (online)	
	12	Wed Feb 24	Group Project Work Day	(Group work while in class)	
	-----	Fri Feb 26	-----		<i>Due: Marketing Plan Part 2</i>
9	13	Mon Feb 29	IMC: Direct Marketing, Personal Selling & Sales Promotion	Chapter 12 (433-443) Chapter 13 (475-478, 493-499) Chapter 14 (509-526)	
	14	Wed Mar 2	IMC: Public Relations	Chapter 12 (460-463) Case 3: Black Dog Hospitality	<i>Case Presentations (Teams 3, 7, 13)</i>
10	15	Mon Mar 7	IMC: Advertising	Chapter 12 (443-460)	
	16	Wed Mar 9	Pricing	Chapter 10 (351-384) Case 4: Burberry	<i>Case Presentations (Teams 2, 9, 14)</i>
11	17	Mon Mar 14	Channels	Chapter 11 (393-421) Case 5: Stone City Ales	<i>Case Presentations (Teams 5, 6, 11)</i>
	18	Wed Mar 16	Course Wrap Up/Exam Review	N/A	
12	19	Mon Mar 21	Marketing Plan Presentations		<i>Due: Marketing Plan Part 3 and Part 4 Slides Team 3, 7, 8 Presentations</i>
	20	Wed Mar 23	Marketing Plan Presentations		<i>Team 1, 4, 10, 12 Presentations</i>
13	21	Mon Mar 28	Marketing Plan Presentations		<i>Team 2, 9, 14, 15 Presentations</i>
	22	Wed Mar 30	Marketing Plan Presentations		<i>Team 5, 6, 11, 13 Presentations Due: Peer Evaluation Forms</i>
-----		TBD	<b>Final Exam</b>		

# APPENDIX 1

## 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	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	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	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	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	Minimum standards have not been met, credit has not been granted.

I am happy to meet with you to discuss your grades at any point. However, if you feel you may want to appeal your mark, you **must** appeal through the formal process outlined in this syllabus before we meet. No appeals will be accepted after we have met and discussed your marks.

# APPENDIX 2: TEAM CASE PRESENTATION AND REPORT

## COMM 131: TEAM CASE PRESENTATION – TEAM VERSUS TEAM

### OVERVIEW

Throughout the semester, each team will do **one case presentation**. Three teams will be assigned to the same case and each team will be required to present their analysis in class and then debate the other teams. In other words, three teams will present their work on the same case in the same class, with the order of presentations being randomly determined. Teams will be randomly assigned to a case. After the presentations, the class will vote for the team they thought provided the best analysis and solution. The winning team will receive 1 bonus point on the assignment.

#### The presentation should cover the following:

- Clear and concise problem statement
- Key points from situation analysis
- Objectives
- Recommended course of action

In addition to the presentation, each team will hand in a **3 page executive summary** of their case analysis and solution. The write-up should be double spaced, 12 size font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices. Please submit an electronic copy on the course dropbox. Please use the team title page (found on the course website). ***Each team must submit a hard copy of their slides at the beginning of class.***

#### The executive summary should include the following:

- Clear and concise problem statement
- Summary of your situation analysis
- Objectives
- Brief summary of the alternatives you considered
- Recommended course of action

### PRESENTATION SCHEDULE

Following is the schedule for case presentations:

Date	Case	Teams
<b>Monday February 1</b>	Saxonville Sausage Company	1, 8, 15
<b>Wednesday February 3</b>	Clean Edge Razor	4, 10, 12
<b>Wednesday March 2</b>	Black Dog Hospitality (SSB Living Case)	3, 7, 13
<b>Wednesday March 9</b>	Burberry	2, 9, 14
<b>Monday March 14</b>	Stone City Ales (SSB Living Case)	5, 6, 11

## **FORMAT FOR PRESENTATIONS IN CLASS**

1. Presentation
  - a. Each team will give a 5-minute presentation of their solution. Each presentation will be strictly timed. It is not essential that every team member is part of the formal presentation.
2. Team v. Team Questioning
  - a. Teams will be given 1 minute to develop questions for the other teams.
  - b. Each team will then have 2 minutes to ask questions of the other team. Answers will be restricted to 30 seconds.
  - c. The teams will ask questions in the order they presented.
3. Class Questions
  - a. The class will have 5 minutes to ask questions of the teams.
4. Summary Statements
  - a. Each team will be given 1 minute to prepare a summary statement of up to 60 seconds where they can restate their strengths, how they will help the business, or why the other teams solutions are not as strong. The teams will do this in the reverse order that they presented
5. Vote
  - a. The class votes on who they think won the debate

## APPENDIX 3: TEAM PROJECT DESCRIPTION

### COMM 131: Team Project – Marketing Plan

#### OVERVIEW

This project consists of three parts and a topic proposal. Due dates for this project are as follows:

Item	Deadline
<b>Part 1: Topic Proposal</b>	Wednesday January 27
<b>Part 2: Consumer and Market Profile</b>	Friday February 26
<b>Part 3: Marketing Strategy</b>	Monday March 24
<b>Part 4: Presentation</b>	Monday March 21 (Teams 3, 7,8)
	Wednesday March 23 (Teams 1, 4, 10, 12)
	Monday March 28 (Teams 2, 9, 14, 15)
	Wednesday March 30 (Teams 5, 6, 11, 13)
<b>Peer Evaluation Forms</b>	Wednesday March 30

Online Peer Evaluation Forms (found on the course website) must be completed by March 31st

#### GRADING

Copies of the grading keys used to assess each part of the project can be found in the admin section of the course website.

Grading will be based on:

- Completeness (did you include all the information outlined in this document)
- Quality of analysis and plan (including appropriate use of supporting information and exhibits/appendices, logic of arguments, flow from market analysis to objectives to marketing plan, insightfulness, and ability to use market and customer analysis to effectively develop insights that lead to exceptional strategies)
- Writing style (organized, coherent, succinct, free of spelling/grammatical errors, etc.)

Outside sources must be properly cited and referenced in all parts; 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.

You will be given extensive feedback on each part of your marketing plan in a timely fashion so you have time to incorporate that feedback into subsequent parts.

## **PART 1: TOPIC PROPOSAL – DUE JANUARY 27**

For this project, you are to come up with a **new product** and launch it in the Canadian market (or part of the Canadian market). It must be clearly innovative and nothing similar to it can exist. You cannot offer a service and your product must be a business-to-consumer product.

Your new product can be for either a new or existing company and it could have a new brand name, or be a brand extension, or be a new product under an existing brand. For example, if you are assigned to the 'sporting goods' industry, you could come up with a new product (e.g., water repellent football) for Nike. Or, you could start your own football company with a new brand name. Or you could come up with a new brand for your football that is owned by Nike. In other words, any brand strategy, as long as you can justify it, will work.

Please note that you do not have to know if your new product is technically feasible, just that it has a reasonable chance of being produced (i.e., your product must be realistic, not science fiction). The more realistic, the easier Part 2 and Part 3 will be.

On **Monday January 18** you will be assigned to your teams. Each team will then be assigned an industry. Together, the team should choose a product for which you will build your marketing plan. On **Wednesday, January 27** each team should submit a brief proposal (1 page, double spaced) to the course dropbox, including a description of the product they have chosen for approval. This write-up should include the following: the chosen product and a description of why you choose the product. In addition, the team should attach their completed team contract (template available on the course website). Please use the team title page (found on the course website).

## **PART 2: THE CONSUMER AND MARKET PROFILE (10% OF FINAL COURSE GRADE) – DUE FEBRUARY 26**

The aim here is to identify and develop an in-depth understanding of your consumer and the market within which you will sell your product. You are expected to conduct a thorough industry and customer analysis. Specifically, you should include the following:

### *SECTION 1: BRIEF PRODUCT INTRODUCTION (APPROX. 0.5 PAGES)*

Introduce your new product with a very brief description of what you will be offering to the market and what makes your product different (i.e., product differentiation).

### *SECTION 2: MARKET PROFILE (APPROX. 1 PAGE)*

Discuss the key findings from your SWOT analysis, as well as your industry analysis. Be sure to use numbers and evidence when discussing the market and industry<sup>1</sup>. When profiling the market, maintain a

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<sup>1</sup> SECONDARY DATA SOURCES ARE AVAILABLE IN THE LIBRARY TO HELP YOU OBTAIN RELEVANT INFORMATION FOR THIS SECTION. PLEASE REFER TO THE LIBRARY TRAINING NOTES POSTED ONLINE, OR CONTACT A LIBRARIAN FOR ADDITIONAL SUPPORT.

particular focus on competitors and your identified competitive advantage(s). In completing your market profile, make sure you consider the following:

- Trends that support the product's success and threats that might hinder success
- Consumption rates, size of the market<sup>2</sup>, growth of the market, future growth potential of the market, barriers to entry.
- Specific market shares of direct competitors (manufacturers and their brands) and the presence of indirect competitors.

Given the limited space – You should include the details of your SWOT and industry analysis in exhibits and summarize the key findings and implications in the body of the report.

### *SECTION 3: SEGMENTATION AND TARGETING (APPROX. 1 PAGE)*

Describe your customer segmentation. In developing your segmentation strategy, be sure to discuss all possible and plausible segments and present a compelling analysis of your market segments (details, such as a segmentation grid, can be included as an exhibit – but discuss the key points in the report). Be sure to segment on the most relevant variables. Present a compelling argument for why you have selected your chosen target market (justify). Be sure to use proper terminology and evaluation criteria.

### *SECTION 4: CUSTOMER PROFILE (APPROX. 2 PAGES)*

Present a detailed description of your chosen market making sure you answer the question of why your target market needs the product and what your customers are like (i.e., build a profile of the customers in your target market taking into account any relevant aspects of their consumption behaviour).

### *SECTION 5: POSITIONING (APPROX. 0.5 PAGES)*

Present the positioning for your product, making sure to include a positioning statement as well as a positioning map (this could be included in the exhibits, but summarize the key findings and implications in the body of the report). Be sure that your positioning takes into consideration the findings from your industry analysis (i.e., make sure you consider all the competitors you identified earlier in the report), your segmentation analysis (where the customers segment's preferences are located) and your customer analysis (i.e., you should position the product based on criteria relevant and important to your target market).

Part 2 should be no more than 5 typed, double spaced pages, 12 font size. Margins on all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices. Please submit an electronic copy in the course dropbox. Please use the team title page (found on the course website).

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<sup>2</sup> YOU MAY USE STEP-DOWN ANALYSIS TO HELP WITH YOUR CALCULATIONS. PLEASE REFER TO THE QUANTITATIVE ANALYSIS NOTES FOR EXAMPLES AND DETAILS OF THE STEP-DOWN APPROACH.

## **PART 3: MARKETING STRATEGY**

### **(15% OF FINAL COURSE GRADE) – DUE MARCH 21**

In this section, you will build the actual marketing plan for the product, including: the marketing strategy (the 4P's), your team's financial calculations and implementation plan. The best plans will not only touch on all of these points, but will present a well thought out and integrated plan that links each and every decision to one another. For example, your strategy should be specifically constructed for the target market your group described in the Consumer and Market Profile (Part 2).

Remember that the appendix is a great place to insert supporting material. For example, many papers will include an image of the product (dimension/packaging), advertisements, numerical calculations, detailed implementation timeline etc. in the appendix. However, be sure to discuss any key points and their implications within the report itself.

#### *SECTION 1: INTRODUCTION AND OBJECTIVES (APPROX. 0.5 PAGES)*

Develop a thorough set of SMART objectives for your marketing plan. These should relate to the overall goals from your marketing plan.

#### *SECTION 2: MARKETING PLAN (I.E., MARKETING MIX) (APPROX. 5.5 PAGES)*

Using your objectives as a guide, develop a marketing plan that takes into account all 4Ps. Specifically, you should provide the following:

- *Product:*
  - In-depth product description (e.g., core benefit and other product levels, size, colors, warranties, customer service, packaging etc.)
  - Branding strategy (name, logo)
  - PLC status/issues
- *Pricing:*
  - Price (final price for consumer, price of sale to intermediary (if any))
  - Pricing strategy (cost-based, penetration, skimming, etc.)
  - Pricing adjustments (e.g., Sales promotions)
  - Product margins
- *Distribution:*
  - Distribution strategy
  - Potential channel conflicts (if appropriate)
  - Where the product is available/number of outlets
  - How the product is presented/displayed in the outlet
- *Promotion:*
  - Communication objectives and key message of communication
  - Communication strategy
  - A detailed promotion plan that includes the use of, and examples of, an appropriate promotional mix for your product. Be thorough and make sure you consider the costs and

viability of all elements of the promotion mix. For example, for advertising, remember to include details of both the message strategy as well as the media strategy.

### *SECTION 3: FINANCIAL ANALYSIS (APPROX. 1 PAGE)*

Present a financial analysis that calculates the proposed return on investment from your marketing plan. Here, you should estimate the costs as well as the outcomes of your plan (note: the key outcomes you discuss here should be directly related to your objectives). Be sure to consider:

- Costs (fixed and variable) for your entire marketing plan
- Projected sales in \$ and units (be realistic!!)
- Profits (or losses) for year 1
- Contribution margin
- Break-even \$, units, market share
- Marketing ROI

Be sure to include the details of all your calculations in the exhibits and discuss only the key findings in the text. If your product is not going to be profitable in the 1<sup>st</sup> year, please include sales forecasts into the next year(s) to show when your product will be profitable. Note: you are not expected to develop promotional plans for multiple years.

For this section, please make assumptions as needed. Specifically, when trying to determine fixed and variable costs, it is unlikely that you will be able to come up with accurate numbers. Thus, I expect you to extrapolate from other info you might find and/or make assumptions. In either case, you must tell me how you arrived at that number so I can understand and follow your logic. Also, you are not required to price out each and every aspect of fixed and variable costs (you can do this if you want to) – a total figure (based on reasonable extrapolations and assumptions) is fine. I do expect you to be specific and accurate with the costs for your marketing plan.

### *SECTION 4: IMPLEMENTATION (APPROX. 1 PAGE)*

Discuss your implementation strategy. This should include a specific and detailed sequence and timeline of key marketing plan steps. For example: When does your company develop its product? Secure distribution? Launch its product? Run its various advertisements? Introduce a sales promotion? Expand to the new market? Consider all of the important steps in your plan. You may find it efficient to summarize the implementation timeline with a Gantt Chart in the Exhibit.

Part 3 should be no longer than 8 typed, double spaced pages, 12pt font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices. Please an electronic copy on the course dropbox. Please use the team title page (found on the course website). **Note: Submit Part 2 of the marketing plan with Part 3.**

***For more information about marketing plans, please refer to pg. 64 of the course textbook.***

#### **PART 4: MARKETING PLAN PRESENTATION**

**(5% OF FINAL COURSE GRADE) -- DUE MARCH 21, 23, 28, 30**

During the last 2 weeks of the semester, each team will give a 17-minute presentation (12-minute formal presentation, 5-minute Q&A) on both parts of their marketing plan (Part 2 and Part 3).

Presentations should **include only the most essential information** and should focus on the logic behind the chosen segment and marketing tactics. All team members must participate in the presentation. ***You must hand in a hard copy of your slides at the start of class on the day you present.***

At the end of each day's presentations, in the style of Dragons Den, students from the non-presenting teams will each have an opportunity to invest hypothetical money in one or all of the new products presented that day, from a pre-specified budget. Teams will then be informed how much money they raised from the class of 'dragons'.

Presentations will be evaluated in terms of content (covered all pertinent material; presented material was relevant to the topic; well organized; insightful; appropriate use of audio visual aids), style (clearly presented; articulate; professional; cohesive flow; efficient use of time), and handling of questions (respectful, answers relevant, answers show understanding of marketing plan).

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## **Comm 132: Marketing II**

### **Course Syllabus**

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#### **Required Course Materials**

1. Textbook: Marketing: An Introduction, Gary Armstrong, Philip Kotler, Valerie Trifts, Lilly A. Buchwitz, 5<sup>th</sup> Canadian Edition
2. Other materials and readings provided on the course website or in class

#### **Course Objectives**

Comm 132 has four learning objectives:

1. To ensure you have a firm understanding of the fundamental theories and concepts of marketing, and how to apply these concepts in the analysis of marketing problems
2. To help you develop critical thinking skills essential to strategic and tactical marketing decisions
3. Understand how to successfully design and implement marketing plans and strategies
4. To develop your ability to communicate complex ideas / solutions to a variety of audiences.

This course builds upon the concepts and principles learned COMM 131 and emphasizes learning-by-doing with the objective that students internalize rather than memorize marketing-related issues, concepts, and approaches. Through both presentations and in-class discussions, it will also help prepare you to appropriately and effectively communicate your thoughts and opinions in a professional manner akin to what would be expected in a business setting.

The course uses a laddering approach to our subject matter. We start with base theories and add complexity and deeper analysis as we move through the course. We use marketing-oriented readings and frameworks, case studies, and real-time (current marketing affairs) to develop a deeper knowledge and understanding of marketing and its applications. To achieve this, the course is made up of two elements or modules:

Module 1:      In Module 1 we will review the fundamentals of several of the core marketing theory elements that you learned in COMM 131, and then take a deeper dive into

these topics to develop a more nuanced understanding of several of the most important topics in marketing. These are listed in the course schedule as **‘Conceptual Sessions’** and will consist of lectures on key topics, frameworks and models used in marketing as well as in-class discussion of additional articles that will be shared via the course website or in class.

Module 2: Intermixed with Module 1, in the second module we will dig more deeply into several real world companies and the business issues that they have faced, and explore how the concepts learned in the ‘Conceptual’ sessions apply in a real world context. For each company, these **‘Application Sessions’** will be based on Smith Living Cases, other assigned articles and corporate and other websites. These sessions will consist of both small group analysis of key issues in each case with your team, and plenary discussions of the key marketing issues that each business case demonstrates.

### Course Evaluation Overview

Item:	Value
Infomercial Assignment Written Report (10%) Presentation (10%)	20%
Midterm Exam	15%
KickStarter Marketing Plan Written Report (15%) Presentation (10%)	25%
Final Exam	15%
Quizzes	5%
Participation Individual Class Contribution (10%) Group Business Case Briefs (5%)	15%
Peer Evaluations	5%
Total	100%

### Course 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 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.**

#### Things to Remember Each Class:

- § Put your name tag up and close your laptop
- § If you have got something that will contribute to the class, say it!
- § If you need clarification, please ask us in class or afterwards during office hours.
- § Announcements and updates, if any, will be posted to the course website (D2L)

### **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.
- § Assignments are due at the beginning of class unless otherwise noted. Late assignments will not be accepted.

Learning is a fundamentally social process that occurs when individuals work together to create shared understanding and knowledge. Learning proceeds more fruitfully when relationships are personal as well as professional. To that end, in this class, we will work to create a learning community by emphasizing active learning, cooperation among students, student-faculty contact and diverse talents and ways of learning.

### ***General Course Policies***

#### **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. 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.

#### **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.

#### **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 us as soon as possible so we can make sure your needs are met.

#### **Laptop Policy**

We have a **NO LAPTOP POLICY** on the class dates labeled 'Conceptual', with the exception of those students who have received special permission from us to use laptops for note taking purposes only. While laptops can be helpful in taking notes, in our 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, we will post our slides online, so your need for note taking will be minimized. **Please Note:** On the class dates labeled 'Application', laptops **WILL** be allowed.

### **Course Website and Slides**

The website for this course serves as an extremely 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. The slides for all course sessions will be posted to the website at least 24 hours before 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 533-3072.

### **Discussion Board**

We will set up a general forum on the course website's discussion board where students can engage in dialogue to ask and answer clarification questions as well as questions about course content and procedures. This is a peer-to-peer learning tool where you help each other learn. From time to time, we will contribute to the dialogue but the purpose of the forum is for students to help each other if they have questions about course material. This should be the first place you turn with questions about course content or procedure or for clarification questions, and we will monitor these boards to make sure that the information being shared and posted is correct, appropriate and complete. We will also contribute to the discussion on the board where necessary to ensure that all students have access to the same information as we go through the course. As noted later in this syllabus, (correctly) answering the questions of your fellow students will count toward your participation grade for the course.

### **Email**

We recognize that not all questions lend themselves to being answered on the course discussion board, if you find that your question falls into this category then please don't hesitate to email us. If you choose to email, please be sure to copy both instructors so that you can be sure that one of us can respond. We will dedicate several hours per week to replying to student emails. As a general rule, you can expect a reply from us within one business day. We do our 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 us the same question. In these situations, we will post the question and answer to the course website's announcements section and/or discussion board. That way, all students will have access to the information. Again, please make sure you check the website before emailing with questions, you will likely find this to be the fastest way to get an answer!

### **Academic Integrity**

Queen's University takes academic integrity very seriously and our school has a formal document that you should read (please see the Undergraduate Commerce Calendar for the School of Business policy). Academic dishonesty includes not using citations or references for others' work (i.e., plagiarism), cheating on projects or tests, submitting the same paper for credit in two courses without approval, impersonating someone in an exam, allowing someone else to copy your work, copying information from the internet, signing another student's name card, and submitting fraudulent documents, among other activities. We have a **ZERO TOLERANCE** policy when it comes to all violations of academic integrity.

## Grading Process

Grading will be done by both instructors as well as several TA's who work with us. We try and get the grading done within 2 weeks after each assignment. However, this can sometimes take a little longer depending on the circumstances. When grading, we 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 succinct. Coherence is best achieved by careful planning before you write. Generally speaking, we 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 these points in a way that makes sense. From the reader's (or marker's) perspective, it is much easier to understand the content when it is laid out logically. You may not get marks for content if it is scattered all over the place, or written in a way that does not suggest it is a key point. Finally, we expect to see grammatically correct sentences.

## Grading Scheme

The following grading scheme will be used in this class:

Grade	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.

### **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. To appeal, you must submit a memo outlining why you think your assignment 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). Explain how the original answer you wrote answers the question better than we thought it did. Appeals can be no longer than **1 PAGE, DOUBLE SPACED** and should state your argument as succinctly as possible. We will begin accepting memos **1 WEEK AFTER** the assignment or exam has been returned and you have **2 WEEKS** from that point to submit. If you appeal a grade, we first read your reasons; if they are compelling then we will re-mark the exam or assignment in its entirety. This means that your mark could go up or down.

### **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). In such cases, you must provide us with appropriate documentation (e.g., doctor's note).

### **Groups**

Given the structure of the presentations later in the course, we will have a total of **SIXTEEN** groups for this class, and you will be responsible to create a group of 4-5 members. You must give us the names of the members of your group at the **beginning of the third class session, either Mon. Jan 11 or Tues Jan 12 depending on your section**. If you are having trouble finding a group, please let one of the instructors know prior to this time. If your group contains fewer than five members, it is possible that individuals without a team may be added to your team. Once formed, these groups cannot be changed. You will work with this group throughout the semester during in-class 'Application' sessions, for the Infomercial assignment, as well as the Kickstarter marketing plan. At the end of the semester, you are required to complete a Peer Evaluation Form to evaluate the effort of your team members. Poor peer evaluations will result in reduced grades on your peer evaluation points and in extreme cases *may* also have an impact on your individual grades related to your group projects. 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. We encourage you to resolve these disputes internally and in a professional manner. If, however, this is not possible please do not hesitate to inform one of the instructors of the problems. We will do what we can to assist you. Please do this as soon as possible; if you wait until the end of the semester to inform us of a problem, there will be little we can do to solve it.

### **Personal Information Form**

Each student is required to complete a Personal Information Form. The purpose of the form is to give us a bit of information about each of you so we 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. A hard copy of this form must be submitted in class on **Thursday, January 14**. Early submissions are welcome. Please note that you cannot receive a 10/10 for in-class participation if you do not submit this form.

### **Name 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 us to assess your responses to the class. We do read the feedback after every class to make sure that we are delivering the class in the best way possible. If the name on your name card is incorrect or differs from what you 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.

## **Course Evaluation Details**

### **INFOMERCIAL ASSIGNMENT (20%)**

Despite their bad rap, infomercials are very good at doing two things: highlighting the needs of a particular group of consumers and portraying the product in a manner that creates perceptions of value. You are going to practice doing both of these things by developing your own infomercial for a product that we will provide. You will present your infomercial to the class during the times indicated in the course calendar. As part of this assignment you will also have to do two other things.

First, after you have presented your infomercial, you will have to present the logic for why you constructed it in the way that you did. This is really more important than the infomercial itself, as it will convey to us (and the rest of the class) the concepts that you were using to guide your decisions. You can choose to use or not use slides for this part of the presentation. Remember, however, that you only have 3 minutes, and slides might be more of a distraction than a help over this short of a time period. You might choose just to use your slides to refer back to aspects of your infomercial as you are explaining them.

Second, you will also hand in a written report that provides additional details about how and why you constructed the infomercial the way that you did. Your grade for this assignment will be split across these deliverables: the in-class presentation will be worth 10% of your final mark, as will the report.

This might seem like a daunting proposition, but don't worry! You will receive lots of guidance and practice for this project in the classes where we will discuss value and segmentation – two of the most fundamental marketing concepts. In class you will learn about why value is so central to the marketing function, and will see some examples that illustrate how and why infomercials are so good at this particular aspect of marketing. You will also learn a lot in this course about segmentation. We expect this assignment to provide you with an excellent opportunity to practice both of these concepts.

A few more details about the presentations:

1) **The Products:** There will be four different products, which will be randomly assigned across groups. We will show you all of these products in the second class. Because there will be

sixteen groups in each section, four groups will present each product. That way we will get to see how different groups present the same product, but we will also get to see four different products in total to keep things interesting.

2) **Bonus Marks and Prizes:** Each group will be evaluated by their peers in the audience. We will have two competitions: a “best in breed” and a “best in show”. The “best in breed” will be the group that receives the highest rating from their peers for their specific product (i.e., out of the four groups that are presenting that particular product). Each of these winners will receive a 5% bonus on their presentation grade! We will also have a “best in show” award. This is the best group (in each section) overall. Members of this group will win all of the actual products!

3) **Timing:** Each group will have exactly 1 minute to present their infomercial, followed by 3 minutes to provide the underlying logic. This will be followed by a 5 minute question and answer period. Part of your presentation mark will come from how well you can answer the questions of the professors and your peers. Note that students in the audience who ask good questions will also be rewarded with participation marks. Finally, the time limit for each section of the presentation are STRICT, UNWAVERING, and completely NON-NEGOTIABLE. We will have a timer, and once it’s gone off you will have to stop, wherever you are... so plan accordingly!

4) **The Report:** The written report is worth half of your overall grade in this assignment, so it is important you do a good job here. The written portion of this assignment is designed to focus primarily on the logical underpinnings of your infomercial. As such, it provides you with an opportunity to expand on the justification part of your presentation. We expect this report to provide a detailed, coherent explanation for why your infomercial looked the way it did, using the concepts from class that we will be discussing in the first half of the term. The main points to cover here will revolve around your choice of target market (i.e., the needs that define the group of people you are targeting, as well as how you would characterize that group more generally) and a description of what you did to create perceptions of value in this group. We will be covering quite a few different techniques for communicating and enhancing perceptions of value, so you may also need to explain why you DID NOT use a specific technique, in addition to explaining why you used certain techniques. There is a **STRICT 1500 word limit** for this assignment, so you will have to make sure you stay right on point.

5) **Summary:**

**Presentation:** 1 min infomercial, 3 min justification, 5 min Q&A

**Presentation Bonuses:** 5% “Best in Breed” bonus, “Best in Show” wins all products!

**Report:** 1500 word report explaining logic of infomercial

## **MIDTERM EXAM (15%)**

A midterm exam will be held during the midterm week. The exam will require each student to be able to apply the major concepts covered throughout the first half of the semester to answering several key questions pertaining to short business scenarios. 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, however the questions will look much like those that you see during the in-class quizzes throughout the term

## KICKSTARTER MARKETING PLAN (25%)

Over the past decade, crowdfunding has really taken off with more than 450 different crowdfunding platforms in existence today. The basic concept: a platform allows project initiators to propose ideas or projects for which they are seeking funding, and individuals or groups to pledge funds in support of the project. Since its launch in 2009, Kickstarter has become the largest of these platforms, having generated more than \$2B in pledges from 10 million backers for more than 98,000 successful projects. While to many it may seem like crowdfunding is an easy way to generate funds, the “all-or-nothing” format of Kickstarter means that if the project fails to reach the fundraising goal, which happens nearly 2/3 of the time; the project initiator gets nothing and the backers owe nothing but also don’t get the product. Even among those products that are able to reach their funding goals via Kickstarter, many fail to ever materialize into commercial success stories after the initial excitement of the Kickstarter campaign has ended.

Your task, in this project, is to create a marketing plan that you believe will carry a Kickstarter project from the conclusion of the Kickstarter campaign to commercial success. To do this, you’ll have to think through the following in generating your marketing plan for the product:

- 1) the market profile for the competitive environment in your product category,
- 2) segmentation of the customer groups for whom the product might be attractive,
- 3) identify your chosen target segment and why you’ve chosen that group over others,
- 4) how you’ll position the product in the marketplace to attract your target segment,
- 5) the integrated marketing mix that you’ll use to succeed, and
- 6) how you’ll effectively implement all of these elements in concert to be successful.

You’ll be delivering both a written report (worth 15% of your grade) as well as presenting your solution in a Dragon’s Den style presentation (worth 10% of your grade) where your classmates will choose how much to invest in supporting your strategy. A few more details:

1) **The Products:** Your team will be randomly assigned to develop a marketing plan for one four hand picked Kickstarter projects. We will show you all of these products in the second class. Like the Infomercial presentation, four groups will present each product and you’ll be up against a different set of groups than in the Infomercial presentation. Like before, having multiple groups working on the same product gives us a chance to see how different groups present the same product, and the four different products in total will keep things interesting.

2) **Presentation Bonus Marks:** For this presentation we will again be having a “best in breed” award, where the winner will be the group that generates the most Dragon’s Den funding from their peers for their product (i.e., out of the four groups that are presenting that particular product). Each of these winners will receive a 5% bonus on their presentation grade!

3) **Presentation Timing:** Each group will have exactly 8 minutes to present their marketing plan, followed by a 10 minute question and answer period where you will first face questions from the instructor and/or TA, followed by questions from the class. Part of your presentation mark will come from how well you can answer the questions of the professors and your peers. Note that

students in the audience who ask good questions will also be rewarded with participation marks. Finally, the time limit for each section of the presentation are **STRICT, UNWAVERING, and completely NON-NEGOTIABLE**. We will have a timer, and once it's gone off you will have to stop, wherever you are... so plan accordingly!

4) **The Report:** The written report is worth 40% of your overall grade for this assignment, so it is important you do a good job here. The written portion of this assignment is designed allow you to communicate your full marketing strategy and the logic underlying the choices you've made in developing the marketing plan. As such, it provides you with an opportunity to expand on the justification part of your presentation. We expect this report to provide a detailed, thoughtful, coherent explanation for all of the elements listed above, using the concepts that we've covered throughout the entire class. There is a **STRICT 2500 word limit** for this assignment, so you will have to make sure you stay right on point.

5) **Summary:**

**Presentation:** 8 min presentation, 10 min instructor and class Q&A

**Presentation Bonuses:** 5% "Best in Breed" bonus

**Report:** 2500 word report explaining logic behind your marketing plan

## **FINAL EXAM (15%)**

A final will be held during the final exam period. This exam will require each student to be able to apply the major concepts covered throughout the second half of the semester to answering several key questions pertaining to short business scenarios. 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 similar to the midterm exam, and will be discussed in class, however the questions will look much like those that you see during the in-class quizzes throughout the term.

## **QUIZZES (5%)**

During the semester, there will be **SIX** quizzes. One of the quizzes will be held on the second day of class, and will be based on the syllabus. The remaining five quizzes will be pop quizzes given in class periodically throughout the semester to make sure that all students, not just a diligent few, are staying up to date with the readings. You won't need to have memorized the readings, but if you haven't read them, you will have trouble. These quizzes will normally occur at the beginning of class, but can occur at any time during a particular class session. Your lowest quiz grade will be dropped, thus there will be five quizzes that each count for 1% of your final grade. **You must be in class and prepared to receive these points.**

## **PARTICIPATION (15%)**

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; individual in-class contributions and group business case briefs. As such, it is vital to your learning and success in the class to be engaged and contributing to both classroom and small group discussions.

#### *In-Class Participation (10%)*

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 readings for each day's class. We do not expect you to speak in every class. However, we need to know that you are able to make high quality comments for us to give you a good in-class participation mark. We may cold call on you, but most of the time we expect you to volunteer when you have something interesting to say. We encourage you to ask clarification questions when you need to. However, these do not count as participation.

Another source of participation credit will come from (correctly) responding to the questions from your fellow students on the course discussion board. As noted previously, when you are unclear about a particular issue related to class, we encourage you to ask clarification, content and/or course procedure questions via the course discussion board. In some cases, we will respond to the questions posted, but the opportunity also exists for you to help your fellow students by answering questions that we haven't yet answered. This will also be considered participation in the class, and will be rewarded accordingly.

#### *Group Business Case Briefs (5%)*

As noted previously, we will be intermixing Conceptual sessions with Application sessions where we apply the concepts and theories to cases. At the beginning of each application session, you will be presented with two or three high level questions or issues for the in-class discussion of each case. During these sessions, you will spend 15-25 minutes working with your teams to respond to each of the key issues that are the focus of the discussion, and we will end each class with 50-60 minutes of a plenary class discussion around these and other key issues from the business cases. For each application session, each team will be asked to submit short written responses to each of the high level questions. These will be reviewed and graded for quality, clarity, coherence, succinctness and thoughtfulness of the responses. Throughout the course there will be 5 cases, and each team case brief is worth 1% of your final grade.

#### **PEER EVALUATIONS (5%)**

Much of the important learning during a university education occurs outside the classroom in the form of the work with your classmates for group assignments. 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 (D2L) that will allow you to assess the contributions of your teammates during group work this semester. Your out-of-class participation grade will be determined by these peer evaluations. A hard copy of the peer evaluation forms is **due no later than Noon on Friday, April 1 to the course dropbox in the Commerce Office**. Please note, if you do not submit a peer evaluation form you will not receive full credit (5/5) for peer evaluation.

**Tentative Course Schedule (Please note this is the 2015/16 schedule)**

Date	Content and Readings	Course Reminders and Deliverables
<b>Mon/Tues, Jan 4&amp;5</b>	Course Introduction	
<b>Thurs, Jan 7</b>	Infomercial Project and KickStarter Marketing Plan Introduction	- Quiz 1 (In-Class) - Syllabus
<b>Mon/Tues, Jan 11&amp;12</b>	Conceptual: Value and Satisfaction - Chapter 1 (pages 7-25)	<b>- List of Team Member Names Due at beginning of class today.</b>
<b>Thurs, Jan 14</b>	Application: Value and Satisfaction - Business Case 1: Jumbo Video (in class) - The High Price of Customer Satisfaction (online)	- Sit With Your Team! <b>- Business Case 1 Team Brief due in class</b> <b>- Submit Personal Information Forms</b>
<b>Mon/Tues, Jan 18&amp;19</b>	Conceptual: The Logic of Market Segmentation - Chapter 6 (Read 192-219), How to Segment Markets	
<b>Thurs, Jan 21</b>	Application: Thinking about Market Segmentation - Business Case 2: Walmart (online) and JCPenney (Living Case) - What you Need to Know about Segmentation (online)	- Sit With Your Team! <b>- Business Case 2 Team Brief due in class</b>
<b>Mon/Tues, Jan 25&amp;26</b>	Conceptual: Putting Segmentation to Work - Chapter 7 (Review 251-267) - Marketing Malpractice: The Cause and the Cure (online) -How to Position Your Innovation in the Marketplace (online)	
<b>Thurs, Jan 28</b>	Application: The Value of 'Niche' Market Segments - Business Case 3: Farm Boy (Living Case, online)	- Sit With Your Team! <b>- Business Case 3 Team Brief due in class</b>

Date	Content and Readings	Course Reminders and Deliverables
<b>Mon/Tues, Feb 1&amp;2</b>	Infomercial Presentations - Product A (Teams 1,2,3,4) - Product B (Teams 5,6,7,8)	<b>- Infomercial STP Strategy due by 11am on Feb 1, in Commerce office dropbox</b>
<b>Thurs, Feb 4</b>	Infomercial Presentations - Product C (Teams 9,10,11,12) - Product D (Teams 13,14,15,16)	
<b>Feb 8,9&amp;11</b>	Midterm Week	- Midterm date, time and location TBA
<b>Feb 15,16&amp;18</b>	Reading Week	No Classes
<b>Mon/Tues Feb 22&amp;23</b>	Conceptual: Promoting and Branding Your Product - Read Chapter 9 (pages 317-341), Chapter 12 (pages 431-463)	
<b>Thurs Feb 25</b>	Application: Promoting and Branding Business Case 4: Creating a Persuasive Message, Rebranding Levi's (in class)	- Sit With Your Team! <b>- Business Case 4 Team Brief due in class</b>
<b>Mon/Tues Feb 29&amp; Mar1</b>	Conceptual: Pricing Your Product 1) Read Chapter 10 (pages 351-384) 2) A Refresher on Price Elasticity (online) 3) What America's Best BBQ Joint Can Teach You about Pricing (online) 4) Is It Time to Rethink Your Pricing Strategy? (online)	
<b>Thursday Mar 3</b>	Application: Pricing Exercise Business Case 5: The Break-Even Price Curve (in class)	- Sit With Your Team! <b>- Business Case 5 Team Brief due in class</b>

Date	Content and Readings	Course Reminders and Deliverables
<b>Mon/Tues Mar 7&amp;8</b>	Conceptual: Strategy, Implementation and Execution  1) Tactical Implementation: The Devil is in the Details. (online) 2) The Truth About Customer Experience. (online) 2) How Hierarchy Can Hurt Strategy Execution (online) 3) Closing the Chasm Between Strategy and Execution (online)	
<b>Thurs Mar 10</b>	Application: Strategy, Implementation or Execution?  Business Case 6: Target Canada (Living Case, online)	- Sit With Your Team! - <b>Business Case 6 Team Brief due in class</b>
<b>Mon/Tues Mar 14&amp;15</b>	Course Wrap-Up	
<b>Thurs Mar 17</b>	KickStarter Marketing Plan Work Day – No Class	Final KickStarter Marketing Plan due Friday, March 18 by Noon in Commerce office dropbox
<b>Mon/Tues Mar 21&amp;22</b>	KickStarter Marketing Plan Presentations - Product A (Teams 1,5,9,13)	
<b>Thurs Mar 24</b>	KickStarter Marketing Plan Presentations - Product B (Teams 2,6,10,14)	
<b>Mon/Tues Mar 28&amp;29</b>	KickStarter Marketing Plan Presentations - Product C (Teams 3,7,11,15)	
<b>Thurs Mar 31</b>	KickStarter Marketing Plan Presentations - Product D (Teams 4,8,12,16)	- Peer Evaluations due April 1 by Noon in Commerce office dropbox.
<b>Apr 7-23</b>	Final Exam Period	Final Exam date, time and location TBA

**Introduction to Organizational Behavior  
COMM151 Section 006  
Course Outline – Winter 2016**



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**Course Overview**

Organizational Behavior (OB) is an interdisciplinary area that draws from sociology, economics, ethics, political science, and psychology to understand what people think, feel, and do in organizations. In this course, the focus of instruction will move progressively through the micro (individual) and meso (group) levels of behavior to the larger and more complex macro system of the organization. At the micro level, we will explore topics such as personality, learning, perception, and motivation. At the meso level, we will examine various group dynamics and processes, including leadership, decision making, and conflict and negotiation. Lastly, at the macro level, we will examine organizational culture and change. Attention will be given to key principles and theories as well as the interrelations of behavioral phenomena between these levels.

A fundamental belief for this course comes from the Chinese proverb: “Tell me and I forget. Show me and I remember. Involve me and I understand.” As such, we will use a number of methods to foster individual and collaborative learning. For example, we will discuss interesting readings, engage in class exercises to see theories and concepts come to life, and put to use all of our learning as we work in teams and as leaders to solve organizational problems.

**Course Objectives**

After completing this course, you will be able to:

- 1) Describe the purpose, major subdivisions, and practical implications of OB.

- 2) Identify micro (individual), meso (group), and macro (organizational) processes influencing organizational outcomes.
  - 3) Apply the principles of OB to effectively manage relationships and navigate the workplace.
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### **Course Materials**

1) Textbook (required): Ritti, R. R., & Levy, S. (2009). *The Ropes to Skip and the Ropes to Know: Studies in Organizational Theory and Behavior* (8th edition). Hoboken, NJ: John Wiley & Sons, Inc. Copies are available at the Campus Bookstore.

2) Readings and Multimedia (will be made available online or handed out in class): We will also use a selection of articles, book chapters, multimedia presentations, and interactive tools.

### **Course Website**

The course website is where you will find:

- Prep guides, which inform you of the preparation (e.g., readings, discussion questions, exercises) required for each session. These guides will be posted one week prior to the session to which they apply. See the 'Content' tab.
  - PowerPoint slides, which will be posted prior to each class. See the 'Content' tab.
  - Course news and updates. See the 'Announcements' section.
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### **Evaluation**

#### ***Midterm Exam (30%)***

*February 9th, 6:30-9:30pm*

The midterm will assess your ability to identify and apply principles of OB to solve organizational situations or problems. It will be closed-book, and cover material from the introduction and part I, including class lectures, readings, discussions, and exercises. You will answer a combination of short- and long-answer questions. More information regarding the midterm will be discussed in class.

#### ***Group project (20% presentation, 10% written - 30% total)***

*Presentation slides – electronic submission due by March 22<sup>nd</sup>, 11:59 p.m. EST*

*Presentation – March 23<sup>rd</sup> at respective signup time*

*Written report – electronic submission due by March 23<sup>rd</sup>, 11:59 p.m. EST*

*Peer evaluation – electronic submission due by March 30<sup>th</sup>, 11:59 p.m. EST*

In teams of 5, you will act as consultants in the preparation of an in-depth case study. The deliverables will include a presentation to the company's board of directors (aka me and several colleagues) as well as a written proposal outlining your organizational analysis and proposed recommendations (due by e-mail as specified above). Further instructions, rubrics, and case materials will be given in the fourth week of class.

### ***Final Exam (40%)***

*Date TBD*

Similar to the midterm, the final will assess your ability to identify and apply principles of OB to solve organizational situations or problems. It will be closed-book, and cover material from part I-III (part II & III receiving higher weighting), including class lectures, readings, discussions, and exercises. You will answer a combination of short- and long-answer questions. The final will take place during the April examination period.

### ***Late Policy***

In the business world, missing a deadline (due date) could mean losing a client or losing your job. Thus, it is important to take individual responsibility for ensuring that all assignments arrive on time. Please aim to submit assignments with enough 'buffer' time in case of potential technological malfunctions, last minute emergencies, and other inevitable facts of life. I will confirm via e-mail when your assignment is received.

If you believe outstanding circumstances prevent you from completing a course requirement by the due date, please make arrangements with me at least two weeks prior to the deadline. Otherwise, a grade point will be deducted every 24 hours (e.g., from A to A-, A- to B+, etc.) from overdue assignments, including on weekends.

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## **Expectations**

### ***Conduct in class***

You are expected to conduct yourself in class as you would in a professional work environment. This means:

- Show up regularly and punctually to each class. If possible, please notify me in advance if you will be absent, late, or leaving early.
- Complete the necessary readings prior to each session to stimulate class discussion.
- Phones should be on silent and your computer sound should be turned down; laptops in class are fine, but please do not let them interfere with your active participation or the participation of your peers.
- Respect the comments and discussion of your peers, and please do not be afraid to speak up and ask questions when you have them.

*What you can expect of me*

I will:

- Do my best to exemplify the positive leadership we will learn about in class.
  - Create an open and safe environment for us to share our thoughts and ideas.
  - Ensure the material is current, relevant, and clear.
  - Provide you with prompt and thorough feedback.
    - Please do not hesitate to meet with me to discuss class material, assignments, or other topics.
- 

## **Academic Integrity**

Retrieved from: [https://smith.queensu.ca/about/academic\\_integrity/index.php](https://smith.queensu.ca/about/academic_integrity/index.php)

“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 Smith 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.”

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, unauthorized collaboration, forgery, and falsification. More information regarding these forms of departure as well as sanctions for committing departures from academic integrity can be found at the website mentioned above.

## **Accommodation**

If you require any accommodation for class or assignments, please see me or send me an e-mail so that we can make appropriate arrangements.

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 Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

**Weekly Schedule** (Please note this is the 2015/16 schedule)

Date	Session	Topic	Class Preparation and Due Dates
January 6 <sup>th</sup>	1	Introduction	○ Prep guide (see 'Content' on D2L)
January 8 <sup>th</sup>	2	Organizational Behavior	○ Prep guide
<b>Part 1: Micro OB (Individual level)</b>			
January 13 <sup>th</sup>	3	Personality	○ Prep guide
January 15 <sup>th</sup>	4	Learning	○ Prep guide
January 20 <sup>th</sup>	5	Perception & Attribution	○ Prep guide
January 22 <sup>nd</sup>	6	Impression Management	○ Prep guide
January 27 <sup>th</sup>	7	Motivation I	○ Prep guide ○ Group project instructions
January 29 <sup>th</sup>	8	Motivation II	○ Prep guide
February 3 <sup>rd</sup>	9	Power & Influence	○ Prep guide
February 5 <sup>th</sup>	10	Midterm Review	○ [No assigned readings]
February 9 <sup>th</sup>	<b>MIDTERM EXAM</b>		
<b>Part 2: Meso OB (Group level)</b>			
February 24 <sup>th</sup>	11	Groups & Teamwork I	○ [No assigned readings] ○ Teamwork simulation
February 26 <sup>th</sup>	12	Groups & Teamwork II	○ Prep guide
March 2 <sup>nd</sup>	13	Leadership	○ Prep guide
March 4 <sup>th</sup>	14	Communication	○ Prep guide
March 9 <sup>th</sup>	15	Decision Making	○ Prep guide
March 11 <sup>th</sup>	16	Conflict & Negotiation	○ Prep guide ○ Conflict & negotiation simulation
<b>Part 3: Macro OB (Organization level)</b>			
March 16 <sup>th</sup>	17	Culture	○ Prep guide ○ Guest lecture
March 18 <sup>th</sup>	18	Organizational Change	○ Prep guide
<b>Application and Conclusion</b>			
March 23 <sup>rd</sup>	19	Presentations [no class] – attend respective signup time	○ Presentation slides due March 22 <sup>nd</sup> by 11:59 p.m. EST ○ Written report due March 23 <sup>rd</sup> by 11:59 p.m. EST
March 30 <sup>th</sup>	20	Organizational Behavior in Sport	○ [No assigned readings] ○ Guest lecture ○ Peer evaluation due March 30 <sup>th</sup> by 11:59 p.m. EST
April 1 <sup>st</sup>	21	Review & Conclusion	○ Prep guide
April TBD	<b>FINAL EXAM</b>		

# COMM 162: MANAGERIAL STATISTICS

Classes held in **Goodes 118** (see course website for contact information and office hours).

## OVERVIEW

Statistics is about getting information from data, making decisions on the basis of that information, and communicating both information and decisions to others. An understanding of statistics is fundamental to performing many business functions such as marketing, operations, finance, etc.; moreover, statistics forms an important foundation to enable you to learn about these and other fields. This course is designed with both these characteristics in mind and will focus on developing your knowledge of the principles of statistics (theory) and their application (practice). Because this is a business statistics course, our coverage of theory will be designed to facilitate your use of the appropriate statistical methods and further study of business topics. We will not delve into the mathematical foundations of statistics or probability.

From an application perspective, the practice of statistics is fundamentally computer-based. The data sets and calculations involved in modern statistical applications can be best handled by computers. To ensure that you develop the appropriate skills, we will be integrating computer-based analyses as much as possible in this course. There are many statistical packages available for research and business applications; however, we will focus on 'standard' Microsoft Excel. As a statistical package, Excel has some limitations; however, it offers a collection of statistical tools that are appropriate for business analysis and decision making. Moreover, while other tools may be more powerful, Excel has the advantage that it is available in most workplaces. Beyond that, increasing your sophistication with Excel will improve your marketability as many of you will be conducting Excel-based analyses early in your professional careers.

## COURSE MATERIALS

### Text Book

Business Statistics for Contemporary Decision Making, 2<sup>nd</sup> Canadian Edition by Black et al. (Note: same text as last year).

### Course Website

The website will contain lectures (PowerPoint slides) and other materials to support your learning.

### Computer Use

We will be using laptop computers for in-class activities, homework, working sessions, quizzes, and the mid-term and final exams. It is your responsibility to ensure that you have access to a laptop computer capable of doing all of the statistical analyses required in-class, for quizzes, and the mid-term and final exams.

Quizzes and the mid-term exam will be held on-line during class. It is your responsibility to ensure your computer is in good working order; in particular, that it is sufficiently charged and your wireless is working well so that you will be able to write the tests.

For Excel help, most text chapters end with “Using the Computer”. Some online Excel training is available through <http://office.microsoft.com/en-ca/support/>, and we will provide some in class.

Cell phones and other communication devices must be shut off during class. In addition, unless we specifically ask you to use your computers for an activity during class, we will adopt a ‘screens down’ policy. This helps to prevent distractions.

### **Special Note to Mac Users**

The 2016 Mac version of Office365 can now perform the analysis we need for this course. In particular, it is now possible to use the “Data Analysis Toolpak” in Excel on a Mac. **Mac users must install Office365 and use Excel 2016.** It is free to all students. No support will be provided for other programs that have been used in the past in place of the Data Analysis Toolpak. It is your responsibility to ensure that your computer is able to do all of the statistical analyses required for the in-class quizzes and exercises, and that you are able to conduct these analyses on your computer for the tests and final exam.

### **Getting Extra Help**

The TAs will hold optional Working Sessions (a special type of tutorial) most Wednesday and Thursday evenings from January 6/7 until March 30/31. On Wednesdays (starting January 6) the sessions are held in Goodes 305 from 6:00-8:00pm, and on Thursdays (starting January 7) they are held in Goodes 120 from 6:00-8:00pm. **There are no working sessions on February 10/11 and February 17/18.**

Teaching Assistants will hold office hours most Mondays and Tuesdays in Goodes Meeting Room 206 (6-8pm) starting Jan 4/5. See the course website for the schedule. **There are no TA hours on February 8/9 and February 15/16.**

In addition to our faculty office hours (posted on the course website), the best way to reach us is by email, which we will generally answer within 24 hours.

## **EVALUATION**

### **Quizzes**

There will be five individual in-class quizzes throughout the semester. These quizzes will be based on homework and other practice material that will be assigned by the professors. For these quizzes, you will be using Excel on your laptop. We will take the average of your top-four grades on these quizzes to collectively account for **25% of your final grade.** You must attend your regularly scheduled section for your quizzes. No makeup quizzes will be allowed (unless you provide a physician’s note indicating you were unable to write the test on the day and at the time it was scheduled). *If you have an accommodation allowing you extra time for tests, etc, please inform your professor in the first week of classes so we can arrange for you to write the tests at different times and in a different location.*

### **Practice Tests**

To help you prepare for the in-class quizzes, we will create five practice quizzes for you to take before you take the real quiz in class. You may repeat the practice quizzes as many times as you like.

Similarly, there will be practice mid-term and practice final exams that you can take as many times as you want. The practice tests do not count towards your final course grade.

### **Homework**

We will assign optional questions for drop-in Working Sessions (tutorials) held two evenings/week. There are no grades associated with these questions. We encourage you to attempt the questions by yourself and then collaborate with others to ensure that you have a solid understanding of the material.

### **The Midterm Exam**

There will be a midterm exam worth **25% of your final grade**. It will take place in your first regularly scheduled class during the mid-term exam week. Section 1 writes on Monday February 8; Sections 2 and 5 write on Tuesday February 9. **Make sure your computer is in excellent working condition – the midterm is an on-line test.**

### **The Final Exam**

The final exam will be worth **50% of your final grade**, and will cover the entire semester's material. You are responsible for ensuring that your computer is able to do analyses similar to those for quizzes, homework, and in-class exercises. Additional details will be provided closer to the date.

**For all your tests and exams, you may use your textbooks and notes. On your laptops you may only have Excel and the web browser with the test open. No other programs can be running (so if you want to refer to class material, you need to print it out).**

### **Grading Policies**

1. *Quizzes and Midterms*: Grades will be released immediately upon completion. We will not be releasing the questions. Any concerns about the quizzes and midterm marks must be brought to the instructor's attention in a **written memo**. The written request must be submitted to the **Professor within five (5) working days of the quiz or midterm**. The memo should clearly state all concerns, your name, ID, and section number. After day 5, the received grade is final.
2. *Final Exams*: Final exam questions will not be released to students. Once the course marks are officially released, if there is a significant discrepancy between your perceived performance in the course and the final mark, you can contact us about the mark breakdown. After that, you can schedule an appointment to review the marking of the final exam. If, following the appointment, you disagree with your mark, you can request a rereading of your examination paper as described in section 16 of Academic Calendar. As a result of rereading, your course mark may change in either direction.

### **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. Examples of these behaviours include:

- copying from another student or knowingly allowing one's work to be copied by someone else
- possessing or using unauthorized study materials or aids during a test
- **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 on a subsequent day, or giving a copy of a test or exam to a student writing the same test or exam later in the day or on a subsequent day**
- forgery or falsification.

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\\_us/academic\\_integrity/index.php](http://business.queensu.ca/about_us/academic_integrity/index.php). 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 withdraw from the University for a period of time. As instructors, we have the responsibility to investigate any suspected breaches of academic integrity. If we determine that a departure has occurred, we are required to report it to the Dean's office, where a record of the departure will be recorded in the student's file.

## 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 Queen's Student Wellness Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **COURSE TOPICS – DRAFT SCHEDULE\*** **(Please note this is the 2015/16 schedule)**

Week	Class	Topic	Chapters for reading	Quizzes
1. Jan 4-8	1	Introduction, key concepts, Excel introduction	Ch 1	
	2	Describing data I	Ch 2 (skip stem & leaf plots)	
2. Jan 11-15	3	Describing data II	Ch 3 (skip z-scores in 3.2, all of Section 3.3 & box and whisker plots in 3.4)	
	4	Data Collection	Ch 7.1	
3. Jan 18-22	5	Discrete distributions I	Ch 5 (except 5.5)	<b>Quiz 1 (Describing data, data collection)</b>
	6	Discrete distributions II/ Continuous distributions I	Ch 5 (except 5.5)/ Ch 6 (except 6.4)	
4. Jan 25-29	7	Continuous distributions II		
	8	Sampling distributions	Ch 7.2, 7.3	
5. Feb 1-5	9	Confidence intervals	Ch 8	<b>Quiz 2 (Discrete &amp; Continuous distrib.'s.)</b>
	10	Review for Midterm		
6. Feb 8-12	--	<b>Midterm Week:</b> no classes		<b>Midterm: First regularly scheduled class session of the week</b>
Feb 15-19	--	<b>Reading Week:</b> no classes		
7. Feb 22-26	11	Hypothesis testing I	Ch 9.1, 9.2, 9.3	
	12	Type I and Type II Errors	Ch 9.4, 9.6	
8. Feb 29-	13	Hypothesis testing II		

Mar 4	14	Testing with two populations I	Ch 10	<b>Quiz 3 (Testing with one population)</b>
9. Mar 7-11	15	Testing with two populations II		
	16	Choosing, conducting and interpreting appropriate tests		
10. Mar 14-18	17	Regression I	Ch 12	<b>Quiz 4 (Testing All)</b>
	18	Regression II		
11. Mar 21-25	19	Regression III	Ch 13	<b>Quiz 5 (Regression)</b>
	20	Regression IV	Ch 14.2, 14.4	
12. Mar 29-Apr 1	21	Review Session		
	22	Facilitated review session		

\*: please see course website for latest schedule and readings.

# Comm 173 – International Business

## INTRODUCTION

I don't think of myself as being old, but a lot has changed in my life. When I was 20, it cost about \$2.40 per minute at peak times to make a phone call from Ontario to Alberta. When I went to the grocery store in small town Ontario, there were only four types of cheese: cheddar, mild cheddar, old cheddar and mozzarella. There were significant tariff barriers between Canada and the US and the World Trade Organization did not exist in anything like its current form. I may exaggerate slightly, but not much: there have been a lot of changes.

One of the most amazing changes that has occurred in that time has been the integration of the global marketplace. This transformation is changing the commercial landscape in ways that are both exciting and threatening. We now face competition on both corporate and individual levels from foreign competitors; we also have access to new growth opportunities on an international scale. While some companies and individuals will lose in this new environment, others will rise to the challenge and enjoy the benefits that the world has to offer.

In this kind of an environment, it has become critical for those with an interest in business to develop an understanding of international business. Whether it is to influence your own career, to be commercially successful in a business venture or to achieve philanthropic goals, it is very likely that your future will be affected both directly and indirectly by international business.

At this point it might be reasonable to ask 'So how does one study international business, what makes it different from other aspects of business?' These questions have many different answers depending on who you ask.

We will begin the study of international business as an extension of the study of business as you have already seen it. To this end, we will begin the course with a review of some key ideas, many of which you will have encountered in other contexts. We will then move into content that more specifically focuses on issues of international business.

## **COURSE MATERIALS**

I have used many text books in many classes and in truth I have not been satisfied with any of them. For this class, we will not use a formal text book but rather a collection of notes written by the professors and the TAs along with a collection of supplemental readings that will be posted to the portal or handed out in class. The notes will generally be written just-in-time and be posted on the portal or handed out in class.

Please note that developing notes like this requires a great deal of effort, so recognize that the flip side of course-developed notes is that they will not be professionally edited and are unlikely to be perfect the first time. They should, however, be concise and focus on building up the key ideas that relate to this course.

## **TEAM ACTIVITIES (25%)**

There will be five graded 'in-class' 'team activities' throughout the semester. "Why the italics you ask?" because they will typically, but not necessarily, be in-class and team-based. They are however mandatory and collectively account for 25% of your grade.

Your requirement to attend these – let's call them quizzes – will not be set aside for any of the 'standard' justifications such as conferences, practices, games, minor illness, etc., rather these will be handled by '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 team divided by the number of members in the team. Unless otherwise noted before the start of the quiz, each team member will receive the same quiz grade.

Example 1: Suppose your team has 6 members but only 4 show up for quiz 1 (apparently one of the missing members had a cold; another had a conference.) In this case it turns out to be a team quiz. In spite of your smallness of numbers, you do a great job and score 90% on the quiz. You will have earned a total of 360 points ( $360 = 90 + 90 + 90 + 90 + 0 + 0$ ) for the quiz to be divided by 6 members of the team, so each would get  $60\% = 360 / 6$  on the first quiz.

Example 2: Suppose your team has 6 members and all 6 are present for quiz 2 – which turns out to be a team quiz with individual responses. Your team 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 team  $79.2 = (475 = 80 + 82 + 70 + 75 + 73 + 95) / 6$ .

Sometimes people do not perform well on quizzes and sometimes life events prevent students from showing up. So, we have built in some flexibility for quizzes, based on the idea of the 'hall pass.' Teams are allocated three hall passes for the semester. Each hall pass can be used to remove the impact of any one member's performance on a quiz.<sup>1</sup> So if a single hall pass were used in example 1, the grade would have been  $72\% = (360 = 90 + 90 + 90 + 90 + 0) / 5$ ; if two hall passes were used, the grades would have been  $90 = (360 = 90 + 90 + 90 + 90) / 4$ . There would be no advantage in using a 3<sup>rd</sup> hall pass.

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<sup>1</sup> You do not actually have to do this. We will implement this for you in such a way as to maximize the benefit.

In example 2, if one hall pass were 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  $83 = (332 = 80 + 82 + 75 + 95) / 4$ .

As you can see, hall passes are like a generalization of getting to drop the lowest quiz grade. I recommend that your team discuss how you want to use them, but recognize that any team member's choices can impact the hall passes. My VERY STRONG advice is that you save them for minor illness, but the choice is yours.

Note: Attendance for a quiz means that the student is present at the start of the quiz and remains until the quiz is handed in.

### **TEAM PROJECT (25%)**

Details will be provided in class.

### **FINAL EXAM (50%)**

There will a final exam in this course worth 50% of your grade.

### **PROFESSIONALISM (Special)**

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 / answering insightful questions that lead to deeper understanding of course material.
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 behaviors that are distracting to others (including the professor), frequently missing classes, misrepresenting yourself or a situation, etc.
2. Using distractive technologies (laptops, phones, etc.) without explicit permission.

3. Showing disregard for the time of others by asking questions that have already been addressed in class or are available in published forums e.g. ‘when is the final exam?’
4. Failing to support your team on quizzes and other activities as evidenced by their peer evaluation feedback.
5. Any departure from academic integrity will result in a grade of -5% for professionalism, in addition to any other appropriate penalties.

In my experience, few students will have their grades changed due to professionalism.

Note: Some members do not contribute to their teams. This reflects a serious lack of professionalism and will be treated as such. Should this occur in your team, you are encouraged to raise concerns to me early so that corrective action can be taken early in the semester. Beyond this, teams will be provided with an opportunity to provide peer feedback which may impact your professionalism grade.

## **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.

[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)

I would like to highlight two points pertaining to academic integrity:

- The content of quizzes in each class is confidential. You may not share information regarding the quiz questions or your answers with students who have not written the quiz.
- Any team-based activities are meant to be done within and by members of the team only unless I specifically indicate otherwise. You are not allowed to share or discuss these activities outside of your team.

### **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 in question.

To appeal, you must submit a typed note explaining 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 one typed page and should state your argument as succinctly as possible.

Appeals are to be placed in the Comm 173 drop box in the commerce office. I will not accept appeals until 1 WEEK AFTER the deliverable was available to be 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 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.

### **MISSING CLASSES**

While I encourage all students to attend every class to obtain the maximum benefit from this course, class attendance is not mandatory nor is it graded. 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. If you do miss a class, it is your responsibility to get caught up. Here you should draw on your team, in particular, do not expect to monopolize my or the TA time to have them review the material to you.

### **RESEARCH POOL**

Comm 173 does not participate in the research pool.



## COMM 181: Introduction to Human Resource Management

### Course Information

**Course Description** 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.

**Objectives** 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.

### Resources

**Textbook** Schwind, Das, Wagar, Fassina, & Bulmash (2013). *Canadian Human Resource Management: A Strategic Approach (10 eds.)*, McGraw Hill Ryerson: Canada  
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 are testable.

**Connect Access** <http://connect.mheducation.com/class/a-wallace-fall-2015-demo-course>

**D2L portal** <https://qsblearning.ca/>

## Course Requirements

<b>Overview</b>	Participation and Professionalism	10%
	Reflective Learning Brief	10%
	Mid-term Examination	20%
	Group Assignment	30%
	Final Examination	30%

A brief overview of each component is included at the end of the course outline. Specific instructions and evaluation details for each assignment will be discussed in class and posted to the course website.

**Late Penalties** 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: aprilwallace@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 (e.g., 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 any accommodation required as soon as possible.

## Expectations – I Expect of You:

**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 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 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 Assignment**

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

**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.

**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.



**Personal Technology** 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 times (e.g., during guest speaker presentations) when I will require your laptops to be closed. You should not use your mobile device during class.

**Name Cards** I want to learn your names and for each of us to know to whom we are speaking. It is your responsibility to post your name card each and every class. If you do not post a name card, I cannot record your participation.

### Expectations – You May Expect of Me:

**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 may 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. Further, class slides are not lecture notes on PowerPoint. They are meant to guide discussion, not summarize the material for you. If you are away please ask a classmate for the in-class notes. It is your responsibility to catch up if you are absent.

**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. 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 weekends.

**Grades** I will return your work as soon as possible. If you wish to discuss your assignment you may contact me to set up a time the day after your assignment is returned. I will not respond to e-mails sent the day the assignment is returned. Grades are not negotiable, but I will gladly discuss how you can improve for future assignments.

## Class Outline – Introduction to Human Resource Management

**(Please note this is the 2015/16 schedule)**

### Class One

#### **Introduction to COMM 181**

*Introduction to the class and the broad topic of HRM*

- No reading assigned; review course outline, establish working groups, case analysis
- Distribute and review Assignment #1 and the grading rubric
- Introduction to using Connect

### Class Two:

#### **Strategic Human Resource Management and Job Analysis/Design**

*How can HR be strategic in an organization?*

- Chapter 1 & 2
- Assessment of Job Descriptions
- Case Study – Bookmarks Inc.

### Class Three:

#### **HR Planning & Legal Requirements in the Workplace**

*The importance of job design and strategic HR planning. Can data impact our ability to improve HR Planning? What are employers legally allowed to do in Canada? Chapter 3 & 4*

- Chapter 3 & 4
- Workplace legislation
- **Assignment #1 Due at 5pm via Dropbox; please bring hard copy to class**

### Class Four:

#### **Recruitment and Selection**

*How can we recruit and select the best employees? What are the consequences to poor employee selection?*

- Chapter 5 & 6
- Distribute and Review Assignment #2 (Group Assignment) and grading rubric

### Class Five:

#### **Orientation, Training, Development and Performance Management**

*How can we create, grow and maintain strong employees in the organization? Should we be fearful of employees taking their new skills to another organization?*

- Chapter 7 & 8
- Return Assignment #1
- Mid-Term Exam Review

### Class Six:

#### **MID-TERM EXAM**

COMM 181 class 6 is cancelled for mid-term week. The COMM 181 mid-term exam will be scheduled by the Commerce Office.

### **Class Seven:**

#### **Compensation Management**

*What is total compensation? How do we use compensation to attract and retain employees? Is money everything?*

- Chapter 9
  - Canada Post Case (QSB Living Case Library)
- 

### **Class Eight:**

#### **Managing Employee Relations, Unions, and Collective Bargaining**

*Examining unionized organizations vs. non-union organizations? Understanding HRM within the context of a unionized environment.*

- Chapter 11 & 13
  - CBC Termination case
- 

### **Class Nine:**

#### **Labour Relations, Grievances and Arbitration**

*What are the core functions of labour relations in the workplace?*

- **Guest Lecture- Katherine Root, Labour Relations Specialist, Algonquin College**
  - TA Termination Case and Mock Grievance meeting
- 

### **Class Ten:**

*No formal lecture scheduled due to presentations*

- **Group Assignment: Recommendations to senior management (see schedule for time)**
  - **Group Assignment (Written) Due at 5pm via Dropbox; please bring hardcopy to class.**
- 

### **Class Eleven:**

#### **Employee Benefits and Services**

*How do we use benefits as a strategic advantage?*

- **Guest Lecture- Julie Einarson, VP Culture and Communications at Benefits by Design, Inc. (BBD)**
  - Chapter 10
- 

### **Class Twelve:**

#### **Privacy and Social Media, Health and Safety, and Mental Health Awareness**

*What can employees expect, and what are employers' obligations, around privacy at work?*

- Facebook at the Wheel Group (Connect)

*Implementing health and safety in the workplace?*

- Chapter 12

#### **Course Wrap-Up & Exam Review**

*Do you want to further your education and pursue a career in HR? What was this course all about?*

- Final Exam Review
- Course summary

## Deliverables:

### Reflective Learning Brief – 10%

Individual assignment An individual assignment will be distributed in Class 1. Students will be required to submit a critical reflection on their evaluation of one of three topics provided. The brief is expected to be about four to six pages long (double-spaced).

**Due: Class #3 (please bring a hard copy to class & e-copy to be uploaded to D2L by 5:00pm)**

### Mid-Term Examination – 20%

Individual test A mid-term exam consisting of multiple choice, short answers and case scenarios will be written during mid-term exam week. Students will be tested on their understanding of concepts covered in classes one through five, inclusive. The mid-term exam will be two hours.

**Held: During mid-term exam week and scheduled by the Commerce Office**

### Group Assignment – 30% (written 20%; verbal 10%)

Group Assignment This group assignment will be distributed in Class 4 will give students the opportunity of to act as an HR manager faced with problems within an organization. As a group, you will make HR specific recommendations regarding an organization, while keeping compliance with the collective agreement and budget constraints. Each group will be required to be prepared to verbally answer questions from senior management in a board meeting about their recommendations and what they learned from working through the case. No formal presentation preparation is required (e.g., Powerpoint).

**Due: Class #10 (please bring a hard copy to class & e-copy to be uploaded to D2L by 5:00pm)**

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

Individual contribution 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. Attending means being in class with your namecard posted for the entire class. If you attend, but I do not know who you are, you will not earn participation and professionalism marks.
2. Verbal contribution: answering questions, offering feedback, criticism, insights and sharing experiences during class. Since we have about 80 students in each section, not everyone will be able to participate orally in every class – I will be looking for quality contributions in a number of classes, and improvement over the course of the term. I define quality as contributions that advance the class discussion and demonstrate consideration of the assigned reading for the class.
3. Professionalism: being punctual, engaged in class, and respectful of the learning environment.
4. Written Submission: some classes will also have a written participation component. Students will submit their class reflection through Connect. This will allow everyone to contribute to the class in the event you do not get to verbally participate.

### Final Examination – 30%

Individual test The final exam will consist of multiple choice, short answers and a case analysis. Multiple Choice and short answers require students to demonstrate understanding of concepts and not memorization of the text. The case will require students to analyze an HR problem and make recommendations as to how to proceed. The final exam will be three hours.

**Held: During exam period; scheduled by the Exams Office**

**COMM 200– Business Fundamentals**  
**Course Outline – Winter 2016**  
**Section 004 - Online**

**Course Websites**

All course material will be available online beginning the first day of class. Updates and other materials may be added as the term progresses. Students are encouraged to access the website via the course portal located at <https://qsblearning.ca/>. Students sign on to the website via their NetID and password. Please note that COMM 200/600 **cannot** be found on Moodle.

**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 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.

**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 news websites on a daily basis such as Report on Business, Bloomberg, etc. COMM 200/600 has been designed to provide you with flexibility to learn in the style that works best for you. The course will use a combination of weekly readings and videos to assist you in learning the content of this course. In addition, the ‘online meeting room’ will give us the opportunity to

meet regularly to ask questions. If you are unable to attend these sessions, we will record and post the content to ensure that you never miss out on the shared learning.

## **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 ([www.capsim.com](http://www.capsim.com)).

Given the nature of the course set-up and the extensive involvement of the Capsim Foundation Simulation, students are expected to arrange their personal obligations around COMM 200/600.

Special Note: Working in teams will be **mandatory** during this course and will require you to either meet in person with your team or find tools such as Google Hangout or Skype to communicate for team meetings.

## **Team Focused and Individual Learning Support**

Additional course assistance will also be offered to students throughout the semester. Teaching Assistant (TA) led workshops will focus on the Capsim Foundation simulation. The workshops are designed to enhance student understanding of the key success metrics associated with these simulation-based course requirements.

## **Required Text & Support Material**

The textbook is used as a primary resource for this course. Textbook readings are required and are included in the framework for developing examination questions. Not all readings will necessarily be covered in class.

1. Textbook - Business: Strategy, Development, Application, 2<sup>nd</sup> Edition – Pre-Publication, Gary J Bissonette, McGraw-Hill Ryerson Custom Publishing  
ISBN13: 978-1-25-964967-7
2. Simulation Access Code - Capsim Foundation
  - Purchased directly through [www.capsim.com](http://www.capsim.com)
  - Before attempting to purchase, please see the specific registration instructions provided in the Capsim Getting Started document found on the course website

**\*\* Please note that for the Winter 2016 term, we are using a new textbook. The 1<sup>st</sup> edition is no longer valid.**

The Capsim Foundation Access Code provides access to the management simulation and is required for all participating students. Each student **must purchase** an access code as this is required for individual access to the simulation. Content within the simulation will be used for examination purposes. Access codes may only be used by 1 student, therefore each student must purchase their own code. If students decide to withdraw from the course, access codes may be used for future courses where the Capsim Foundation simulation is used.

## Marking Scheme

Capsim Foundation	
• Capsim Registration & Getting Started Assignment (5%)	25%
• Capsim Foundation Game Ending Position (Team) (10%)	
• Capsim Foundation Team Presentation (Team) (10%)	
Financial Statements Assignment	10%
Business Case Study (Team)	10%
Investment Portfolio Report	10%
Midterm Exam	15%
Final Exam (you must write the final exam to pass the course)	30%
<b>Total</b>	<b>100%</b>

### 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.

### **Assignment Due Dates**

Assignment due dates will be published on the course calendar found on the course website. Assignment due dates are subject to change, however advanced notice will be given in class. Assignment due dates are set in advance and no extensions will be provided. Students will receive an automatic grade of zero for assignments not received by the due date.

### **Makeup Exams**

Make up exams are given only for excused absences **known in advance**. 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 (medical note required)
- Death of a member of the student’s immediate family
- Major religious holidays

In each foreseen case, written verification will be required **at least one week prior** 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 possible.

## 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 Smith 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 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.

### **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/>

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**Comm 212 Section 2**  
**Introduction to Management Accounting Smith**  
**School of Business - Queen's University**  
**Winter 2016**

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**Course overview:**

Whereas financial accounting focuses on information that is reported by an organization to users *external* to the organization (e.g., shareholders, creditors, analysts, etc.), this course focuses on information that is gathered and analyzed by and for managers and other decision-makers *within* the organization. There are no rules governing information that must be gathered and analyzed; the techniques studied in this class are used *only* because they help organizations achieve competitive advantage.

This course is designed to emphasize in particular *cost management*, which recognizes that costs *don't just happen*; rather, they are the result of management choices, and should be managed in a way that will help to achieve the organization's goals. Accordingly, this course is highly relevant to all of you who aspire to careers in management or management consulting – whether or not you intend to pursue accounting or related financial management roles.

**Course text:**

*Managerial accounting (Canadian edition, 2011)*. Balakrishnan, R., Sivarmakrishnan, K, Sprinkle, G., Carty, L., and Ferraro, M. Wiley.

**Use of computers in class:**

This is not a “Screens Down” class, meaning that you will be able to use your computers during class to take notes. However, you are not supposed to surf for everything and anything but course materials. If there is too much distraction during class, the policy could be suspended...

**Course web page:**

The web page for this course contains the course outline and details of the course schedule. It will also be used as needed for posting lecture slides, solutions to problems, and announcements concerning the course schedule, the assignments, or any other aspect of the course. *Therefore, I recommend that you check the course web page on a regular basis.*

### **Course tutorials:**

Tutorial sessions will be offered throughout the term, and will focus on the material covered in the *prior week's* classes. A schedule of tutorial dates and times will be announced in class and posted on the course website.

### **Course objectives and pedagogy:**

The main objective for this course is to provide students with a sound understanding of basic cost management principles and techniques, so that these students can function as effective members of management teams. The material will also provide students with a foundation on which to build more advanced management accounting skills, while emphasizing the cost *management* objective of managing costs to meet strategic goals. By the end of the course, you should be able to:

- Understand the flow of costs throughout an organization;
- Understand the drivers of various cost elements within an organization;
- Understand how to analyze and control costs within an organization;
- Be able to prepare a profit plan for an organization and implement the mechanisms necessary to motivate employees to achieve the targets and evaluate performance.

To achieve these objectives, class meetings will be comprised of two main activities: lecture, and problem solving. Class lectures are employed to clarify and explain important concepts and techniques. Problem solving, during which I will solve problems in real-time on the board or overhead, illustrates how to *apply* the course concepts and techniques to “real” situations. Problem solving in real time enables you to learn how to: analyze a business situation, decide what information is needed, structure the available data to extract the information, and use the information to identify the action(s) that will best assist the organization to achieve its goals. *NB: you are responsible for all of the material in each assigned chapter, without regard to whether or not a particular concept is discussed or illustrated in class.*

### **Course requirements:**

The course requirements and their relative weighting in the final mark are:

Quiz (in class)	15%
Midterm exam	35%
Final exam (comprehensive)	50%

- **Quiz:** Three quizzes will be scheduled in class during week 3, week 5 and week 9 (25 minutes each).
- **Midterm exam:** A two-hour midterm exam will be scheduled on Wednesday 10 February. The exam will cover material through and including week 5.
- **Final exam:** A three-hour final examination will be scheduled by the university exams office during the exam period. The exam will be comprehensive, with an emphasis on the material covered since the midterm. Please do not make any travel arrangements until the final exam schedule is finalized, as conflicts with travel arrangements are not a valid reason to request a change in examination date.

### **How to succeed in this course:**

Some of you will be fortunate enough to find this course easy. The concepts and techniques do have logic to them; if you happen to find this logic intuitive, you will also find it relatively easy to succeed in this course. Most of you, however, will need to exert effort in order to meet your goals for this course. The following are the most effective uses of your effort:

1. Read the assigned text material *before* I lecture over it. As you read, test your understanding by attempting the questions labeled “Self–Study Problem” and “Review Questions”.
2. Attempt the problems for class *before* I solve them in class. By doing so, you are testing your ability to apply the text concepts and techniques in novel decision contexts – a skill that is absolutely crucial to success on the examinations. If you do not attempt the problems before I solve them, the logic of the solution will mislead you into believing that *of course you would have done the same thing; it only makes sense*. This misconception is responsible for the vast majority of failed examinations in this course.
3. Attend the weekly tutorial sessions. These will reinforce your understanding of the course material, and provide you with the opportunity to clear up any remaining questions about the prior week’s topics.

### **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.

Examinations: Both the midterm and the final exams are strictly individual efforts. Collaboration or the use of unauthorized exam materials or aids is strictly prohibited.

**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). If you are uncertain as to how this policy applies to the requirements of this class, ask me. It is your responsibility to ensure that your actions do not depart from the standards of academic integrity.

## **TENTATIVE ASSIGNMENT SCHEDULE**

**(Please note this is the 2015/16 schedule)**

(Changes, if any, will be announced in class and on course website.)

<b>Week/Dates</b>	<b>Topic</b>
<b>1     Jan 6</b>	<b>Management Accounting for decision making</b> Read: Chapter 1 Prepare: Review questions; Ex: 1.36; 1.38; 1.43; 1.54; 1.62; 1.66.
<b>2     Jan 13</b>	<b>Identifying and estimating costs and benefits</b> Read: Chapter 2 Prepare: Review questions; Ex: 2.32; 2.37; 2.38; 2.40; 2.41; 2.44.
<b>3     Jan 20</b>	<b>Cost flows</b> Read: Chapter 3 Prepare: Review questions; Ex: 3.28; 3.31; 3.32; 3.35; 3.38; 3.39; 3.40; 3.42; 3.45; 3.46; 3.48; 3.51.
<b>4     Jan 27</b>	<b>Cost-Volume-Profit analysis</b> Read: Chapter 5 Prepare: Review questions; Ex: 5.30; 5,32; 5,33; 5,44; 5,45; 5,54; 5.59.
<b>5     Feb 3</b>	<b>Job costing</b> Read: Chapter 14 Prepare: Review questions; Ex: 14.26; 14.28; 14.31; 14.36; 14.39; 14.47; 14.54; 14.56.
<b>6     Feb 10</b>	<b>Mid Term Exam Week</b>
<b>7     Feb 15 – 19</b>	<b>Reading Week</b>
<b>8     Feb 24</b>	<b>Process Costing</b> Read: Chapter 15 Prepare: Review questions; Ex: 15.31; 15.32; 15.33; 15.35; 15.39; 15.52; 15.55.
<b>9     Mar 2</b>	<b>Activity Based Costing</b> Read: Chapter 10 Prepare: Review questions; Ex: 10.31; 10.36; 10.42; 10.43; 10.45; 10.55.

**10 Mar 9**

**Budgeting**

Read: Chapter 7

Prepare: Review questions; Ex: 7.35; 7.36; 7.37; 7.38; 7.40; 7.43;  
7.44; 7.46; 7.53; 7.54; 7.61.

<b>Week/Dates</b>	<b>Topic</b>
<b>11 Mar 16</b>	<b>Budgeting</b> Read: Chapter 8 Prepare: Review questions; Ex: 8.32; 8.33; 8.37; 8.42; 8.43; 8.59; 8.62; 8.66.
<b>12 Mar 23</b>	<b>Performance Evaluations</b> Read: Chapter 12 Prepare: Review questions; Ex: 12.32; 12.35; 12.39; 12.41; 12.43; 12.48; 12.57; 12.59.
<b>13 Mar 28</b>	<b>Exam preparation</b>
<b>Final Examination:</b>	<b>As scheduled during period April XX - XX</b>

**QUEEN'S UNIVERSITY**  
**Smith School of Business**  
**Winter 2016, COMM 221**  
**Introduction to Finance**

This is an introductory course of finance. 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**

Required Textbook

*Corporate Finance, Third Canadian Edition* by J. Berk, P. DeMarzo, and D. Stangeland, Pearson, 2014.

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

## **Evaluation**

Assignments (4) .....	20%
Quizzes (2) .....	10%
Midterm .....	30%
Final Exam (Cumulative) .....	40%

## **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.
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 questions during class.
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 the Midterm) and double-sided (for the 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. illness, backed up 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. There will be no make-up quiz. In special circumstances (e.g. illness, backed up by medical note), the weight of a missed exam may be allocated to the midterm or final (midterm for Quiz 1 and final for Quiz 2).
10. Laptop and other portable devices: These devices are permitted and may even be used in classroom exercises from time-to-time. However, I strongly encourage you to take written notes (for comprehension).

## 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 (Please note this is the 2015/16 schedule)**

Week 1	January 4	Introduction and Course Overview	Course Outline
		Introduction to the Firm and Financial Statements	Ch1, Ch2
Week 2	January 11	Time Value of Money	Ch3, Ch4
Week 3	January 18	Time Value of Money	Ch4
		Interest Rates	Ch5
Week 4	January 25	Valuing Bonds	Ch6
		Valuing Stocks <b>Assignment #1 (due Friday)</b>	Ch7
Week 5	February 1	Risk and Return	Ch10, Ch11
		Risk and Return <b>Quiz #1 (in class)</b>	Ch10, Ch11
Week 6	February 8	<b>MIDTERM (in class)</b> <b>Assignment #2 (due Friday)</b>	

Week 7	February 15	<b>READING WEEK (Class Cancelled)</b>	
Week 8	February 22	Efficient Market Hypothesis	Ch13
		Estimating the Cost of Capital (Opportunity Cost of Capital)	Ch12
Week 9	February 29	Investment Decision Rules and Capital Budgeting  <b>Assignment #3 (due Friday)</b>	Ch8, Ch9
Week 10	March 7	Capital Budgeting (with Leverage)  <b>Quiz #2 (in class)</b>	Ch9, Ch21
Week 11	March 15	Capital Budgeting (with Leverage)	Ch21
		Leasing	Ch22
Week 12	March 21	Options  <b>Assignment #4 (due Friday)</b>	Ch14, Ch15, Ch16
Week 13	March 28	Catch-Up and Review	

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# **Comm 231: Introductory Marketing Course Syllabus**

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## **Required Course Materials**

1. Textbook: Marketing: An Introduction, Gary Armstrong, Philip Kotler, Valerie Trifts, Lilly A. Buchwitz, 5<sup>th</sup> Canadian Edition
2. Other materials and readings provided on the course website or in class

## **Course Objectives**

This course is designed to introduce you to the core concepts of marketing and how they relate to the overall functioning of a firm. This course will provide you with an overview of marketing concepts with attention given to marketing strategy, tactics & in particular applied implementation. By the end of the course, you should:

1. Understand marketing concepts and their application to organizations
2. Be able to apply these concepts to the analysis of marketing problems and develop appropriate marketing strategies
3. Understand the need for a marketing orientation
4. Understand how to successfully design and implement marketing plans and strategies
5. Understand the concept of the marketing mix and its application in traditional and novel environments
6. Be able to critically evaluate case studies and analyze case problems

In order to achieve these objectives, the theoretical basis of key concepts will be discussed. For example, you will not only learn how to segment a market, but more importantly, why you would even want to segment the market in the first place. In addition, you will have ample opportunities to apply these concepts through in-class exercises designed to reinforce your theoretical understanding of concepts and to give you experience applying them to marketing problems. This course, through both presentations and in-class discussions, will also prepare you to appropriately and effectively communicate your thoughts and opinions in a professional manner akin to what you would expect in a business setting.

## Course Evaluation Overview

Item:	Value
Final Exam	35%
Team Project: Marketing Plan Part 1: Analysis of Failure (5%) Part 2: Consumer and Market Profile: (10%) Part 3: Marketing Strategy (15%)  Part 4: Presentation: (5%)	35%
Team Case Presentation	20%
Participation	10%
Total	100%

## Course 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 though, make sure you are above all **PUNCTUAL, attentive, and ready to participate.**

### Things to Remember Each Class:

- Put your name tag up, turn your phone OFF, 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

### 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.
- Assignments are due **PRECISELY** 1830h at the **beginning of class without exception.**  
**Late submittal (>1830h) will incur immediate grading penalties**

## 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. Period.

### 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** in class unless otherwise directed, with the exception of those students who have received special permission from me to use laptops for note taking purposes only. 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.

### **Course Website and Slides**

The website for this course serves as an extremely 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. The slides for all course sessions will be posted to the website at least 24 hours before 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 533-3072.

### **Readings**

**You are expected to have completed the assigned readings prior to coming to class, ESPECIALLY THE FIRST CLASS.** Your ability to both learn and participate in class will be severely inhibited if you have not done the readings.

### **Email**

Having run a digital productivity start-up for 2 years, I know email is a horrendous waste of everyone’s time when trying to be productive. As such I will not take emails as a general rule. If it is a brief inquiry, text me. If it is a longer inquiry, call me. If after those modes of communication have failed to resolve an issue, then with my explicit permission, you can send me an email.

### **Academic Integrity**

Queen’s University takes academic integrity very seriously and our school has a formal document that you should read (please see the Undergraduate Commerce Calendar for the School of Business policy). Academic dishonesty includes not using citations or references for others’ work (i.e., plagiarism), cheating on projects or tests, submitting the same paper for credit in two courses without approval, impersonating someone in an exam, allowing someone else to copy your work, copying information from the internet, signing another student’s name card, and submitting fraudulent documents, among other activities. I have a **ZERO TOLERANCE** policy when it comes to all violations of academic integrity.

## 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.

## Grading Process

Grading will be done by myself and several markers who work with me. I try and get the grading done within 2 weeks after each assignment. However, this can sometimes take a little longer depending on the circumstances. When grading, I look for four broad things: **CONTEXT**, **CONTENT**, **COHERENCE**, and **GRAMMAR**. You will not be able to get a good mark without performing well on all three of these dimensions.

*Context* is the consideration of your review, critique or analysis as it reasonably relates to the natural or reasonably assumed boundaries of the case study or topic presented. For example, I have very little tolerance for IBM global MNE-sized solutions and budgets, when we may be considering a case of a small start-up of 2 people and a dog in Nunavut. By all means be creative, but do so within the boundaries of relevant context.

*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 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.

### **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.

### **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). In such cases, you must provide me with appropriate documentation (e.g., doctor's note).

### **Groups**

I will assign you to groups during the first week of the semester, These groups cannot be changed. You will work with this group throughout the semester on both the case analysis/presentation as well as the term project. At the end of the semester, 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 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. 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 semester to inform me of a problem, there is little I can do to solve it.

### **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 me by **Friday, January 15** at the latest. Early submissions are welcome.

## Course Evaluation Details

### Final Exam (35%)

A closed-book final exam will be scheduled for the exam period. The exam will cover the major terms and concepts covered in the entire course (i.e., the exam is cumulative). This includes both in-class materials as well as all assigned readings. The exam will be three hours. The format of the exam will be discussed in class.

### Group Project – Kick-Start Marketing Plan (35%)

Groups of 5-6 students will be formed at the beginning of the semester. Each group will choose a failed Kickstarter project from either the “Design” or “Technology” sections, then build an entirely new Marketing Plan. Groups should submit their product idea by **1830h Thursday, January 21** for approval. A short, one page (typed) description is required at this date. On Thurs 4<sup>th</sup> Feb each team will deliver a 1-min elevator pitch to the class on their product/project, for familiarisation to all. If it is absolutely necessary to change the product idea after the submission deadline, approval from the instructor is necessary.

There are 4 parts to the Marketing Plan:

#### *Part 1: Failure Analysis of Original Project/Offering*

The Kickstarter project you have picked failed its funding target by >25%. There are potentially multiple reasons for this, but most often it is due to poor development of core Marketing fundamentals we are covering in this course. Your group has to generate a 3-pg initial analysis, using Marketing concepts/frameworks from this course, with your initial hypothesis why. Your group has to hand in this part of the project by **1830h, Thursday, Feb 11**, in class.

It is to be no more than 3 typed, double spaced pages, 12 font size. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

#### *Part 2: Consumer and Market Profile*

Before your group can come up with the marketing strategy, it will need to have a solid knowledge of the target market. For this part of the assignment, the group is required to construct an in-depth understanding of the consumer and the market within which they will sell their product. Your group has to hand in this part of the project by **1830h, Thursday, Feb 28**, in class.

It is to be no more than 5 typed, double spaced pages, 12 font size. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

#### *Part 3: Marketing Strategy*

This part of the marketing plan provides the actual strategy (the 4 P's), including your group's financial calculations and implementation of the product plan. This strategy is specifically

constructed for the target market your group described in the Consumer and Market Profile. Your marketing strategy is to be handed in at the beginning of class on **1830h, Thursday, March 26.**

It is to be no more than 8 typed, double spaced pages, 12 size font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

Note: Submit the original Part I of the Marketing Plan with Part II.

#### *Part 4: Marketing Plan Presentation*

During the last 2 weeks of the semester, each group will give a 17 minute presentation (12 minute presentation, 5 minutes for questions) on both parts of their marketing plan. Presentations should include only the most essential information and should focus on the logic behind the chosen segment and marketing tactics.

*Please refer to appendix 1 at the end of the syllabus for a detailed description of this project.*

#### **Team Start-Up Presentation – Team versus Team (20%)**

Throughout the semester, each team will do **one** presentation analyzing and then creating a marketing strategy for a real early-stage company. One start-up will be assigned to three teams and each team will be required to present their analysis in class and then debate the other teams. In other words, three teams will present their work on the same start-up in the same class, followed by a debate as to why each of their respective solutions is the best solution. *A representative of the company will be present in the class (or VCon).* The order of presentations will be determined randomly. Teams will be randomly assigned to a case. The class schedule outlines when each case will be presented and which teams are responsible for each case.

After the presentations, the class *and the company principal in attendance (or VCon)* will vote for the team they thought provided the best analysis and solution. The winning team will receive 1 bonus point on the assignment. *If the company principal believes any of the presentations or supporting submissions are materially deficient in any understanding their business or markets...you will fail this section of the course.*

In addition to the presentation, each team will hand in a **3 page executive summary** of their case analysis and solution. The write-up should be double spaced, 12 size font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

*Please refer to appendix 2 at the end of the syllabus for a detailed description of this assignment.*

#### **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. As such, it is vital to your learning and success in the class to be engaged and contributing to discussions. 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 better and do better in the 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. I do not expect you to speak in every class. However, I need to know that you are able to make high quality comments for me to give you a good 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 track and assess the contributions made by each student. At the end of the term, you will be awarded between 0 and 5% for your comments. 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.

0 = said nothing that contributed to the class

2 = spoke in class but no real contribution

4 = expressed interest, but only made a minor contribution

6 = a small number of high quality comments (average)

8 = contributed high quality comments more than the average student in the class

10 = consistently contributed high quality comments

Please note that it will be impossible to receive a 10/10 for participation if you have not completed your personal information form or your peer evaluation form.

**Tentative Course Schedule (Please note this is the 2015/16 schedule)**

Week	Session	Date	Concepts Covered	Readings and Assignments
1	1	Thurs, 7 Jan	Course Intro and Marketing Defined	Chpt 1 (Read 5-10) <i>VanHawks Intro</i>
	2		Overview of Projects, and Class Contextualisation Exercise	Groups Assigned <b>Benefit Segmentation: A Decision-Oriented Approach (Online)</b>
2	3	Thurs, 14 Jan	Customer Value and Marketing Planning	Chpt 1 (Read 10-25, 31-33) Chpt 2 (Read 43-68)
	4		Segmentation, Targeting, and Positioning (1)	Chpt 7 (Read 246-258) <b>Hand in Personal Information Form</b> <i>VanHawks S&amp;T</i>
3	5	Thurs, 21 Jan	Segmentation, Targeting, and Positioning (2)	Chpt 7 (Read 258-276) <b>Good Positioning is a Sacrifice (Online)</b> <b>Beer Tries to Change Image (Online)</b> <i>VanHawks P</i>
	6		Branding	Chpt 9 (Read 329-351) <b>Brand Report Card (Online)</b>
4	7	Thurs, 28 Jan	Pricing	Chpt 11 (Read 403-431) <b>Mind Your Pricing Cues (Online)</b>
	8		Market Research	Chpt 5 (157-191) 1H team "Start-up" Interviews <b>Kick-Starter Product Idea Due</b>
5	9	Thurs, 4 Feb	Products and Services	Chpt 8 (Read 288-293, 306-318) Kick-Starter Product Elevator Pitch
	10		New Product Development	Chpt 8 (Read 294-306) <i>VanHawks NPD</i>
6	--	Thurs, 11 Feb	No Class	Mid-term Projects Week
7	--	Thurs, 18 Feb	No Class	Projects Week
8	11	Thurs, 25 Feb	Consumer Behaviour and Decision Making (1)	Chpt 6 (Read 201-219) <b>Start-Up Presentation 1 (Teams 1,8,15)</b>
	12		Consumer Behaviour and Decision Making (2) and Quantitative Analysis	Chpt 6 (Read 219-224) Quantitative Analysis Study Guide (Online) <b>Start-Up Presentation 2 (Teams 2,9,14)</b> <b>Kick- Starter Marketing Plan Part 1 Due in class</b>

9	13	Thurs, 3 Mar	IMC: Direct Marketing, Personal Selling and Sales Promotion	Chpt 12 (Read 447-458) Chpt 13 (Read 489-495, 508-516, 527-549)
	14		IMC: Public Relations	Chpt 12 (Read 475-479) Additional Reading TBD <b><i>Start-Up Presentation 3 (Teams 3,7,13)</i></b>
10	15	Thurs, 10 Mar	IMC: Advertising	Chpt 12 (Read 458-475)
	16		Channels	Chpt 10 (Read 362-391) <b><i>Start-Up Presentation 4 (Teams 4,10,12)</i></b>
11	17	Thurs, 17 Mar	Social Marketing and Corporate Social Responsibility	<b>Do Better at Doing Good (Online)</b> <b>Strategy and Society (Online)</b>
	18		Course-Wrap	<b><i>Start-Up Presentation 5 (Teams 5,6,11)</i></b>
12	19	Thurs, 24 Mar	Marketing Plan Presentations	<b><i>Kickstarter MP Presentations: Teams 3, 7, 13</i></b> <b><i>Kickstarter Marketing Plan Part 2 Due</i></b>
	20		Marketing Plan Presentations	<b><i>Kickstarter MP Presentations: Teams 1, 4, 14, 12</i></b>
13	21	Thurs, 31 Mar	Marketing Plan Presentations	<b><i>Kickstarter MP Presentations: Teams 2, 9, 10, 15</i></b> <b><i>Final day to submit Peer Evaluation Forms</i></b>
	22		Marketing Plan Presentations	<b><i>Kickstarter MP Presentations: Teams 5, 6 ,8, 11</i></b>
--		April 7	Review Session	
--		April 10-26	Final exam	Date TBD

## **Appendix 1: Group Project Description**

## Comm 231: Group Project – Kick Starter Marketing Plan

This project consists of three parts and a topic proposal. Due dates for this project are as follows:

Topic Proposal:	Thurs, January 28, 2016
Part 1 - Failure Analysis of Original Project/Offering	Thurs, Feb 11, 2016
Part 2 - Consumer and Market Profile:	Thurs, Feb 28, 2016
Part 3 – Marketing Strategy:	Thurs, Mar 24, 2016
Part 4 – Presentation:	Thurs, Mar 24, 2016 (Teams 3, 7, 13, 1, 4, 10, 12)
	Thurs, Mar 31, 2016 (Teams 2, 9, 14, 15 5, 6, 8, 11)

### Topic Proposal Due January 21 2016

For this project, you are to choose a failed Kickstarter project of target value >\$50,000, failing its target funding threshold by >25% from either the “Design” or “Technology” sections, You cannot offer a service and your product must be a business-to-consumer product.

Please note that you do not have to know if your new product is technically feasible, just that it has a reasonable chance of being produced (i.e., your product must be realistic, not science fiction).

On Friday, January 15, 2016 you will be assigned to your groups. Each group will then be assigned an industry. Together, the team should choose a product for which you will build your marketing plan. On **Thursday, January 28 2015** each group should submit a brief (1 page, double spaced) description of the product they have chosen for approval. This write-up should include the following: the chosen product and a description of why you choose the product.

### Part 1 – Failure Analysis of Original Project/Offering (5% of final course grade) Due February 11, 2016

The original KickStarter project failed its funding target of >\$50,000 by a significant margin. Hence, the entrepreneurs who started this, and who likely invested a great deal of time, effort, energy, passion and most likely money, received \$0 in return for their efforts.

One of *THE* most valuable lessons for Marketers to learn from is the analysis of failure of other programs or projects. It is all too easy, with a blank slate, to say “we will do X creatively, and it will result in \$Y billion revenues.” It is *far* more instructive to observe and analyse the *failed*

efforts of others, using the basic marketing concepts and frameworks of this course as a guide, to generate a baseline hypothesis of *why*, and then test your assumptions and develop a new plan that has a greater chance of being successful. Your task is to develop an initial hypothesis of what you consider to be the key factors that *may* have contributed to the projects failure.

**Part 2 – The Consumer and Market Profile**  
**(10% of final course grade)**  
**Due February 28, 2016**

The aim here is to identify and develop an in-depth understanding of your consumer and the market within which you will sell your product. You are expected to conduct a thorough industry and customer analysis. Specifically, you should include the following:

Section 1: Brief Product Introduction (approx. 0.5 pages)

Introduce your new product with a very brief description of what you will be offering to the market and what makes your product different (i.e., product differentiation).

Section 2: Market Profile<sup>1</sup> (approx. 1 page)

Present the key findings from your SWOT analysis as well as an analysis of your competitors. Be sure to include all the micro and macro environmental issues that are relevant, with a particular focus on competitors and your identified competitive advantage(s). You should include the details of your SWOT and industry analysis in exhibits and summarize the key findings and implications in the body of the report. In doing your company and industry analysis, make sure you consider the following:

- Consumption rates, size of the market,<sup>2</sup> growth of the market, future growth potential of the market, barriers to entry
- Trends in the market that support why the product will be successful
- Threats in the market that might hinder the product's success
- Direct competitors (manufacturers and their brands)
- Specific market shares of direct competitors
- Presence of indirect competitors

Section 3: Segmentation and Targeting (approx. 1 page)

Describe your customer segmentation and targeting. In developing your segmentation strategy, be sure to discuss all possible and plausible segments (details, such as a segmentation grid, can be included as an exhibit) and present a compelling argument for why you have selected your chosen target market. I expect to see extensive and accurate applications of marketing segmentation and consumer behaviour characteristics. Be sure to use proper terminology and justify your chosen target market.

Section 4: Customer Profile (approx. 1.5 pages)

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<sup>1</sup> Secondary data sources are available in the library to help you obtain relevant information for this section. Please refer to the library training notes posted online, or contact a librarian for additional support.

<sup>2</sup> You may use step-down analysis to help you with your calculations. Please refer to the quantitative analysis notes for examples and details of the step-down approach.

Present a detailed description of your chosen market making sure you answer the question of why your target market needs the product and what your customers are like (i.e., build a profile of the customers in your target market taking into account any relevant aspects of their consumption behaviour).

#### Section 5: Positioning (approx. 0.5 pages)

Present the positioning for your product, making sure to include a positioning statement as well as a positioning map (this could be included in the exhibits). Be sure that your positioning takes into consideration the findings from your industry analysis (i.e., make sure you consider all the competitors you identified earlier in the report) and your customer analysis (i.e., you should position the product based on criteria relevant and important to your target market).

#### Section 6: Conclusions (approx. 0.5 pages)

Compare your deeper structured analysis here against your initial hypothesis of failure and try to draw some strategic and tactical conclusions of points of differentiation or parity.

Part I should be no more than 5 typed, double spaced pages, 12 font size. Margins on all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

### **Part 3 – Marketing Strategy (15% of final course grade) Due March 24, 2016**

In this section, you will build the actual marketing plan for the product. This part of the marketing plan provides the actual strategy (the 4P's), including your group's financial calculations and implementation of the product plan. This strategy is specifically constructed for the target market your group describes in the Consumer and Market Profile. Remember that the appendix is a great place to insert supporting material. For example, many papers will include an image of the product (dimension/packaging), advertisements, numerical calculations, detailed implementation timeline etc. in the appendix.

#### Section 1: Introduction and Objectives (approx. 0.5 pages)

Develop a set of objectives for your marketing plan.

#### Section 2: Marketing Plan (i.e., Marketing Mix) (approx. 5.5 pages)

Using your objectives as a guide, develop a marketing plan that takes into account all 4Ps. Specifically, you should provide the following:

##### *Product:*

- In-depth product description (e.g., core benefit and other product levels, size, colors, warranties, customer service, packaging etc.)
- Branding strategy (name, logo)
- PLC status/issues

##### *Pricing:*

- Price (final price for consumer, price of sale to intermediary (if any))
- Pricing strategy (cost-based, penetration, skimming etc)

- Pricing adjustments (e.g., Sales promotions)
- Product margins

*Distribution:*

- Distribution strategy
- Potential channel conflicts (if appropriate)
- Where the product is available/number of outlets
- How the product is presented/displayed in the outlet

*Promotion:*

- Communication objectives and key message of communication
- Use of, and examples of, an appropriate promotional mix for your product. Be thorough and make sure you consider the viability of all elements of the promotion mix. For example, for advertising, remember to include the creative idea and support for this idea, idea, as well as media selection (e.g., Saturday Globe and Mail, business section; TV commercial during Top Chef).

Section 3: Financial Analysis (approx. 1 page)

Present a financial analysis that calculates the proposed return on investment from your marketing plan. Here, you should estimate the costs of your marketing investment as well as the outcomes of your plan (note: the key outcomes you discuss here should be directly related to your objectives). Particularly, you will need to calculate 1) Contribution income, 2) Break-even dollars/units/market share, 3) Projected sales in dollars and units, profit (or losses) for year 1, and (4) Marketing ROI. Be sure to include the details of all your calculations in the Exhibit and discuss only the key findings in the text. If your product is not going to be profitable in the 1<sup>st</sup> year, please include sales forecasts into the next year(s) to show when your product will be profitable. Note: you are not expected to develop promotional plans for multiple years.

For this section, please make assumptions as needed. Specifically, when trying to determine fixed and variable costs, it is unlikely that you will be able to come up with accurate numbers. Thus, I expect you to extrapolate from other info you might find and/or make assumptions. In either case, you must tell me how you arrived at that number so I can understand and follow your logic. Also, you are not required to price out each and every aspect of fixed and variable costs (you can do this if you want to) – a total figure (based on reasonable extrapolations and assumptions) is fine. I do expect you to be specific and accurate with the costs for your marketing plan.

Section 4: Implementation (approx. 1 page)

Discuss your implementation strategy. This should include a specific and detailed sequence and timeline of key marketing plan steps. For example: When does your company develop its product? Secure distribution? Launch its product? Run its various advertisements? Introduce a sales promotion? Expand to the new market? Consider all of the important steps in your plan. You may find it efficient to summarize the implementation timeline with a Gantt Chart in the Exhibit.

Part 2 should be no longer than 8 typed, double spaced pages, 12 size font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

Note: Submit Part 1 of the marketing plan with Part 2.

For more information about marketing plans, please refer to pg. 64 of the course textbook.

**Part 4 – Marketing Plan Presentation**  
**(5% of final course grade)**  
**Due March 24, and 31**

During the last 2 weeks of the semester, each group will give a 17 minute presentation (12 minute formal presentation, 5 minutes for questions) on both parts of their marketing plan. Presentations should include only the most essential information and should focus on the logic behind the chosen segment and marketing tactics. All team members must participate in the presentation.

Presentations will be evaluated in terms of content (covered all pertinent material; presented material was relevant to the topic; well organized; insightful; appropriate use of audio visual aids), style (clearly presented; articulate; professional; cohesive flow; efficient use of time), and handling of questions (respectful, answers relevant, answers show understanding of marketing plan).

You must hand in a hard-copy of your slides at the start of class on the day you present.

### **Grading**

Grading of the reports will be based on:

- completeness (did you include all the information outlined in this document)
- quality of analysis and plan (including appropriate use of supporting information and exhibits/appendices, logic of arguments, flow from market analysis to objectives to marketing plan, insightfulness, and ability to use market and customer analysis to effectively develop insights that lead to exceptional strategies)
- writing style (organized, coherent, succinct, free of spelling/typographical/grammatical errors etc)

You will be given extensive feedback on part 1 in a timely fashion so you have time to incorporate that feedback into part 2.

Copies of the grading keys used to assess all aspects of the project can be found in the admin section of the course website.

**Appendix 2: Group Case Presentation and Report**

**Comm 231 Start-Up Presentation – Team versus Team  
(Worth 10% of final course grade)**

Throughout the semester, each team will do **one** case presentation. One case will be assigned to three teams and each team will be required to present their analysis in class and then debate the other team. In other words, three teams will present their work on the same case in the same class, with the order of presentations being randomly determined. Teams will be randomly assigned to a case. After the presentations, the class will vote for the team they thought provided the best analysis and solution. The winning team will receive 1 bonus point on the assignment.

Following is the schedule for case presentations:

<b>Date</b>	<b>Case</b>	<b>Teams</b>
Thurs Feb 25	Start-Up 1	1, 8, 15
Thurs Feb 25	Start-Up 2	2, 9, 14
Thurs March 4	Start-Up 3	3, 7, 13
Thurs March 11	Start-Up 4	4, 10, 12
Thurs March 18	Start-Up 5	5, 6, 11

1. Presentation
  - Each team will give a 10 minute presentation of their solution. Each presentation will be strictly timed. It is not essential that every team member is part of the formal presentation.
2. Team v. Team Questioning
  - Teams will be given 1 minute to develop questions for the other teams.
  - Each team will then have 2 minutes to ask questions of the other team. Answers will be restricted to 30 seconds.
  - The teams will ask questions in the order they presented.
3. Class Questions
  - The class will have 5 minutes to ask questions of the teams.
4. Summary Statements
  - Each team will be given 1 minute to prepare a summary statement of up to 60 seconds where they can restate their strengths, how they will help the business, or why the other team's solutions are not as strong. The teams will do this in the reverse order that they presented
5. Vote
  - The class votes on who they think won the debate

The presentation should cover the following:

1. Clear and concise problem statement
2. Key points from situation analysis
3. Objectives
4. Recommended course of action

Each team must submit a hard copy of their slides at the beginning of class.

In addition to the presentation, each team will hand in a **3 page executive summary** of their case analysis and solution. The write-up should be double spaced, 12 size font. Margins at all four sides of each page should be 1 inch. You may include up to 3 pages of exhibits and appendices.

The executive summary should include the following:

1. Clear and concise problem statement
2. Summary of your situation analysis
3. Objectives
4. Brief summary of the alternatives you 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.

**Introduction to Organizational Behavior**  
**COMM251 Section 001**  
**Syllabus Winter Semester 2016**

**Course Website:** <https://qsblearning.ca/d21/home/29566>

**Required Reading: The Room: A Novel**

By Jonas Karlsson

Available from the Campus Bookstore

**Course Pack** – pick up in Goodes Hall Rm. LL132

**Optional Reading: Introduction to International Organizational Behavior**

By Simon Dolan and Tony Lingham Available  
online for free at

<https://www.myeducator.com/reader/web/885/>

**Course Overview**

We deal with people and organizations almost every day of our lives and unless you plan to live on a deserted island, chances are you will be working with people, for people, and be in charge of people, if you haven't already. Organizational behavior is the study of what people think, feel and do in and around organizations. Everyone who works, or will work in and around organizations needs to understand and make use of organizational behavior knowledge, however to take part in this class you do not need to have any previous workplace experience. In this course we will examine the major principles and theories within the three levels of organizations: the individual level (micro OB), the group level (meso OB) and the organizational level (macro OB). At the individual level we will examine employee behavior, decisions, perceptions and emotional responses in organizations. At the group level we will examine team dynamics, leadership and group behaviors, and at the organizational level we will examine organizational

culture. We will discuss interesting readings, relate theory to current events, and engage in class exercises to see theories and concepts come to life.

### **Course Objectives**

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

- 1) Identify and define the basic theories and constructs of the three areas of organizational behaviour (micro, meso, and macro)
- 2) Make connections between the different concepts covered and integrate and apply those connections into real workplace contexts
- 3) Gain a better awareness of yourself (how you act as an employee, as a group member, and as a leader)
- 4) Think critically about organizational issues and develop solutions to problems by combining and extending the material covered in the course

### **Evaluation**

My goal is to ensure that the core concepts within the field of OB are understood, as well as to put these concepts into practice where possible. To this end, you will be evaluated based on two case reports, a group presentation, an individual assignment, and your participation during classes throughout the semester. I expect that you will demonstrate your understanding and application of the course concepts through these different methods of evaluation. Below is a brief overview of the five deliverables for this course.

### **Course Requirements**

	<u>Value</u>	<u>Due Date</u>
Case Report # 1	10%	February 3 <sup>rd</sup>
Case Report # 2	20%	March 9 <sup>th</sup>
Group Project	30% Total	
Written report	10%	March 30 <sup>th</sup>
Presentation	15%	March 30 <sup>th</sup>
Peer Assessment	5%	April 1 <sup>st</sup>
Individual Paper	30%	April 10 <sup>th</sup>
Participation	10%	Full semester

### **Case Reports – 30%**

*Case Report #1 due February 3rd by 11:59p.m. EST*

*Case Report #2 due March 9<sup>th</sup> by 11:59p.m. EST*

- 1) Case reports are individual assignments and the first case will be handed out in the second week of class. When writing the case report take on the role of consultant and provide the required deliverables to the organization. Deliverables include an executive summary, an analysis of the issues, a proposed recommendation, and exhibits to support the points made within the report. Further details on how to write a case report will be provided in class. The report should be between 4 to 6 pages not including exhibits.
  - a. Report – 10%
- 2) The second case will follow the same format as the first case but I will expect you to apply more of the course concepts, as we will have covered more material by that point. The case will be handed out in class during week 6 and again is an individual assignment. The report should be between 6 to 8 pages not including exhibits.
  - a. Report – 20%

*Purpose Statement:* To do well on these assignments I am expecting students to show that they are familiar with the basic terms and theories of OB and can apply these to solve organizational issues. A good case report should identify what the problem is, how the problem is affecting the other elements of the case, how to solve the identified problem, and what should be done to prevent the problem from happening again.

### **Group Presentation and Report – 30%**

*Written Report due March 30th and handed in at the presentation*

*Presentations will take place in the final week of class (March 30). Presentation materials will be submitted before class.*

Students will be randomly split into groups of five, and each group will be responsible for finding a real world example of an OB issue. You will be asked to describe the problem, diagnose the problem in terms of at least two course concepts and explain how this problem would impact the organization at all levels. In the seventh week of class I will ask for a one to two page proposal from each group that outlines your group's idea (due February 24<sup>th</sup>). This report will not be graded but will instead be used by me to approve the ideas and to provide suggestions. Group presentations will take place in the final week of class. Presentations should be 10 minutes long and include a visual component (e.g. powerpoint, prezi). The final report should be between 7 to 10 pages and is due the same day as the presentation and should be submitted through the course website. Further details, along with formatting guidelines and a rubric will be distributed by the end of January.

- a. Peer Assessment – 5%
- b. Report – 10%

c. Presentation – 15%

*Purpose Statement:* To do well on this assignment groups should come up with an issue that is relevant to the course, do a thorough analysis of the issue, connect a variety of course material to their issue, as well as provide solutions that are realistic and appropriate.

***Final Paper – 30%***

*DUE: April 10<sup>th</sup> by 11:59p.m. EST*

Students will be expected to read the book “The Room” by Jonas Karlsson over the course of the semester. There will be no specific schedule for how and when the book should be read, but I suggest that you should finish the book by the end of classes. The book describes a fictional organizational and characters, and I want you to analyze both based on the different concepts we covered throughout the semester. The paper will be due during the exam period, as there is no exam for the course. Further details, along with formatting guidelines and a rubric will be distributed by the end of February.

*Purpose Statement:* To do well on this assignment students should make connections to multiple different concepts covered in the course. Students should show that they both understand the basic theories and definitions discussed throughout the entire semester, and that they are able to extend the material to relate it to the characters within the book.

***Participation***

A large part of this course will be the in-class discussions and activities. In order to get the most out of the course I expect students to be actively engaging with the material and with their peers. A major component of this mark is your in class contributions, which will be marked not just on frequency but also quality. Another component of the participation mark is professionalism, which includes showing up on time, being prepared, and acting in a respectful manner. It is in students’ best interest to partake in all of the different class activities and discussions as it is through these activities and discussions that students will learn the foundations of OB and begin to make connections between the different concepts covered. As we will learn in class, the best kind of motivation is intrinsic. That is, I want you to participate out of interest in the subject (and I will do what I can to make it interesting and relevant to you!). I will not be providing specific feedback on your participation during the semester, but any time you would like to know how you are doing you can schedule a meeting with me or come to see me during my office hours.

***Late Policy***

In the business world, missing a deadline (due date) could mean losing a client or losing your job. Thus, if assignments are submitted late 10% of the grade on the assignment will be taken off for each day that the assignment is late, unless prior arrangements have been made with me. Assignments are due through dropbox on the course portal before midnight on the dates listed above. That means if I receive a submission at 12:01 it will be considered late, and will receive an automatic reduction of 10%. It is important to take responsibility for ensuring that

assignments arrive on time; therefore please be mindful of potential technological problems and aim to submit the assignments with enough “buffer” time.

I realize that stuff can come up over the course of the semester, whether it is a health issue, a family issue, or even an extracurricular event. I want to be flexible and understanding, but in order to get permission to change due dates I need to know in advance of the assignment being due. Coming to me an hour before will not be enough.

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## **Expectations**

### *Conduct in Class*

You are expected to conduct yourself in class as you would in a professional work environment:

- Show up regularly and on time (please notify me in advance if possible if you will be absent, late, or must leave early)
- Be prepared
- Respect the comments and discussion of both me (your supervisor) and your classmates (co-workers) and don't be afraid to speak-up and ask questions when you have them
- Phones should be on silent and put away during class (that is what the break is for)
- Turn off your computer sound; laptops in class are fine, but do not let them interfere with your active participation or distract your colleagues. There may be times that I ask you to put your laptops down, and I expect you to respect that
- Submit your assignments on time

### *What you can expect of me*

I will:

- Do my best to exemplify the positive leadership you will learn about in class
  - Create a classroom environment that is open and safe for us to share our thoughts and ideas
  - Keep the material interesting, current and relevant
  - Be available to you
    - I've listed my office hours above
    - I will add additional office hours close to due dates
    - I am available by email and text during regular working hours
  - I will provide you with prompt and thorough feedback, and I am always willing to receive feedback from you.
    - Please do not hesitate to come and chat with me! Or write comments on the back of your name card.
-

## Academic Dishonesty

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

“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. 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.

**Use of unauthorized materials**

**Facilitation:** enabling another's breach of academic integrity)

**Forgery:** utilizing counterfeit documents or statements.

**Falsification:** misrepresentation of one's self, one's work or one's relation to the University

## Accommodation

From: <http://www.queensu.ca/hcds/ds/index.html>

If you require any accommodation for class or assignments please see me or send me an email so that we can make appropriate arrangements as per University policy.

Students have the right to be treated with dignity and respect when seeking accommodation for a disability. They have a right to accommodation that does not compromise the academic integrity of the course or program. To access these rights, students also have the responsibility to provide sufficient information, in a timely fashion, such that appropriate accommodations can be devised. If you have specific questions about accommodation, contact the Disability Services Office [hcds.dso@queensu.ca](mailto:hcds.dso@queensu.ca).

## Weekly Schedule and Readings **(Please note this is the 2015/16 schedule)**

Readings will be available either in the course pack or for download on the course website, and PowerPoints will be available on the course website. Please make an effort to do the readings before class, as it will enhance the in-class discussion and contribute to your understanding of the course concepts. Some readings may be changed and/or added throughout the term to stay current, so check the course website frequently.

Week	Date	Topic	Readings and Prep
1	Jan. 6	Course Introduction	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Evidence Based Management</li> <li>• What You Learned in Preschool</li> <li>• What Makes a Great Workplace</li> </ul>
2	Jan. 13	Personality and Perception	<ul style="list-style-type: none"> <li>• The King of Human Error</li> <li>• Personality Plus</li> <li>• Making Differences Matter</li> </ul>
3	Jan. 20	Emotions, Attitudes and Stress	<ul style="list-style-type: none"> <li>• Managing Emotions in the Workplace</li> <li>• Presenteeism</li> <li>• Recovery From Work and Employee Sleep</li> </ul>
4	Jan. 27	Motivation and Performance	<ul style="list-style-type: none"> <li>• The Trouble with Geniuses</li> <li>• Beyond the Paycheck</li> <li>• Six Dangerous Myths About Pay</li> <li>• You Are What You Measure</li> </ul>
5	Feb. 3	Gender	<ul style="list-style-type: none"> <li>• Why I Want Women to Lean In</li> <li>• The Workplace Culture That Flying Nannies Won't Fix</li> <li>• A Toxic Work World</li> <li>• After Shattering Glass Ceilings</li> <li>• <b>CASE STUDY 1 DUE</b></li> </ul>
6	Feb. 10	Groups and Team Dynamics	<ul style="list-style-type: none"> <li>• The Law of the Few</li> <li>• Six Common Misconceptions about Teamwork</li> <li>• Competent Jerks, Loveable Fools</li> </ul>
	Feb. 17	READING WEEK	
7	Feb. 24	Leadership Guest Lecturer: Julian Barling	<ul style="list-style-type: none"> <li>• First Let's Fire All of the Managers</li> <li>• Humanity as a Competitive Advantage</li> <li>• The Charisma Mandate</li> <li>• How Google Sold Its Engineers on Management</li> <li>• <b>GROUP PROJECT PROPOSAL DUE IN CLASS</b></li> </ul>
8	Mar. 2	Decision Making and Communication	<ul style="list-style-type: none"> <li>• A Quick Puzzle to Solve Your Problem Solving</li> <li>• The Hidden Traps in Decision Making</li> <li>• Groupthink</li> </ul>
9	Mar. 9	Power and Influence	<ul style="list-style-type: none"> <li>• Harnessing the Power of Persuasion</li> <li>• Ch. 2 - Conformity</li> <li>• The Power of Nudges</li> </ul>

			<ul style="list-style-type: none"> <li>• How a Little Nudge Can Lead to Better Decisions</li> <li>• <b>CASE STUDY 2 DUE</b></li> </ul>
10	Mar. 16	Conflict and Negotiation	<ul style="list-style-type: none"> <li>• Nice Managers Embrace Conflict Too</li> <li>• The Bad Habits of Good Negotiators</li> </ul>
11	Mar. 23	Culture	<ul style="list-style-type: none"> <li>• What is an Organization's Culture</li> </ul>
			* Time to work on group presentations
12	Mar. 30	PRESENTATION AND REPORT	<ul style="list-style-type: none"> <li>• <b>GROUP PRESENTATION IN CLASS</b></li> <li>• Reports due at time of presentation</li> <li>• Peer evaluations due by end of day</li> </ul>
	April	EXAM PERIOD	<b>FINAL PAPER DUE APRIL 10th</b>



School of Business

**COMM 309: Real Estate Management**

Winter 2016

## **COURSE OUTLINE**

:

### **Overview of the Course**

This course is an introduction to the concepts, principles and analytical methods involved in the planning, management and decision-making for commercial real estate. It deals primarily with the analysis of the two principal types of proposed real estate ventures – i. investment in existing, income-generating property assets; and ii. the development of new buildings. The course spans most types of commercial real estate – residential (primarily multi-unit), office, retail, industrial and hotel. It approaches real estate analysis and management from a variety of cognate disciplines, including (but not limited to) finance, investment, accounting, law, appraisal, property management, urban planning, economics, capital markets and entrepreneurship.

Another emphasis of the course is on the micro level – the evaluation of investment in, or development of individual properties (or at least individual transactions). Less attention is paid to the macro level, *i.e.* portfolio management. To the extent possible, the course content (including readings, cases and assignments) is Canadian. However, the field is predominated by U.S. material and it is well recognized that real estate investment is increasingly a global endeavour.

The instructor's lectures are complemented by five guest talks by industry professionals, carefully selected readings, case studies, exercises and assignments. With its "hands-on" practical orientation, this course provides many opportunities to put theory into practice with various opportunities for students to simulating the real world of commercial real estate investment, development and management.

### **Assignments and Evaluation**

#### **Case Group Presentation**

In the second week of the course, students will be divided into eight groups, with approximately six students in each group (depending on course enrolment). Each group will be assigned one of eight real estate cases (from the Harvard Business School or the Ivey School of Business at the University of Western Ontario). Each group will be responsible for leading a comprehensive class discussion of their assigned case, on the appropriate date (see the schedule of lecture topics beginning on page 5). This will include informal presentation of the group's own thorough analysis of the case, but in a pedagogical format and in the context of fostering class participation. Further instructions will be provided in class. The grade for this leadership of the case class discussion will comprise 15% of the final course grade.

### **Individual Participation During Case Presentations**

Students should come to each presentation having worked through the case, with their analysis at hand, and fully prepared to participate actively in the discussion being led by the student presenters and to answer the questions they will pose to the class. During the class, students may be asked to show their preparation work. Ten (10) percent of the final course grade will be assigned for the quality (informed and constructive) and quantity of each student's participation during these discussions. Having your name card clearly visible to the instructor during every session will greatly facilitate this process, and so is strongly encouraged.

### **Mid-Term Test**

A closed book, mid-term test will be written during the class time on Wednesday, February 10. It will account for 15% of the final course grade.

### **Financial Feasibility Analysis Report for a Proposed Development Project**

Students will work in teams of two students (of their own choosing) to conduct a comprehensive analysis of the financial feasibility of a residential, office, retail, industrial or hotel development of their own design on an actual property of their choosing. This will include a complete analysis of the return on investment (and other feasibility measures), market demand and available financing for the proposed development. The report must provide specific and useful conclusions and recommendations, and clearly trace the process used to reach them. Properties should be identified to the instructor and will be registered on a first-come, first-served basis. Further written instructions will be made available. A full report of this analysis and its conclusions and recommendations will be submitted by the student team no later than the beginning of the final class on Friday, April 1. This report will account for 35% of the final course grade. A penalty of 5% per day will apply to late reports.

### **Final Examination**

A final examination will be held during the April examination period, and will be scheduled and conducted by the university's Exams Office. The exam will count for 25% of the final grade.

## **Research Pool Participation**

A small number of additional marks may be earned by participating in research, through the QSB research pool program, of which COMM 309 is a participating course.

## **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 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 QSB 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\\_us/academic\\_integrity/index.php](https://smith.queensu.ca/about_us/academic_integrity/index.php).

Students are encouraged to discuss the course material with each other and to assist one another with assignments, within reason. However, answers, conclusions and recommendations that a student submits for an individual assignment or exam must be the result of that student's individual effort. The onus is on each student to ensure that their actions do not violate standards of academic integrity, including not making their work products available to other students.

Similarly, group assignments must be the work of the people assigned to that group, and that group only. 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 group members must develop an original, consultative response to the assigned topic. All group members are responsible for ensuring the academic integrity of the work that the group submits.

You are prohibited from utilizing the internet or any other means to access others' solutions to, or discussions of, the assigned material. All outside sources must be properly cited and referenced in assignments. Help for citing sources is available through the Queen's University library: <http://library.queensu.ca/help/cite-sources>. If you have any questions about these expectations, please ask the instructor.

## **Course Materials**

In order to get the most from this course, you will be required to keep up to date with the required readings, which include chapters from the two required textbooks, case studies, and additional readings which may periodically be assigned by the instructor. Where possible, additional readings will be distributed to students as pdf files, via the course web portal. It is important that all assigned readings and case study preparation be completed prior to each session. There will be little point in attending most sessions if you have not done so.

## Required Textbooks

Hamilton, Stanley W., ed. 2011. Real Estate Investment Analysis and Advanced Income Appraisal. Vancouver: University of British Columbia, Faculty of Commerce and Business Administration, Real Estate Division. R1B33111. ISBN 0-88865-717-X. Available at the Campus Bookstore at a cost of \$88.34 (new).

Whitehead, Jim. 2014. Real Estate Development. Vancouver: University of British Columbia, Faculty of Commerce and Business Administration, Real Estate Division. R1B44514. Available at the Campus Bookstore at a cost of \$72.68 (new).

Weblink: <http://www.campusbookstore.com/Textbooks/Course/16333-COMM309-WINTER16>

## Required Case Materials

We will be using eight real estate cases in class. Seven are from the Harvard Business School, and one is from the Ivey School of Business at Western University. Soft copies (in .pdf format) of the Harvard cases must be purchased by each student as a “coursepack” directly from Harvard, at: <https://cb.hbsp.harvard.edu/cbmp/access/43307071>. The total cost is US\$27.65. Case 4 (“CREIT”) is from Ivey/Western and will be available on the course portal at no cost.

Students should carefully work through each case prior to the class in which it is being discussed, and come prepared to answer questions about the case and contribute to the discussion. Note the information in “Individual Participation During Case Presentations” above.

## Optional Textbooks

Many of the readings that are not in the required textbook are from the following optional textbooks (in alphabetical order). Although these are excellent resources, their cost and U.S. focus (except for the first, which is Canadian) make them unsuitable as texts for this course. Digital copies (in pdf format) of these readings will be distributed to students through the Commerce course web portal.

1. Boiron, Pierre and Claude Boiron. 2008. Commercial Real Estate Investing in Canada. Mississauga: John Wiley & Sons Canada, Ltd.
2. Geltner, David M., Norman G. Miller, Jim Clayton and Piet Eichholtz. 2007. Commercial Real Estate Analysis & Investments, Second Edition. Thomson South-western.
3. Ling, David and Wayne Archer. 2008. Real Estate Principles: A Value Approach, Second Edition. New York: McGraw-Hill Irwin.
4. Miles, Mike E., Gayle L. Berens, Mark J. Eppli *et al.* 2007. Real Estate Development: Principles and Process, Fourth Edition. Washington, DC: The Urban Land Institute.

5. Peiser, Richard and David Hamilton. 2012. Professional Real Estate Development: The ULI Guide to the Business, Third Edition. Washington, DC: The Urban Land Institute.
6. Ratcliffe, John, Michael Stubbs and Miles Keeping. 2009. Urban Planning and Real Estate Development, Third Edition. New York: Routledge.
7. Wilkinson, Sara and Richard Reed. 2008. Property Development, Fifth Edition. New York: Routledge.

### **Other Required Materials**

You will need to own or have access to a Commerce exam-approved model of business/financial calculator. You will also need a common financial spreadsheet software package such as Excel. You may not use specialized real estate analysis software such as Argus for this course, as you are required to design your own Excel spreadsheet.

### **Health and Disability Accommodation**

Students requiring health and disability accommodation must provide the instructor with official documentation from Queen's Health, Counselling and Disability Services. Ideally, this is done at the beginning of the course. For more information on your rights and responsibilities regarding health and disability accommodation, see <http://www.queensu.ca/hcds/ds/students/accommodations.html>.

### **Schedule of Lecture Topics** (topics and readings are subject to change during term)

**(Please note this is the 2015/16 schedule)**

#### **1. Jan. 6 Introduction to the Course and Introduction to Commercial Real Estate Investment and Analysis**

Readings:

- Hamilton. 2011, Ch. 1: "Overview of Real Estate Assets and Markets."
- Geltner, et al. 2007, Ch. 7: "Real Estate as an Investment." (pdf)

#### **2. Jan. 8 Introduction to Real Estate Markets**

Readings:

- Ling & Archer. 2008, Ch. 1: "The Nature of Real Estate and Real Estate Markets." (pdf)
- Geltner, et al. 2007, Ch. 1: "Real Estate Space and Asset Markets." (pdf)

**N.B. Prior to Session 3 on January 13, please review the self-taught module entitled *Time Value of Money - Discounting, Present and Future Values and Discounted Cash Flow (DCF) Analysis*.** It consists of PowerPoint slides, which may be found with the other lecture slides on the course page on the Commerce portal. For most students, this will be a useful review. For some, it may be new material. It is essential to have a good understanding of this material before proceeding with the following course content. For further information, please see the following readings:

- Harvard Business School. 1976. Cash Flow and the Time Value of Money. Case Note 9-177-012. (pdf)
- Ling & Archer. 2008, Ch. 15: “The Effects on Time and Risk on Value.” (pdf)

3. Jan. 13      **Financial Evaluation of Potential Real Estate Investments**

Readings:

- Hamilton. 2011, Ch. 2: “Analysis of Income and Expenses.”
- Poorvu, William J. and Samuel Plimpton. 2003. Financial Analysis of Real Property Investments. Harvard Business School Case Note 9-379-193 (pdf)
- Ling & Archer. 2008, Ch. 9: “Valuation Using the Income Approach.” (pdf)

4. Jan. 15      **Measuring Returns of Real Estate Investments (Part 1)**

Readings:

- Hamilton. 2011, Ch. 5: “Appraisal of Income Producing Properties.”
- Hamilton. 2011, Ch. 8: “Real Estate Investment Analysis.”
- Ling & Archer. 2008, Ch. 20: “Investment Decisions: NPV and IRR.” (pdf)

5. Jan. 20      **Measuring Returns of Real Estate Investments (Part 2) and the Role of Risk**

Readings:

- Boiron & Boiron. 2008. Ch. 10. “Financial Analysis.” (pdf)
- Hamilton. 2011, Ch. 12. “Real Estate Investments – Portfolio Analysis and Management.”
- Hamilton. 2011, Ch. 10: “Risk Determination, Measurement, and Analysis.”

6. Jan. 22      **Case 1: “Shady Trail”**

Readings:

- Harvard Business School. Learning by the Case Method. 9-376-241. (pdf)
- “Shady Trail” – Harvard Business School Case

Jan. 27      *No class – Prof. Andrew is in Toronto hosting the Queen’s “Real Estate Capital*

*Markets 2016” executive seminar.*

7. Jan. 29      **The Development Process, Land Use Regulations and Getting Approvals**

Readings:

- Whitehead. 2014. Ch. 1 “Real Estate Development Overview.”
- Wilkinson & Reed. 2008. Ch. 1. “Introduction.”
- Long, Charles. 2011. Financing for Real Estate Development. Washington: Urban Land Institute. Ch. 1. “The Development Process.” (pdf)
- Boiron & Boiron. 2008. Ch. 4. “Land Use Controls.” (pdf)
- Whitehead. 2014. Ch. 9. “Development Approval Process.”

8. Feb. 3      **Student Housing Development and Branding**

Guest Speaker: A.J. Keilty, Partner, Varsity Properties

Readings:

- Peiser & Hamilton. 2012. Ch. 4. “Multifamily Residential Development.” (pdf)
- Boiron & Boiron. 2008. Ch. 18. “Property Management.” (pdf)

9. Feb. 5      **Case 2: “Angus Cartwright III”**

Reading:

- “Angus Cartwright III” – Harvard Business School Case

10. Feb. 10      **Mid-Term Test**

11. Feb. 12      **Case 3: “South Park IV”**

Reading:

- “South Park IV” – Harvard Business School Case.

12. Feb. 24      **Development Financial Feasibility Analysis**

Readings:

- Peiser & Hamilton. 2012. “Financial Feasibility Analysis.” pp. 168-191. (pdf)
- Whitehead. 2014. Ch. 7. “Introduction to Economic Feasibility Studies.”
- Whitehead. 2014. Ch. 8. “Economic Feasibility Analysis.”
- Kolbe, P.T. & G.E. Greer. 2006. Investment Analysis for Real Estate Decisions. Third Edition. Dearborn Real Estate Education. Ch. 21. “Development and Rehabilitation.” (pdf)
- Ratcliffe, et al. 2009. Ch. 13. “Development Valuation.” (pdf)

13. Feb. 26      **Union Station Redevelopment Project**  
Guest Speaker: Ron Bidulka, Managing Director, PricewaterhouseCoopers

Reading:

□ Whitehead. 2014. Ch. 12. “Project Management in Construction.”

14. Mar. 2      **Analysis of Commercial Real Estate Market Demand**

Readings:

- Whitehead. 2014. Ch. 4. “Analysis of Development Potential.” □ Peiser & Hamilton. 2012. pp. 151-159. (pdf)
- Wilkinson & Reed. 2008. Ch. 7. “Market Research.” (pdf)
- Miles, et al. 2007. Ch. 11. “Market Research: A Tool for Generating Ideas.” (pdf)
- Geltner, et al. 2007. Ch. 6. “Real Estate Market Analysis.” (pdf) □ Ling & Archer. 2008. Ch. 7. “Forecasting Ownership Benefits and Value: Market Research.” (pdf)

15. Mar. 4      **Commercial Office Development - Motivations and Mitigation**  
Guest Speaker: Terry Fraser-Reid, Director of Development, The Cadillac Fairview Corporation Ltd.

Readings:

- Whitehead. 2014. Ch. 5. “Land Acquisition.”
- Peiser & Hamilton. 2012. pp. 159-168. “Site Selection.” (pdf)
- Ratcliffe, et al. 2009. Ch. 12. “Development Site Appraisal.” (pdf)

16. Mar. 9      **Case 4: “CREIT – The Property Investment Decision”**

Reading:

□ “CREIT” – Ivey School of Business (UWO) Case.

17. Mar. 11      **Financing Commercial Real Estate Developments & Acquisitions**  
Guest Speaker: Daniel Simunac, Managing Director & Principal Officer, Raymond James Bank

Readings:

- Long, Charles. 2011. Financing for Real Estate Development. Washington: Urban Land Institute. Ch. 2. “The Basics of Real Estate Finance.” (pdf) □ Long, Charles. 2011. Financing for Real Estate Development. Washington: Urban Land Institute. Ch. 6. “Obtaining Financing for Development.” (pdf)
- Whitehead. 2014. Ch. 11. “Financing Development.”

*Mar. 16*      *No class – Prof. Andrew is away*

18. Mar. 18      **Case 5: “Revere Street”**

Reading:

□ “Revere Street” – Harvard Business School Case.

19. Mar. 23      **Case 6: “503 Cricket Road”**

Reading:

□ “503 Cricket Road” – Harvard Business School Case.

*Mar. 25*      *No class – Good Friday*

20. Mar. 30      **Case 7: “Prospect Hill”**

Reading:

□ “Prospect Hill”

21. Apr. 1      **Case 8: “Concord Center”**

Reading:

□ “Concord Center” – Harvard Business School Case.

**COMM 310**  
**ENVIRONMENTAL ACCOUNTING**  
**COURSE OUTLINE**  
**Fall 2015**

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*Revisioning Learning and Change.* Schumacher Briefings 6, Totnes Green Books

**“..sustainability accounting ... explicitly recognizes the limitations of the biosphere and its profound implications for peaceful human coexistence” -**

David Collinson, John Ferguson and Lorna Stevenson in Bebbington, J., Unerman, J. and O’Dwyer, B. 2014. *Sustainability Accounting and Accountability*, 2<sup>nd</sup> edition, Routledge, New York, Chapter 3, Page 30

**It is possible to view social accounting as the universe of all possible accountings – that is that social accounting can embrace any possible way in which we can imagine that individuals and/or groups/organizations might choose to request, give and receive accounting from one another.** – Gray, Rob, Adams, Carol A., and Owen, Dave. 2014. *Accountability, Social Responsibility and Sustainability: Accounting for Society and the Environment.* Pearson, Harlow, U.K., page 66.

## **Introduction**

Environmental Accounting has been extent for many years. Under many different titles. Indeed, some authors trace its roots to the 1970s when it emerged as a part of a larger project known in some of the accounting literature as Social and Environmental Accounting (SEA). Owen et. al. (1997) suggest that sometime in the early 1990’s, there was a change of direction which saw the divorce of the “environmental” from the “social” and the effective displacement of the latter. Evidence of this is that when the topic first became popular in the practitioner literature in the early 1990s, environmental accounting referred to the measurement and communication of environment-related issues (primarily what would now be called contingent liabilities) in the annual report and the calculation of environment-related costs and benefits in managerial decision-making. However, as you can see from the second quotation above, in some circles at least, the writing has returned to much broader themes. Over the years, research and thinking has branched out until today the subject now includes all manner of environment-related topics at the global, national, corporate and personal levels. There seems to be a consensus in most of the literature that change is necessary but there is disagreement on what form that change should take.

In this course we will attempt to address some of the following questions:

- How has the idea of environmental accounting evolved over the past 25 years or so? What were some of the events that precipitated an interest in the area? What are some of the themes that have emerged? Who have been some the major contributors? Is there a way forward?
- Does/how does the accounting profession support environmental reporting and decision-making?

- How do/should managers report the environmental consequences of their decisions to various stakeholders?
- Should the accounting as a profession support environmental reporting and decision-making?

These are not the only questions that we will address in this course but they are indicative of our intention to be both descriptive (what is being done) and prescriptive or normative (i.e., what should be done) with regards to environmental accounting and more generally with regards to the obligations (if any) of business for environmental stewardship.

By the end of the course it is hoped that students will:

1. be familiar with some of the seminal literature in the field of environmental accounting.
2. recognize some of the constraints imposed upon current accounting by the need to abide by Generally Accepted Accounting Principles.
3. Understand the concept of “*Natural Capital*” and be familiar with some of the pros and cons related to valuing the natural environment.
4. be familiar with recent tools such as the *Global Reporting Initiative* (GRI) and *Integrated Reporting* (IR) as proposed by the International Integrated Reporting

Every course is based on some underlying and usually unstated principles and assumptions. Here are some of the principles and assumptions that have guided the course over the last several years.

1. The environment and in particular, climate change, is the most important issue facing the world today. The validity of this assumption is very much in question in some quarters and it will be the subject of one of our first discussions.
2. There is no hope unless we have hope. Although there is much bad news about the environment and the economy, the situation is not hopeless. We are optimistic that human ingenuity and goodwill can achieve sustainability.
3. Governments and ultimately individuals must take a lead in solving environmental problems. We must find ways to engage the political process in support of the environment.
4. We must learn from each other. Twenty years ago, Konosuke Matsushita, the founder of Matsushita Industrial Electric Company (Panasonic), criticized the traditional western management model: “With your bosses doing the thinking while the workers wield the screwdrivers, you’re convinced deep down that this is the right way to run a business. For you, the essence of management is getting the ideas out of the heads of the bosses and into the hands of labour...Business, we know, is now so complex and difficult, the survival of firms so hazardous in an environment increasingly competitive and fraught with danger, that their continued existence depends on the day-to-day mobilization of every ounce of intelligence.” Mr. Matsushita’s criticism could just as well be applied to many university courses where professors do the thinking while the students wield their pens or keyboards and the essence of teaching is getting the ideas out of the heads of the professors and into the students’ notes. Imagine a course in which everyone contributes; a course in which we trust that the students know as much about the topic as the professors and each can learn from the other. Such a course could truly be a world-class course and that is our ambition. Having done this course now for the past several years, I have learned a great deal. The reading lists

and the shape of the assignments are all partly the result of that learning. I am looking forward to a continuation of the process.

5. We must assume a longer term perspective. We hear a lot of criticism about management myopia. Managers are accused of concentrating too much on quarterly financial results and so end up trading in tomorrow for today. We have our own version of management myopia in universities when we concentrate on semester-length courses to the detriment of longerterm learning and generation of new knowledge. Our intention is to create a constantly evolving course. What you do this semester will serve as the basis for what students learn from the course next semester and so on.
6. We must think “big” and act “small”.
  - a. Although this course will begin by focusing on environmental issues at the company level, we have to understand issues from a much broader perspective. To understand most environmental issues we have to look at the big picture. This will inform the reading in a major way.
  - b. We must do something tangible to address environmental issues. It is not enough just to talk about problems or even to study them. We have to take the next step and act on our findings. We say that we must act “small” because we bear individual responsibility to take action on the environment.
7. Our use of resources should be consistent with the environmental theme of the course: to reduce the amount of paper generated by the course, most of our materials will be available on the Internet, the Queen’s library databases at <http://library.queensu.ca/>. If you have problems accessing the course site please let me know ASAP.

This list of assumptions and principles is open to discussion and amendment. We have to get the foundations right if we are going to build a good course. In fact, in the spirit of proposition 5 above, I intend to debate the first statement almost immediately. I will say more about this below and in our first class.

## Evaluation

I assume that you have enrolled in this course because you are interested in the topic. The evaluation is not designed to motivate you by fear of failure but rather to give you an opportunity to read about, to speak about and to think about something you are interested in. Course requirements and weightings are as follows.

Requirement		Weight	Deadlines
Bio-Rationale	Individual	5%	ASAP
Journaling	Individual	25%	Evaluated throughout semester
Class Contribution	Individual	20%	Evaluated throughout semester
Team Term Project	Team	30%	Progress report (presentation) due in week six. Final presentation due in final week(s) of term Report due at end of term.
Book Report	Individual	20%	November 28 (last class)
Total		100%	

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.

**Mixed marking:** The class contributions, team report and book report will be marked using number grades. The bio-rationale will be a pass/fail i.e., if you hand one in you will receive 5 marks. The journaling will be marked with a letter grade. This letter grade will be translated to a percentage using the following scale and that percentage will then be averaged to calculate a numerical grade out of 25

<b>Assignment Mark</b>	<b>Numerical percentage for calculating Final Mark</b>
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F+	48
F	24
O	0

I will then use these numerical grades to calculate a grade out of 100 which I will then translate to the GPA scale using 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

## 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-). There is one restriction on this however and that is that the research 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

Academic Integrity at Queen's as elsewhere rests on five core values: honesty, trust, fairness, respect and responsibility. In developing an Academic Integrity Policy, the University Senate has described and linked these values as follows. *Honesty* appears in presenting one's own work, whether in the context of an examination, written assignment, laboratory report or seminar presentation. It is in researching one's own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. *Trust* exists in an environment where one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. *Fairness* appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

*Respect*, in a general sense, is part of an intellectual community which “recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.” However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors “show respect by taking students’ ideas seriously, and providing full, honest and timely feedback on their work.

### **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 will ask you to submit assignments through Turnitin, which is easily done through the course portal.

## **Copyright Issues**

### **Websites:**

The material on the COMM 310 website is copyrighted and is for the sole use of students registered in COMM 310. 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 310. 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.

## **Discussion of Bio-Rationale**

Ideally before the beginning of Class 3, please submit to the course drop-box on D2L a one-page Word document that includes: your name, your picture (in a form that will allow us to recognize you), some biographical information (e.g., where you are from, what you are studying at Queen's etc.), a few words about your life goals, and a few words about why you are taking this course.

## **Journaling**

This is intended to take place throughout the term. What I would like you each to do is to maintain a journal to be submitted every two weeks again through a D2L drop box. I'd like you to date each entry and start a new page for each date. I will be more specific each week with questions but ideally, these would be a reflection on the week's classes and the readings. What was your main take-away of the week? Where did that lead you in terms of other reading be it on-line or into journals, newspaper, books etc.? I'll send them back with a reaction/comment. At the end of the term, I'll ask for a self assessment and I'll use that along with my own assessment to assign a final grade out of 25.

## Discussion of the Book Report

I will post the details of this assignment to the course site but essentially you will be asked to read a book and review it. I suggest you read one of the recommended books but if you have something else that you think would fit, please feel free to discuss it with me. I will give you more detail as to length etc. shortly.

## Discussion of Course Contribution

This course requires the active involvement of all participants. It is absolutely essential that you contribute to the learning of others by participating in class; working in teams; posting questions and answers to the discussion area; submitting materials to the discussion area etc.

You may arrange to meet with me at any time to discuss your course contribution but please don't wait until the end of the course to do so.

Here is how the course contribution will be evaluated:

<b>Course Contribution Evaluation</b> <b>(Each attribute will be scored on a ten-point scale)</b>		
<b>Attribute</b>	<b>Weight</b>	<b>Description</b>
Attendance	1/3	Attends every class, displays name card and signs and returns it at the end of class
Participation	1/3	Frequently contributes to class discussions, demonstrates preparedness, e.g., knowledge of the readings for the day
Site Postings	1/3	Posts thoughtful and useful materials to the course site

## Instructions for Using the Course Site

The discussion area of the course site is a great opportunity to learn and to contribute to the learning of others. It is important that the discussion area be kept "tidy". When appropriate, please use the "response" buttons for postings.

Please check the course site on a regular basis for:

1. Announcements (office hours, changes to the course schedule, etc.)
2. Slide Decks – When appropriate, I will post slide decks in advance of class, but there may be occasional postings after class. Any materials required for a class will be posted by 21:00 on the evening before the class.
3. Course contributions – Read and contribute to pre-class and after-class case discussions, post annotated Internet links, ask questions, reply to questions, etc

*“Sustainable living has becoming a prime motivator. The lifestyle of the 1980s and 1990s was “upwardly mobile” with exponents displaying “conspicuous consumption.” The chosen lifestyle of the next generation will be sustainable, as they strive to live within means and embrace environmentally responsible practices.”*

(Source -**The 8020Info Water Cooler** Highlights from the latest information for managers, leaders and entrepreneurs - (January 5, 2009 edition) -



# Commerce

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## COURSE OUTLINE

### COMM 311 Financial Accounting Practices, Principles & Concepts Winter 2016

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#### 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 handbook on line](#) 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.	Case submissions (2)	10%	Start of class March 7, 2016
B.	Problem Sets	15%	See schedule
C.	Midterm Exam (in class)	35%	Monday, February 22, 2016
D.	Final Exam	40%	Final Exam Period
	Total	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. Case submissions (10%)

After the second week of class, you will be provided with two cases which will be based on the CPA competency map syllabus. These cases will primarily cover topics from this course, but may cover topics from other courses. You will be expected to submit a written response to each case and page limits will be set for each. Further information on how to structure the response and address the required will be provided with the case.

The purpose of this submission is to learn how to apply your technical based knowledge to a case based scenario and how to do this in a concise manner. In addition, it will introduce you to the basics of researching an accounting technical issue in the handbook.

These case submissions should be done on an individual basis and should not be discussed with others in the course. They are both due on March 7, 2016 will be submitted through our course

website, where they will be checked through turnitin to ensure the originality of each submission. Submissions that are not original will be given a grade of zero.

#### B. Problem Sets (15%)

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, January 22, 11:55pm	P3-15, 3-17, 3-30, 3-36, 4-27, 4-35
2	Friday, February 12, 11:55pm	P5-8, 5-21, 5-30, 5-34, 6-25, 6-30, 6-36
3	Friday, March 11, 11:55pm	P7-16, 7-17, 7-29, 7-38
4	Friday, March 18, 11:55pm	P8-9, 8-17, 8-22, 8-38

#### C. Midterm Exam (35%)

The midterm exam is scheduled for Monday February 22, 2016 during class time. The exam will be 120 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 Monday February 8. Since the midterm will be written during class time, no makeup 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 release of results, which will be done on the course website. If you want a re-grade, the whole exam will be re-graded and not individual questions. No re-grading of the midterm will be allowed after that one week has passed.

#### D. Final Exam (40%)

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. However, 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.

### 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 313**  
**FINANCIAL ACCOUNTING II**  
**COURSE OUTLINE**  
**Winter 2016**

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**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 then 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 and adopt these for Canada. 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 I hope to have 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 and/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. In using MyAccountingLab, my suggestion would be to always try the problems first without the software and then use the MyAccountingLab software to check your answers. You won't have MyAccountingLab with its drop down boxes 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.

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.

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<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.

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>

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 and encourage you to ask 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

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<sup>2</sup> This paragraph is modeled with permission after a paragraph by Carol Chomsky of the University of Minnesota Law Faculty.

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-acpa/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.

**Figure 1**

### 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 and last term for Comm 313 and as of Monday, January 4, there were used copies available at the Campus Bookstore. You may also find it useful if you are able to access to MyAccountingLab and 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 will be outlined on a short PowerPoint presentation that is available on the course D2L website. Please note, that MyAccountingLab is not necessary for the course assignments this term.
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

<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

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 through the Queen's Library system or on campus 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 - Mixed Marking

The grading scheme is as follows:

Bio-Rationale	3%
Cases (4 for marks)	30%
Article Reports (3 for marks)	12%
Tests (2 x 10% each)	20%
Final Examination	<u>35%</u>
<b>Total</b>	<b>100%</b>

### **Bio-Rationale:**

The bio-rationale will be marked on a pass-fail basis. If one is handed in by January 22, 2016, it will be credited with 3%. Please submit these to the course drop-box on D2L. I am anticipating that this would be a one-page (or less) Word document that includes: your name, your picture (optional but very helpful to me in getting to know you), some biographical information (e.g., where you are from, what you are studying at Queen's etc.), a few words about your interests, goals etc., and a few words about why you are taking this course.

The case process will be explained more fully in a separate rubric. There will be five cases discussed during the term and they are listed on the tentative schedule. The first, Fresh Subs, will be used as a model for those that follow. These cases are all found in the Wiley custom publication listed above. For each case, there will be two deliverables. The first, due before the start of your class on the discussion date, will be a brief summary of the case listing what you see as the main issues and a brief description of how you will address those issues (in particular, what sections of the Handbook would be applicable). This is pass fail. It must be in on time to have the case submission count. The second deliverable will be the actual response to the problem. In many cases, this would include reference to the appropriate Handbook sections, any necessary journal entries and a recommendation if required. This will be due by 11:30 PM on the day when the case is discussed.

For the article reports there will be two deliverables as well. The first will be a brief statement outlining what you perceive to be the author's purpose in writing the piece (1 paragraph). The second will be a summary of the key discussion points brought out in the class and any other points you wish to make that you didn't have a chance to talk about. I suspect this will be about two pages (500 words in length). It will also be due by 11:30 PM on the day of the discussion.

For both final case reports and the article reports, late submissions will be allowed for 24 hours but will be docked 1 point. After that, submissions will not be accepted.

There will be two in-class tests during the Term. They will take place during regular class times. I have tentatively scheduled these tests for February 10 and March 18.

The Final Examination will be held during the **April Examination Period**. All materials covered from the beginning of the term will be considered examinable.

**Mixed marking:**

The case reports and article reports will be marked with a letter grade according to the assignment rubric. This letter grade will be translated to a percentage using the following scale and that percentage will then be averaged to calculate a numerical grade out of 30% and 12% respectively.

<b>Assignment Mark</b>	<b>Numerical percentage for calculating Final Mark</b>
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F+	48
F	24
0	0

The tests and exam will be marked with a numerical grading scheme. The scheme will be presented on the test and exams.

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.

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.

<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

### **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 research credit cannot be used to raise a failing grade (F) to a pass. I will send you a specific note on this when I receive more detail.

### **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/hcnds/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 your case reports and article summaries through Turnitin, which is easily done through the drop box on the course D2L site.

### **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]**

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.

**Smith School of Business  
COMM 317 Section 001, Auditing  
Winter 2016  
Course Outline**

***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: 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 (ISA) are. *CPA Canada* audit standards (CASs) are available through your CPA Canada membership. Additionally, they can be accessed through the Queen's library (under "CICA standards") at the following link: <https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=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 time 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 inquiry 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:

#### Notice to exchange students:

This course has a great deal of reading and new terminology. If a student has a difficult time with English as a second language, I recommend either not taking this course or seeking help through the following links: <http://sass.queensu.ca/writingcentre/> or <http://sass.queensu.ca/learningstrategies/> The services are free of charge and open to any student.

#### 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.

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#### Participation in Research:

I encourage students to participate in research. You can earn a category increase in grade in one course, per the research pool instructions. When you participate, *please 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.

#### 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.

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#### ***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.

**Student Evaluation:**

Students will be evaluated as follows:

Component	Due Dates	Weight
In-class cases or quizzes	Throughout semester	35%
Midterm exam	Wednesday, February 10	30%**
Final exam	TBA	35%**

***In-class cases or quizzes (35%):*** Throughout the semester, I will administer between 5 and 10 inclass 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, but *most will be a surprise*. 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 grade 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 made available prior to class, read it 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 11. 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, February 10.

**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. It is also far more application-based than the midterm.

**\*\*Option:** If a student wishes to complete a term project that will reduce the weight of the midterm to 20% and the final to 20%, then you must make an appointment to see me by February 29. If a student chooses this option, the term project will account for 25% of the overall grade in the course. I would not reduce a student’s overall grade in the course if s/he performs worse on the term project than on the exams. However, please note that the term project requires a significant amount of work.

**Course procedures:**

Please adhere to the following procedures:

1. Use your name tent provided in class. The purpose of name tents is: (1) to help me match your name and face, and (2) to facilitate communication. Inside your name tent is space for you to write notes to me (e.g. something you don’t understand, additional questions, etc.).
2. Be on time for class.
3. Students should form groups of between 4 and 6 (4 is preferable) by the third week of class. 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; you will work closely with them on many in-class exercises throughout the term.
4. 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!
5. Bring your casebook to class. At least one group member must also bring a laptop to every class for in-class group casework.
6. My lectures are often 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.

**Course Schedule: (Please note this is the 2015/16 schedule)**

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: Jan 4	Introduction. Demand for assurance services. Professional judgment	Read Chapter 1 Read article A
2: Jan 6	Managing risk through assurance. Introduction to the audit environment	Read Chapter 2
3: Jan 11	Risk, evidence and materiality	Read Chapter 3 Read CAS 200. Scan CAS 315, 320 and 500

4: Jan 13	The audit process. Client acceptance	Read Chapter 4 Read CAS 210
5: Jan 18	Understanding the client's business. Strategic risk and analysis. Management controls	Read Chapter 5 Read CAS 315
6: Jan 20	Understanding client's business processes. Risk assessment and process controls	Read Chapter 6 Read CAS 315
7: Jan 25	Documenting, evaluating and testing internal controls in a GAAS audit	Read Chapter 7 Read CAS 265
8: Jan 27	Internal controls in an integrated audit	Read Chapter 8 Read PCAOB AS 5
9: Feb 1	Audit inquiry	Read Chapter 9 Read CAS 500 (inquiry related material)
10: Feb 3	Analytical evidence and accounting estimates	Read Chapter 9, including appendix Read CAS 520 and 540
11: Feb 8	Integration session	Bring questions to class (except "is this on the test?" or "do we need to know / read this?")
12: Feb 10	<b>Midterm exam in class</b>	
Reading week. No classes		
13: Feb 22	Ethical judgment, codes of conduct, independence	Read Chapter 16 up to page 19 Read articles B and C
14: Feb 24	Fraud, forensic auditing Biases in decision making	Read CAS 240 Read article D
15: Feb 29	Audit risk model. Linking residual risks to FS assertions to audit procedures	Read Chapter 10 Read CAS 320 and 330
16: Mar 2	Revenue cycle: control tests	Read Chapter 11 to page 14
17: Mar 7	Revenue cycle: substantive tests	Read Chapter 11, from page 14 to the end Read CAS 505
18: Mar 9	Revenue cycle	Review Chapter 11
19: Mar 14	Completing the audit I	Read Chapter 14 Read CAS 260, 501, and 560. Scan CAS 580
20: Mar 16	Completing the audit II	Read Chapter 15 Read CAS 700, 705. Scan CAS 260, 265
21: Mar 21	In-class case	
22: Mar 23	Professional, civil and criminal sanctions	Read Chapter 16, from page 19 to the end.
23: Mar 28	Audit negotiations	In-class group negotiations case
24: Mar 30	Integration session	Bring questions to class (except "is this on the test?" or "do we need to know / read this?")

**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.

**Queen's School of Business**  
**COMM 318 Accounting Theory**  
**Course Outline**

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**PREREQUISITE** At least four courses in accounting. This course is restricted to students enrolled in the 4th year of the Commerce program.

**DESCRIPTION:** This course examines the main issues in contemporary financial accounting theory and research, drawing on such areas as managerial economics, information theory, and agency theory. The emphasis is on active seminar and group participation.

**COURSE OVERVIEW:**

This course focuses on the evolution of accounting theory, research and its importance for accounting practice and standard setting. This is not where we learn how to account but the principles behind Financial Accounting and its implications for the stakeholders. The course is more about analysis and understanding than it is about making journal entries or doing extended numerical computations.

This will be challenging for some of you and many of you will not understand the benefits of this course until well into your preparations for your life as a professional accountant.

**LEARNING OBJECTIVES:**

- To provide a theoretical basis for understanding how accounting research relates to accounting standard setting and practice
- To evaluate effects of regulation on financial reporting standard setting
- To evaluate current conceptual frameworks associated with accounting practice
- To evaluate financial reporting needs and process to support reliable financial reporting
- Identify financial reporting needs for Public Sector
- Evaluate treatment of routine and non-routine transactions

**COURSE MATERIALS**

**Book:** W. R. Scott. *Financial Accounting Theory (FAT)*. 7<sup>th</sup> edition. Pearson-Prentice Hall.

**Case Pack:**

The case pack from this course can be purchased from the Materials office and must be brought to class as per the outline.

**Reference Material**

CPA Canada Standards and Guidance Collection (CPACHB)  
(<http://edu.knotia.ca.proxy.queensu.ca/>)  
Ontario Securities Commission  
The Accounting Standards Board  
Financial Accounting Standards Board  
The CPA Canada

**TEACHING METHODOLOGY:**

Teaching methodology for this course encompasses assigned readings, brief lectures, discussions, and problem solving exercises and cases. Students are expected to read the assigned material, including the cases and discussion problems **before each class** and to come to class fully prepared to discuss them. Brief lectures are utilized to highlight and clarify key concepts, and example cases and applications are discussed in class to apply these concepts.

The primary role of the instructor in this course is to encourage and facilitate student learning by helping students understand and apply key concepts and by providing them with regular feedback on their progress. It should be emphasized, however, that diligent independent preparation for and active participation in class discussions are crucial to develop a thorough understanding of the course material and to perform well in the course.

**ABSENCES FROM MID TERM/ FINAL EXAM:**

Students must understand that there is no makeup midterm/final exam available. Any unreported absence from midterm/final exam will result in zero mark. Also if there is a graded assignment taken up in class and you are not present in class, there is no grades awarded for later submissions. Planned absence must be discussed with the instructor in advance and a request for writing a particular test prior to its scheduled date may be permitted.

Unplanned absence must be supported by valid explanation and appropriate documentation (such as verification of illness or bereavement) as applicable.

**Assessment/Evaluation Plan**

<b>Evaluation Methodology</b>	<b>Tentative dates</b>	<b>% of Grade</b>
Mid Term	February 11, 2016 (6-8) GDS 118 and 141)	25%
Final Exam	Week of April. TBA	40%
Term Report	In-class on presentation day	15%
4 Memos and in class submissions	As per outline, n-2 i.e. best 2 counted	10%
Class participation	Every class	10%
<b>Total</b>		<b>100%</b>

**MIDTERMS (25%)**

There will be a Midterm tests scheduled for February 11, 2016 in room 153 and 141 from 6-8pm. Please block the date as there will be no make up for this. The format will include a mixture of question types as short answer questions, cases and essays and will cover topics from the readings, class discussions and lectures.

**FINAL EXAMINATIONS (40%)**

Final examination will be scheduled anytime during the examination period in April 2016, location, date and time TBA. The format will include a mixture of question types as short answer questions, cases and essays and will cover topics from the readings, class discussions and lectures.

### **TERM PROJECT ASSIGNMENT (15%):**

The project assignment comprises of a comprehensive written report examining a particular emerging issue, completed in groups of three or four. The report should be 10 – 12 pages in length, double spaced, excluding major tables, appendices, and preliminary matter, and be professional in its style and format. The reports are evaluated for both content and style. In writing the report, assume the role of independent consultants analyzing an emerging accounting issues and implications of the topic for different stakeholders, underlying accounting issues, assess the market's response, and analyze the corporate governance mechanisms. It is due to be submitted in hard copy in-class on the day that you present.

You should form groups and submit a topic of research in the second class of the third week. A sign-up sheet for the presentation will be made available later during the course.

### **CLASS PARTICIPATION (10%):**

#### **Class Contribution (5%) + In class work (5%)**

Here's a general idea of how I plan to grade your class participation over the course of the semester:

□ **Outstanding Contributor (5):** Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes change the direction of the class for the better. Arguments, when presented, are generally well substantiated and often persuasive.

Actively participates in small-group discussions.

- **Good Contributor (4):** Contributions reflect satisfactory preparation. Ideas offered are usually substantive, generally provide useful insights, and occasionally offer a new direction for the discussion. Arguments, if presented, are reasonably well substantiated. Participates but does not lead in small-group discussions.

- **Marginal Contributor (3):** Contributions reflect some minimal preparation. Ideas offered are occasionally substantive but seldom provide clear insights or new directions for the discussion. Arguments may be occasionally presented but are generally not well substantiated. This grade is warranted for those who participate only in small-group discussions.

- **Non-participant (0, 1, and 2):** This person has maintained attendance to some extent but has said little or nothing in class; hence there is no adequate basis for evaluation.

### **MEMOS AND IN CLASS SUBMISSIONS (10%)**

A **one page** (to be turned in/ emailed at the end of class), in it that outlines the key issues and the points based on your preparation for that day's class **and** the question posted. The n-2 will count towards the total and allow for "bad days" and for illness, travel, job interviews etc in missed classes.

n-2 means that the lowest grades allow you to miss classes and assigned work, without any reduction in the grades. Also if you have attended all session and course work, then the lowest score will not be counted.

### **Academic Integrity**

Ethics and values are very important in the business world especially in accounting and auditing. I will assume, unless there is evidence to the contrary, that you are an ethical student. To help you

fulfill your ethical responsibilities as a student, the ethical standards for this course are listed below.

- *Graded group work in class and group project assignment:*

All work is to be performed **exclusively** by the members of the groups and all group members must contribute their fair share to each assignment. When outside research is performed, sources are to be cited and the products of your research are not to be shared outside your group. YOU must be physically present in class to receive credit for group work that is done and turned in during class assignments.

- *Term tests*

All exams **must** be the exclusive work of the individual student.

- *If you know that another student is violating these standards:*

Allowing another student to obtain course marks by deceit contributes to a general lowering of the ethical standards of the University and to the deception of potential employers and other academic institutions. Thus, you have an obligation to take action when you know another student is violating the course's academic integrity standards. This is a difficult personal trial to face, but if you know that another student is violating the standards, it is your responsibility to inform the student's instructor.

- *Penalty for academic integrity violations:*

University recommended sanctions for academic integrity violations will be imposed. The sanction can range from zero on the assignment to expulsion from the University.

For details about the School of Business requirements for academic integrity see [the QSB Calendar](#). For Queen's University information [about Academic Integrity](#), see the website located in the for students tab on Queen's website.

### **Accommodations for those with special needs**

I always stand ready to assist those students who need that little extra. For term test accommodations I prefer that you make arrangements directly with the commerce office or me.

### **Course website**

I have set up and will maintain a course website. The website will contain announcements about particular classes (you should check website every class day prior to coming to class as well as the evening before class for last minute announcements).

### **Class Feedback**

Please find a link on the portal, live throughout the term, where you can go and give feedback (positive as well as negative) about the course, content and the instructor. This is completely anonymous, so you can feel free to voice your concerns.

**Course Delivery Schedule (Please note this is the 2015/16 schedule)**

<b>Session</b>	<b>Intended Learning</b>	<b>Class Activity</b>	<b>Assigned reading</b>
1.	Introduction to course	Course outline	
2.	Introduction - Chapter 1	Lecture/ Discussion/ in class Case Analysis	Case Study :The credit crisis of 2008
3.	Accounting Under Ideal Conditions - Chapter 2	Lecture/Discussion/	
4.	Understand the IFRS Introduction to the Conceptual Framework	In class memo 1/ Discussion	Chapter 2 IFRS Canada's Decision
5.	Standard Setting –Economic Issues – Chapter 12	Video FASB / Lecture	Chapter 12 (pg. 487-510 & 514-519)
6.	Standard Setting- Political Issues Chapter 13	Video FASB/ Lecture/ In class discussion/	Chapter 13 (531-541 & 546-559) Case Study: Understanding SOX
7.	Decision Usefulness Approach to Financial Reporting- Chapter 3	Lecture/ CPA Hand book	Qs 7 Chapter 3(pg. 72-74 & 78-105)
8.	Decision Usefulness Approach to Financial Reporting- Chapter 3	In Class Memo 2- Canadian Tire	Reading about MD&A on portal
9.	Efficient Securities Markets- Chapter 4	Lecture/ Case discussion	Qs 7, 12 Chapter 4 (pg. 121-131 & 137-145) Case Study: What's your real cost of Capital
10.	Information Perspective of Decision Usefulness- Chapter 5	Lecture/ Mid Term Review	Chapter 5
	Midterm Exam	All the above	

	Reading Week	Work on your Term report	
11.	Measurement Perspective of Decision Usefulness Chapter 6	Lecture/ Discussion	Chapter 6 ( pg. 189-196, 202205, 215- 220 & 230-235) Chapter 6: Qs 13
12.	Measurement Applications-Chapter 7	Lecture/ Discussion	Chapter 7 (skip examples) Qs 10
13.	Measurement Applications-Chapter 7	Lecture/ CPA Hand book/ Case Analysis / Memo 3	Case Study 1.Rawhide Brewery Michele Stewart 2. Blackberry 10
14.	Efficient Contracting- Approach to Decision Usefulness- Chapter 8	Lecture/Discussion/	Chapter 8 (pg. 311- 334)
15.	Analysis of Conflict- Chapter 9	Lecture/ Discussion/	Chapter 9 Case study: Societe Generale
16.	Executive Compensation - Chapter 10	Lecture/Discussion	Chapter 10
17.	Executive Compensation - Chapter 10	In class Memo 4 / Critical assessment of RBC compensation plan from Chapter 10	Case Study: Aubrey McClendon
18.	Earnings Management- Chapter 11	Lecture/Discussion	Chapter 11 Case Study: Case for professional boards
19.	Earnings Management- Chapter 11	Case Discussion/	Case Study: Dragon soup & Earnings Management
20.	Review Session: Putting it all together- Case study.	CPA Hand book, Revisiting Conceptual framework	Class discussion Case Study : Governance Failure at Satyam
21.	Project Presentations		
22.	Project Presentations		
23.	Final Exam	All of the above	Case Study: Executive pay and crisis of 2008



**QUEEN'S UNIVERSITY**  
**School of Business**  
**Fall 2015, COMM 322 - 002**  
**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** [\(Please note this is the 2015/16 schedule\)](#)

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**

Winter 2016

### **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.

### **GENERAL COURSE INFORMATION**

#### **Reading Materials:**

Students are asked to buy, for \$5.00, an initial packet of cases and readings from the Materials Management Office in Room 132 on 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.

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### **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\*:**

<u>Due Date</u>	<u>Evaluation Item</u>	<u>% of Final Grade</u>
Feb. 9 <sup>th</sup>	“Crestbrook Forest Industries” written case analysis	17%
Feb. 25 <sup>th</sup>	Mid-term short-answer examination	20%
Mar. 10 <sup>th</sup>	“Rideau Building Supplies” written case analysis	14%
Mar. 31 <sup>st</sup>	“The Sable Iron Ore Project” written case analysis	14%
Apr. 7-23 <sup>rd</sup>	Final examination	30%
	General class participation – pre-mid-term	5%
	– post-mid-term	<u>5%</u>
	Total	105%

**\* 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

Winter 2016

## TOPIC OUTLINE (Please note this is the 2015/16 schedule)

### I Corporate Goals and Financial Analysis

- Jan. 5 Introduction, Issues, and Corporate Goals
- Jan. 7 Corporate Objectives, Corporate Control, and Valuation

### II Corporate Valuation and Merger Analysis

- Jan.12 Introduction to Stock Valuation, Real Economic Income, Growth, and Risk
- Jan.14 Security Valuation in Efficient Capital Markets – The CAPM
- Jan.19 Leverage Policy and Valuation, and Pro Forma Financial Forecasting
- Jan.21 Dividend Policy and Valuation, Incl. the Gordon Model, and Cost of Capital
- Jan.26 Buildwell Weighs Acquiring Kaplan Plumbing – DCF Approaches to Stock Valuation
- Jan.28 The Fundamental Securities Analyst's Common Stock Valuation Model
- Feb. 2 Markle Waste Systems – Corporate Valuation, including DCF and FSASVM Models
- Feb. 4 Analysis of Share Exchange Mergers and the Sources of Merger Gains
- Feb. 9 Crestbrook Forest Industries – Choice and Use of Valuation Models
- Feb.11 Crestbrook Forest Industries – Valuation of Public Companies
- Feb.23 Nortel Acquires Bay Networks – Share-Exchange Merger Valuation

### III Financial Analysis and Corporate Financing Policies

- Feb.25 The Choice and Implementation of Corporate Financing Policies – I
- Mar.1 The Choice and Implementation of Corporate Financing Policies – II
- Mar. 3 Rothmans Inc. – Debt and Dividend Policy Choices
- Mar. 8 The Choice and Implementation of Corporate Financing Policies – III
- Mar.10 Rideau Building Supplies – FRICT Analysis & Corporate Financing Decisions

### IV Corporate Investment and Capital Budgeting Policies

- Mar.15 Strategic Aspects of Capital Budgeting
- Mar.17 Cost of Capital, Hurdle Rate Estimation, and Optimal Investment Decision Rules
- Mar.22 Algonquin Paper Company – Capital Budgeting Procedures and Formulas
- Mar.24 Pioneer Petroleum Ltd. – Capital Budgeting Problems, Procedures, and Decisions
- Mar.29 Project Analysis and Optimal Investment Decision-Making Procedures
- Mar.31 The Sable Iron Ore Project – Hurdle Rate Determination & Capital Budgeting Decisions

## READING ASSIGNMENTS FOR EACH CLASS

### **Jan. 5 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)

### **Jan. 7 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).

### **Jan.12 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).

### **Jan.14 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.**

### **Jan.19 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).

### **Jan.21 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)

### **Jan.26 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.**

**Jan.28      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).

**Feb. 2      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 Jan. 26<sup>th</sup> class).

**Feb. 4      Analysis of Share Exchange Mergers and the Sources of Merger Gains** “The

Analysis of Mergers and Acquisitions,” instructor's note (in readings packet).

**Feb. 9      Crestbrook Forest Industries – Choice and Use of Valuation Models**

“Crestbrook Forest Industries” case (in readings packet).

**Feb.11      Crestbrook Forest Industries – Valuation of Public Companies**

“Crestbrook Forest Industries” case (in readings packet).

Reading Week

**Feb.23      Nortel Acquires Bay Networks – Share-Exchange Merger Valuation**

“Nortel Acquires Bay Networks” case (in readings packet).

**Feb.25      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).

**Mar. 1      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)

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**Mar. 3 Rothmans Inc. – Debt and Dividend Policy Choices**

“Rothmans Inc.” case (in readings packet).

**Mar. 8 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).

**Mar.10 Rideau Building Supplies – FRICT Analysis & Corporate Financing Decisions**

“Rideau Building Supplies” case (in readings packet).

“FRICT Analysis Framework For Making Corporate Financing Decisions,”  
instructor's note (in readings packet from March 1<sup>st</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 Jan.19<sup>th</sup>).

**Mar.15 Strategic Aspects of Capital Budgeting**

“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note,  
pp.1-19 only (in readings packet) - **bring to class**.

**Mar.17 Cost of Capital, Hurdle Rate Estimation, and Optimal Investment Decision Rules**

“Note on Cost of Capital”, instructor’s note (in readings packet from Jan. 21<sup>st</sup> class).

“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note,  
pp.28-58 (in readings packet) - **bring to class**.

“The CAPM Approach to Estimating the Cost of Equity Capital,” instructor's note  
(in readings packet from Jan.14<sup>th</sup> class) - review only if necessary.

**Mar.22     Algonquin Paper Company – Capital Budgeting Procedures and Formulas**  
“Algonquin Paper Company” case (in readings packet).

**Mar.24     Pioneer Petroleum Ltd. – Capital Budgeting Problems, Procedures, and Decisions**  
“Pioneer Petroleum Ltd.” case (in readings packet).

**Mar.29     Project Analysis and Optimal Investment Decision-Making Procedures**  
“A Practical Framework For Making Capital Budgeting Decisions,” instructor's note,  
pp.19-27 and 29-49 only (in readings packet) - **bring to class.**

**Mar.31     The Sable Iron Ore Project – Hurdle Rate Determination**  
“The Sable Iron Ore Project” case (in readings packet).

## COMM 324 Investment and Portfolio Management Winter 2015

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**Required:** Textbook: Bodie, et al. *Investments*, 8<sup>th</sup> Canadian Edition (Students are encouraged by buy the new edition. However, 6<sup>th</sup>/7<sup>th</sup> Canadian Edition should be good enough). Other reading materials will be distributed in class.

### ***Other Suggested Reading Materials:***

It will help you a lot if you follow the financial market by reading *Wall Street Journal* or *Financial Times* when you are on the job market. The following books are nice readings:

Benjamin Graham and David Dodd, *Security Analysis Benjamin*

*Graham on Investments*, edited by R.G. Klein

B.G. Malkiel, *A Random Walk Down Wall Street*

P.L. Bernstein, *Capital Ideas: The Improbable Origins of Modern Wall Street*

### ***Course Objective:***

The area of finance can primarily be viewed from three perspectives

1. Individual making decisions to supply capital to markets;
2. Firms demanding capital from the market and deciding how to raise and use the funds;
3. The capital market acting as a pricing mechanism to clear demand and supply. This course focuses on (1) and (3). We will examine how individuals and their agents make choices among investment alternatives which have different uncertain payoffs in the future. An understanding of risk and return for individual securities and portfolio of securities is essential to characterize these decisions.

We will concentrate primarily on bonds and stocks, and their portfolios, with a brief introduction to derivatives (which are covered more fully in Comm321). The course combines traditional academic objectives with a practitioner's overview of the investment management business from the real-world perspective of an institutional investor. More details are listed later.

The course is designed for students who are finance majors or others interested in learning more about investments.

### ***Course Prerequisites:***

Students are expected to have completed Commerce 121 & 122. Students are expected to know simple regressions, and Microsoft Excel Solver.

### ***Grading:***

Assignments	12%
Project	12%
Quiz/Participation:	6%
Midterm Exam	30%
Final Exam	40%

### ***Assignments:***

There will be 4 assignments. You can work on the assignments in groups with no more than three persons per group. Only one copy of the assignment is needed for the group. Assignments should be handed in at the beginning of the class. I will not accept faxed/emailed copies under any circumstances. The assignments will be graded, and the answers to the questions will be posted on the course website. Another incentive for doing the assignments is that some of the problems in the exams will be taken directly from your assignment questions (with minor changes).

Group members are not limited to the same sections. If free-riding problems arise, I will only investigate if members of the group complain formally in writing.

### ***Projects:***

***Portfolio Simulation Report:*** This is an individual project. An account is needed to be setup at <https://www.stocktrak.com/>

Details of how to register will be given later. ***The registration ends on January 22, 2016.*** Each student is required to manage a portfolio of \$1,000,000, with maximum of 200 trades during the term. This is a simulation of portfolio management, and it works as if you were managing a real portfolio. You can trade stocks, bonds, and derivatives, among other instruments through different exchanges in the world.

The purpose of this project is to let students get familiar with how to manage a real portfolio, and apply the knowledge that have been accumulated through the finance courses they have taken. In the beginning of this course, you can set up your portfolio and make trades anyway you like. However, as the class progresses, you should setup your portfolio from a fund manager's perspective.

The final grade on the project will not depend on one's actual portfolio performance, but on the trading activities and the justifications in the final written report submitted for this project. However, to give some incentives for you to try your best in managing the portfolio, I'll award 4 bonus marks to the final grades to the top 4 students in each section.

See Appendix for more on the project

### ***Quiz:***

There will be some unannounced 5 minute quiz before class. Questions can include the concepts we have covered, the reading material that are distributed in the previous class, or the materials just about to be covered during the current class. In other words, you are encouraged to quickly go through the materials in the textbook we are going to cover.

### ***Exams:***

Midterm exam is scheduled on February 12. Please do not arrange any job interview on that day. There will be no makeup midterm exam. If for any reasons you have to miss it, please let me know ***in advance*** so that your final exam would count for 70% toward your final grade.

### ***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. The 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.

### ***Class Participations:***

An important part of any successful business career is the ability to communicate ideas effectively. Since the classroom is one of the easiest forums to cultivate this talent, participation in discussions in the classroom is expected. Marks will be assigned based on the student's contribution to classroom discussions. Feedbacks regarding the pace of the class and difficulty level of the materials or any suggestions that you think will improve the course will be greatly appreciated.

Selected readings will be distributed in class or posted on the course webpage.

### ***Class Attendance:***

*Class attendance is mandatory*, it is important for you to attend the classes. You are responsible for announcements made in classes; consult a classmate if you are absent. Quick quizzes will be given in class *unannounced* in advance. Please feel free to bring a calculator, but one is not required, since the calculations, if there are any, will be fairly easy. I will also randomly ask students to offer their opinions regarding the topics being discussed. If for some reasons you cannot attend a class, please send me an email explaining the situation. I will not accept any excuses after it happens.

Classes sometimes involve working through problems. Moreover, some lectures will go beyond the scope in the textbook.

Class attendances are recorded through name cards. **You can pick up your name card at the beginning of each class, and return it to me after the class. Make sure your name card is not lost during the term, or your participation will be assigned to a minimum.**

### ***Recommended End-of-Chapter exercises***

Every week end-of-chapter problems will be posted on the course webpage. 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.

### ***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.

### ***Academic Dishonesty***

See Appendix 2

### ***Course Website:***

There will be a website for this class. Slides will be posted on the website before each class. They are NOT intended to use as class notes (there will be no details on the slides). For this reason, you are encouraged to take notes during classes.

The course web site is our communication center, with class slides, announcements, assignments, and the discussion page. Please check it frequently.

I encourage you to read the financial press on an ongoing basis. You will soon be amazed at how much you understand what is happening in capital markets, based on what we are covering in class.

### **Investments – General Interest Web Sites**

The Internet is replete with financial web sites, most of them free and many of them credible. A partial list of useful web sites is attached here:

- [www.investopedia.com](http://www.investopedia.com)
- [www.smartmoney.com](http://www.smartmoney.com)
- [www.investorlearning.ca](http://www.investorlearning.ca)
- [www.fool.com](http://www.fool.com)
- [www.investorwords.com](http://www.investorwords.com)
- [www.portfolios101.com](http://www.portfolios101.com)
- [www.dbrs.com](http://www.dbrs.com) [www.sedar.com](http://www.sedar.com)
- [finance.yahoo.com/](http://finance.yahoo.com/)
- [www.bigcharts.com](http://www.bigcharts.com) [www.site-by-site.com](http://www.site-by-site.com)
- [perso.wanadoo.fr/pgreenfinch/behavioral-finance.htm](http://perso.wanadoo.fr/pgreenfinch/behavioral-finance.htm)
- [www.globeinvestor.com](http://www.globeinvestor.com) [www.riskgrades.com](http://www.riskgrades.com)
- [www.globefund.com](http://www.globefund.com) [www.morningstar.ca](http://www.morningstar.ca)
- [google.finance.com](http://google.finance.com)

<b>COMM 324 Tentative Course Outline (based on the 8<sup>th</sup> edition of the textbook ) <i>Additional readings will be posted on the course web or distributed in class</i> <b><u>(Please note this is the 2015/16 schedule)</u></b></b>			
<b>Date</b>		<b>Topic</b>	<b>Readings/Announcements</b>
06/01/2016	1	Book Keeping	Stock trading rules for the simulation project from stock-trak.com
08/01/2016	2	Primary securities, indexes: characteristics and trading	Ch 2 & 3
13/01/2016	3	Options/Futures - overview	Ch 18 & Ch 20
15/01/2016	4		
20/01/2016		Measuring risk and returns, historical records, brief review of regressions	Ch 4
22/01/2016	5	Risk aversion and utility function, Capital allocation: between risk-free and risky assets;	Ch 5
27/01/2016	6	Diversification; Markowitz portfolio selection	Ch 6. <i>Assignment 1 due</i> <i>Stocktrak registration ends</i>

29/01/2016	7	Indices & index models	Ch 8.
03/02/2016	8	Technical trading & behavioral finance	Ch 10
05/02/2015	9	Bond price and yields	Ch 12.
10/02/2016	10	Bond risk measures: duration and convexity	Ch 14. <i>Assignment 2 due</i>
<b>12/02/2016</b>		<b>Midterm – No Class</b>	
17/02/2016		Break	
19/02/2016		Break	
24/02/2016	11	Bond portfolio management: Passive	Ch 14
26/02/2016	12	Bond portfolio management: Active	Ch 14
02/03/2016	13	Equity valuation: fundamental analysis	Ch 16 & Ch 17
04/03/2016	14		<i>Assignment 3 due on Mar 2</i>
09/03/2016	15		
11/03/2016	16		
16/03/2016	17	Performance measures	Ch 21
18/03/2016	18	Portfolio management techniques	Ch 22
23/03/2016	19	Managed funds	Ch 23
<b>25/03/2016</b>		<b>Good Friday</b>	
0/03/2016	21	Hedge funds strategies	Ch 23. <i>Assignment 4 due</i>
01/04/2016	22	Catch up & review	<i>Project report due</i>

## Appendix 1 Portfolio Simulation Project

### What is it?

The primary goal of the project is to gain an understanding of the investment process by becoming an interested participant. Students will participate in a portfolio simulation exercise by trading an initial wealth of \$1,000,000 in stocks, bonds and other securities. The project will be managed by Stock-Trak Portfolio Simulations of Atlanta, GA.

### What are the goals of my investment?

The investment strategy for the class will be to “provide reasonable short term growth of principal and income but with moderate risk.” Each student should take this deliberately vague mandate and refine it according to his/her own tastes. Each student must submit a one-page policy statement that includes the purpose of the fund, its intended investors, SAA and TAA, the investment style that is consistent with this mandate, and the benchmark portfolio (e.g. S&P 500, Wilshire 5000) against which to judge the investment’s performance. I will use this statement as a guideline for assessing the performance reports at the end of the semester.

Students will NOT be graded on the basis of their investment performance. Requirements for the simulation include:

- tracking the performance of their portfolio each week through the semester;
- being prepared for classroom discussion of macroeconomic, financial market, or other news events that might affect the risk and return of their portfolios; and

- producing a comprehensive report analyzing the performance of their portfolio over the semester. More details about the report will be discussed in class.

### **What assets can we trade?**

You can trade any securities that are tradable at stocktrak.com except mutual funds. However, at the end of the term, I expect that your portfolio should be consistent with your policy statement.

### **How do we trade?**

Stock-Trak offers Web trading; details are in the registration materials or on the Web. Your account is limited to 200 trades for the semester; market orders and limit orders are allowed.

### **How do we track our performance?**

Tracking your performance using Stock-Trak's web site is the best way to go.

### **Required trading**

In order to encourage you to be an active (but not hyperactive) trader, 50% of your final report grade will be tied to your level of trading activity. Keep in mind that the purpose of this project is to get students familiar with the investment process.

### **Day Trading**

Day trading is, in general, very hazardous to your financial health, and isn't something you're supposed to be doing. However, you will not be penalized if you do.

### **What will the final report involve?**

Your final report should start with a simple description of your investment policy. This should at least include the goal of your portfolio, the level of risk you can tolerate, and the benchmark index to evaluate your portfolio's performance.

Based on the description of your investment policy, describe how you plan to allocation your investments among different asset classes. You should provide a brief discussion of your allocation based on each asset class risk profile.

Next, you should include the composition of your final portfolio in an appendix, and provide a very brief discussion of the positions in your portfolio, especially on why you have chosen each of those assets to invest. ***You must include you trading history in the appendix!***

Discussion and analysis in the report will consider the total return on the portfolio, risk characteristics, key market-wide or industry- or firm-specific events that influenced trading decisions and subsequent results. A brief chronicle of major events with their associated impact on trading decisions, presented as an appendix, should be quite useful (*I strongly recommend keeping a journal during the game in order to make this easy to pull together for the final report!*). Calculations of performance measures can usually be summarized in several tables and graphs, which should also be appended. During the game, keep track of the Friday closing values for both your benchmark and your portfolio.

Remember that NONE of the project grade is related to how much money you made or lost! Your grade will be based on a clear and concise discussion of what happened during the semester, as well as your level of trading activity as discussed above. A good report will also successfully incorporate concepts highlighted in the course. You should also discuss what you have learned from your trading activities, especially on the risk of your portfolio.

The report itself should not exceed 10 typed, double-spaced pages (excluding appendices and graphs).

**What should we do right away?**

- Download and read the Stock-Trak rules and register your Stock-Trak (on their Web site) account as soon as possible to get ready to trade.
- Try to make some trades of the securities you are familiar with.
- Write your reasoning on why the trades are made. This will make writing the final report really easy.
- Collect print or Internet articles that discuss your stocks. These will come in handy, for reference purposes, in writing your final paper.

Distribution of the grades on the Project:

Trading activity: 50%; Writing: 30%; Analysis: 20%.

Do not hesitate to talk to me about any issues or questions I have omitted. I will conduct tutorial sessions on Stock-Trak if there is demand.

**CLASS INFORMATION**

Service Level:	Silver
Class Name:	SSB-COMM324-2016-Winter
Description:	Investments and Portfolio Analysis
Author of Textbook:	Bodie/Kane/Marcus
Number of students in class:	120
Payment Method:	Students - Students will pay individually during student registration
Currency of Portfolio:	Canadian Dollar
Initial Cash Balance:	1000000
Position Limit on Equities	10
Minimum Stock Price for 1.00 Buying:	
Minimum Stock Price for Shorting:	3.00
Trading Start/End Dates:	1/7/2016 to 3/31/2016
Commission on Equities	10.00
Allow Short Selling:	Yes

Fill orders on daily volume %:	200
Day of Class:	
Time of Class:	
Allowed Trading On Margin:	Yes
Security Types:	BONDS,EQ,FOPTIONS,FUTURES,OPTIONS,SPOTS,
Allowed Exchanges:	US,T,BR,MX,AR,CL,XATH,CO,EU,HI,GER,IE,LN,XPRA,ST,VX,VI,WAR,HK,IND,KL,NZ,KS,SS,SI,AX,TW,XTAE,
Comments:	

## **Appendix 2 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. 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.

### **Appendix 3 My Teaching Philosophy**

Wulin Suo  
School of Business  
Queen's University

Here are the guidelines I follow when I teach and interact with my students in and outside of the classroom.

➤ *Treat students as motivated individuals*

Since all the finance courses I teach are geared toward third and fourth year students in the commerce program and graduate students, there is no reason to treat students as though they were right out of high school. Rather, I believe that advanced courses in finance should treat students like motivated individuals who are well equipped with the background knowledge, and are eager to learn and to prepare themselves for their entry into the real world of finance, or prepare themselves for a successful academic career.

➤ *Professor-Student relationship*

I think of myself as the employer and the student as the employee in an employer-employee relationship. No one is forced to work for someone, but if someone chooses to work for someone else, there is an implied contract that each party will do something for the other. The employee makes a commitment that includes a promise to come to work and to work diligently to help the organization achieve its objectives, and be rewarded according to his/her contribution to the organization. The employer commits to provide the employee with a safe and stimulating work environment that is conducive to the employee fulfilling his or her obligations.

➤ *The objective of a professor*

As a professor, I make the decision on what to teach in the classroom. The criteria for choosing the materials and workload for the courses I teach should not be based on what pleases the students, rather they should be based on what I believe is best for the students' education, on what will make the students more competitive on the job market, and on what will best prepare them for a successful career.

➤ *The purpose of lectures*

I subscribe to the philosophy that one cannot count on learning everything from simply attending classes. I can only cover the main concepts that need to be explained and the techniques that are difficult to understand. I have the belief that if a student can master most of the course contents by simply attending classes then the course content is too superficial. The courses I teach are all rather

technical, and the students should be prepared to work hard to make themselves comfortable with the background materials. Sometimes students might get intimidated by the mathematics and the technical details. However, the best way is to ask the professor to go over the parts that one believes are difficult to understand, or the background knowledge one is unfamiliar with. In this way, the student will help him/herself as well as the whole class to understand better. Another way is to see the professor after class with questions, when I am always more than happy to offer my help. The worst scenario is to walk away feeling frustrated and complain afterward

➤ *Understanding the idea behind formulae*

In technical courses like those I teach, it is easy to lose focus and get under the impression that “memorizing the right formula” is the key to do better in the course. I have always emphasized that it is much more important to understand the intuition behind the formula. I firmly believe that a university student should not only know “how” to use a formula, he/she should also know “why” the formula is used. It is a lot easier to simply plug numbers into a formula, but it is far more important to know why you do so and also the limitation of the formula. For this reason, I always allow students to bring a formula sheet to exams. During the lectures, I spend much time explaining the meaning of the each formula, to make sure that students see not only how different variables are related but also why it is so. I do numerical examples only to help students get through the technical details.

➤ *Improving the courses through experience and feedback*

When preparing the courses, I carefully decide the core materials to be covered in each course and organize them in a coherent sequence. Even for the same course, I change the sequence and contents of the lectures to incorporate the inputs from my colleagues, to adjust for the different background of the students, and to reflect my experience from the previous years. I also take feedbacks from the students into consideration when preparing the classes, especially on the pace of the lectures.

➤ *Learning through practice*

Learning best occurs when the material presented to students has both theoretical and practical relevance. To enhance their learning experience, students are encouraged to apply the knowledge and skill they learned from the classroom to solve real world problems. .

➤ *Learning best occurs when the professor cares about students*

I try very hard to demonstrate care and respect for my students in and outside of the classroom. I feel that this is one of the most important core values of my teaching philosophy. Effective teaching does not end in the classroom. It also involves mentoring and interaction outside the classroom.

➤ *Treat students fair*

I pledge to provide the student with a safe and stimulating environment that will challenge him or her to perform to the best of his or her ability. I will not discriminate on the basis of race, sex, age, or ethnic origin. A student’s grade depends only on his/her performance: those who do the best work will get the best grades.

**COMM 328**  
**International Finance**  
**Winter 2016**

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**□ Course Description / Objectives**

This course focuses on the financial issues that managers confront in an international setting and develops a framework for evaluating the many opportunities, costs, and risks associated with multinational operations. The course employs cases extensively to provide students with a detailed and analytic look at investment and financial decisions undertaken by multinational firms. Topics covered include:

- Determination of exchange rates
- Foreign exchange market
- Relationships among inflation rates, interest rates & exchange rates
- Currency futures, options & swaps
- International investing
- Foreign exchange exposure
- Hedging exchange risk
- Cross-border valuation

**□ Course Materials**

Textbook (Required): *Multinational Financial Management* by Alan C. Shapiro, 10th Edition, Wiley.

Handouts (Required): Any handouts that are given in class are considered important and testable material.

Cases (Required): The cases are available at the Case Room (LL132). Students will form teams of 4-5 members and submit a written report on the Disney case.

Hong Kong Dollar Peg, Dozier, Ibersnacks, General Motors, Groupe Ariel and Dow Chemical are for inclass discussion only.

Supplementary Material (Highly Recommended): *Financial Times*, *Wall Street Journal* and *The Economist*. Many articles relevant to this course will appear in *FT*, *WSJ* and *The Economist* on a regular basis.

Students should read assigned material before coming to class. The lectures will be geared towards clarifying and expanding upon the concepts presented in the text. Preparation is important in creating a classroom environment of active discussion and interchange. Each student will be expected to participate actively in class discussion.

Copies of the PowerPoint slides that will be used during lectures and other course materials will be posted on the course website. To help students prepare for the exams, two problem sets (with solutions) will be available. You should also work through the end-of-chapter questions and problems posted on the course website for practice.

### □ Case Analysis

Students will form teams of 4-5 members. This should be accomplished by Thursday, January 21. Please send me an e-mail when you have formed your team. Each team will prepare a written report on the Disney case. Turn in one copy for the entire group, with all group members clearly indicated. Grading will be based on the written analysis, and each member of the team will receive the same grade, unless there is a compelling reason to do otherwise.

Case write-up should be no longer than 5 pages of double-spaced text (not including figures and exhibits). The intent of the page limit is to enforce careful writing. The objective of the analysis will be to answer the guideline questions posted on the course website. Each report should contain an executive summary with clearly stated recommendations based on the analysis of the case. All exhibits, such as spreadsheet analysis, figures and tables, should be clearly labeled and referenced.

Cases are due at the start of class and late reports will not be accepted. It is the sole responsibility of any student missing a class to make arrangements to have assignments delivered on time.

### □ Key Dates **(Please note this is the 2015/16 schedule)**

- |               |                                |
|---------------|--------------------------------|
| □ Midterm     | February 10, 6:30 pm - 9:00 pm |
| □ Disney case | March 3                        |
| □ Final exam  | To be determined               |

### □ Grading

The final grade for the course will be determined by the following weights:

- |                             |     |  |
|-----------------------------|-----|--|
| □ Class participation       | 5%  | <b>attendance ≠ participation</b>      |
| □ Disney case               | 10% |  |
| □ Article discussion        | 10% | (details posted to the course website) |
| □ Midterm                   | 25% | □ Final exam 40%                       |
| □ Best score of the 2 exams | 10% |  |

The final exam will be comprehensive. Both exams are closed-book, closed-notes. They will be composed of short-answer questions and problems. A formula sheet will be provided by the instructor. No additional materials, other than your calculator, are allowed. There is no sharing of calculators during the exams.

There is no make-up exam for the midterm. If you have a valid excuse (being sick, having another exam at the same time, having 3 or more exams on the same day, etc.) for missing the midterm, the final exam will make up 75% of your final grade. Please make all the effort to contact me *prior* to the exam if you are unable to attend.

There are no verbal appeals for grade changes. You should submit a written statement explaining the problem within one week of the date the grades are announced and I will be happy to re-grade any exam or case.

## **Tentative Course Outline**

### **I. Environment of International Financial Management**

- Tues., Jan. 5      Course Overview
- Thurs., Jan. 7      International Trade  
*Shapiro, Appendix 1A*
- Tues., Jan. 12      Exchange Rates  
*Shapiro, Chapter 2*
- Thurs., Jan. 14      Balance of Payments  
*Shapiro, Chapter 5*
- Tues., Jan. 19      Case: Hong Kong Dollar Peg
- Thurs., Jan. 21      Foreign Exchange Market  
*Shapiro, Chapter 7*
- Tues., Jan. 26      Case: Dozier Industries
- Thurs., Jan. 28      Parity Conditions  
*Shapiro, Chapter 4*
- Tues., Feb. 2      Parity Conditions (cont.)
- Thurs., Feb. 4      Case: Ibersnacks, S.A.
- Tues., Feb. 9      Review for Midterm
- Wed., Feb. 10      **Midterm, 6:30 pm - 9:00 pm**

### **II. International Financial Markets & Instruments**

- Tue., Feb. 23      Currency Swaps  
*Shapiro, Chapter 9*
- Thurs., Feb. 25      Currency Futures  
*Shapiro, Chapter 8*
- Tue., Mar. 1      Currency Options

*Shapiro, Chapter 8*

Thurs., Mar. 3 Case: The Walt Disney Company's Yen Financing

Tue., Mar. 8 International Portfolio Investment  
*Shapiro, Chapter 15*

### **III. Foreign Exchange Risk Management**

Thurs., Mar. 10 Translation & Transaction Exposure  
*Shapiro, Chapter 10*

Tue., Mar. 15 Why Hedge?

Thurs., Mar. 17 Economic Exposure  
*Shapiro, Chapter 11*

Tue., Mar. 22 Case: Foreign Exchange Hedging Strategies at General Motors: Competitive Exposures

### **IV. Valuing Cross-Border Investments**

Thurs., Mar. 24 Cross-Border Valuation  
*Shapiro, Chapter 17*

Case: Groupe Ariel S.A.: Parity Conditions and Cross-Border Valuation

Tue., Mar. 29 Case: Dow Chemical's Bid for the Privatization of PBB in Argentina

Thurs., Mar. 31 Review for Final Exam

# ACADEMIC INTEGRITY

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[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)

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**Turnitin.com**

Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including Smith School of Business. 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.

## COMMERCE 329

### MANAGEMENT OF FINANCIAL INSTITUTIONS

Winter 2016

### COURSE DESCRIPTION

This course examines the goals, roles, and structure of financial intermediaries (FIs) and the growth, financial and risk management, product development, and marketing decision problems facing the managers of these FIs. For the most part, the course will take the viewpoint of the managers of the various kinds of Canadian FIs and concentrate on developing frameworks and solution procedures for dealing with the decision problems facing them. This course will also examine the root causes and the consequences of the turmoil in Canadian and world financial markets during the 2007-09 period. The course will consist of a blend of lectures, readings, and case analyses, and emphasize the practical application of financial analysis tools and techniques, along with old-fashioned common sense. The topics covered in the course will include:

- the evolution and general roles of financial markets and FIs
- the private and public goals of financial institutions
- the concept and importance of liquidity and various liquidity management strategies
- FI asset portfolio management choices and strategies
- commercial/corporate lending and credit portfolio analysis and management
- the evaluation and approval of business loan applications
- retail lending – consumer credit and residential mortgages
- FI liability/funding management strategies
- financial product design and pricing
- loan sales and syndications, asset securitization, and credit derivatives
- the role and management of a FI's capital and reserves
- overall FI asset and liability management strategies
- investment timing strategies and the forward commitment process
- FI treasury and gap management strategies
- hedging strategies and the use of interest rate swaps, FRAs, financial futures & options, and other derivative securities
- inter-FI competition over time
- how markets develop and work, and how, on occasion, they are destroyed (e.g., ABCP)
- the future development of Canada's FIs and markets

While the case assignments will be largely **analytical** as opposed to descriptive in nature, some classes will deal with the history and descriptive characteristics of particular Canadian FIs and markets, and with the "current events" in the Canadian/worldwide financial community during recent years.

This is ***not*** a Money and Banking course. Students are expected to review and be familiar with the fundamental principles of macroeconomic and monetary theory as set forth in previous courses. I shall assume that students have a rudimentary working knowledge of this material for purposes of the assignments in this course.

## GENERAL COURSE INFORMATION

### Reading Materials:

There is **no** required **textbook** for this course. Students are, however, invited to pick up a **package of readings**, cases, and reference materials 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:

I place a strong emphasis on class participation and, therefore, students are expected to attend all classes and participate in class discussions. Students will be held responsible for making their own notes on the readings, and classes will often introduce material *not* covered in the readings and/or focus on applying the insights/conclusions from the readings to the practical situations set out in the cases.

Students are expected to read all 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 lectures**.

## COURSE OBJECTIVES

"Management of FIs" should be of particular interest to students contemplating a career in the financial community or in firms consulting to, or dealing extensively with, FIs. I intend to make this a practical course and will, wherever possible, digest down the relevant theoretical material to make it more immediately applicable to the real world situations that we will be examining.

My **over-riding objective** for this course is, to the maximum extent within my means, to help each student succeed in his/her chosen business career to the fullest extent of his/her capabilities. The course design and content, my evaluation procedures, and my course-related actions, demands, behaviours, and choices are ultimately driven by, and should be understood and evaluated in terms of, this over-riding course objective.

A. The **course content objectives**, as I see them, include:

- (1) Developing an understanding of the legitimate **socio-economic roles** of financial institutions (FIs) and financial markets;
- (2) Developing an understanding of how **influences** from FIs and markets are transmitted to, and impact upon, the **real sectors** of the economy;
- (3) Developing an ability to explain and predict the **determinants** of financial **market flows**;
- (4) Developing an understanding of FI **goals** and the **decision problems and processes** of FI managers;
- (5) Developing an appreciation for the **nature of the jobs and daily activities** of FI managers;

- (6) Developing an understanding of all the **risks** facing FIs and their managers, and how to deal with them;
- (7) Developing an ability to apply **financial-analysis tools and techniques**, as well as common sense, to typical FI management problems; and
- (8) Developing an appreciation for some of the **major challenges** facing, and **changes** currently taking place within, Canadian and international FIs and markets.

B. The **personal-development-related course objectives** I envision are:

- (1) Impressing upon students the need to develop a clear understanding of the relevant goals in any given business situation, and to devise and justify recommended moral actions/solutions in terms of their likely impact on goal achievement;
- (2) Giving students the opportunity to strengthen and refine their analytical, problem-solving skills, as well as their written communication skills, through the medium of case analyses;
- (3) Encouraging and assisting students to develop their reasoning and oral communication skills via participation in classroom discussions;
- (4) Helping students gain an understanding of the nature of some of the career opportunities and job responsibilities within FIs, as well as the moral challenges that they may face; and
- (5) Challenging students to expand their work-processing, problem-solving, and overload-coping capabilities so that many of you may start to develop the conditioning necessary to excel in your business careers (said only partly jokingly).

- 4 -

## EVALUATION PROCEDURE

Each student will be evaluated on the basis of his/her performance on 3 takehome case-analysis 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 will be noted and used as the basis for awarding grades at the middle and end of the course. A student who never speaks up or never **answers** questions during class *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 paper available to others. Hence, 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 other 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\* (Please note this is the 2015/16 schedule):**

<u>Evaluation Item</u>	<u>Due Date</u>	<u>Proportion of Final Course Grade</u>
“Harbour Savings” written case analysis – Part A	Jan.26 <sup>th</sup>	10%
– Part B	Jan.28 <sup>th</sup>	7%
Mid-term, short-answer examination	Feb.10 <sup>th</sup>	18%
“Alliance Trustco” written case analysis	March 3 <sup>rd</sup>	14%
“Athabasca Pulp Company” written case analysis	March 31 <sup>st</sup>	14%
Final, short-answer examination	Apr.7 <sup>th</sup> -23 <sup>rd</sup>	32%
General class participation – pre Reading Week		5%
– post Reading Week		<u>5%</u>
	Total	105%

**\* Notwithstanding the above normal grading scheme, if a student’s weighted-average exam grade – with a 36% weight on the mid-term and a 64% 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 329.**

**COMMERCE 329**

**MANAGEMENT OF FINANCIAL INSTITUTIONS Winter 2016**

**TOPIC OUTLINE**

- Jan. 5 Introduction and the Goals of Financial Intermediaries (FIs) and Their Managers
- Jan. 7 Financial Market Efficiency and the Growth and Roles of Financial Markets and FIs
- Jan.12 Overall FI Balance Sheet Planning, Liquidity, and Liquidity Management

- Jan.14 Evolution of Canadian Bank Asset and Liability Management and Loan Pricing Strategies
- Jan.19 Retail Lending – The Residential Mortgage Market and Mortgage Lending
- Jan.21 Retail Lending – The Consumer Credit Market and Consumer Lending
- Jan.26 Harbour Savings Credit Union – Financial Mgt Problems at Credit Unions and CPs
- Jan.28 Harbour Savings Credit Union – Choice and Design of New Mortgage Products
- Feb. 2 Mortgage Securitization in Canada and the Rise and Fall of Trust & Mortgage Loan Cos.
- Feb. 4 Bank Commercial Lending Policies and Practises
- Feb. 9 Versatile Technologies Inc. – Bank Commercial Credit Decisions
- Feb.11 Corporate Loan Portfolio Risk Management, Loan Sales, and Credit Derivatives

**Reading Week**

- Feb.23 Asset-Backed Securitization and Commercial Paper Conduits in Canada
- Feb.25 Treasury Operations, Implicit Forward Rates, Interest Rate Risk, and FI Gap Management
- Mar. 1 Capital Management at Canadian Banks
- Mar. 3 Alliance Trustco – FI Gap Management
- Mar. 8 FI Risk Management Using Bond and BA Futures and Options
- Mar.10 FI Risk Management Using FRAs and Interest Rate Swaps, Caps, Collars, and Floors
- Mar.15 Citibank Canada (1992) – FI Gap Management Using Derivatives
- Mar.17 The Nature and Evolution of Canadian Life Insurance (LI) Companies
- Mar.22 Memories of 1981 – LI Liquidity Management and Overall Balance Sheet Mgt Process
- Mar.24 LI Company Balance Sheet and Bond Portfolio Management
- Mar.29 LI Company Capital Management and Hedging LI Operations Using Derivatives
- Mar.31 Athabasca Pulp Company – Corporate Risk-Hedging Using Derivatives

## READING ASSIGNMENTS FOR EACH CLASS

### **Jan. 5 Introduction and the Goals of Financial Intermediaries (FIs) and Their Managers**

“The Goals of Financial Intermediaries (FIs), Their Shareholders, and Their Senior Managers,” instructor’s note (distributed in class).

“Financial Risks Facing Household/Individual Savers/Investors,” (distributed in class).

### **Jan. 7 Financial Market Efficiency & the Growth and Roles of Financial Markets and FIs**

“Alternate Channels of Funds & Securities Flows within the Financial System,” instructor’s note (in readings packet) – **bring to class**.

“The Functions Performed by Financial Markets and Financial Intermediaries, and the Role of Financial Market Efficiency,” instructor's note (in readings packet).

### **Jan.12 Overall FI Balance Sheet Planning, Liquidity, and Liquidity Management**

“Modelling a Financial Intermediary, Its Environment, and Its Decision-Making Framework,” instructor’s note (in readings packet) – **bring to class**.

“Liquidity, Liquid Assets, and Financial Intermediary Liquidity Management,” instructor's note (in readings packet) – **bring to class**.

“The Evolution of Canadian Banking Since 1946,” instructor’s note (in readings packet) – **read pages 1 to the top of page 8 only**.

### **Jan.14 Evolution of Canadian Bank Asset & Liability Management and Loan Pricing Strategies**

“The Evolution of Canadian Banking Since 1946,” instructor’s note – **read pages 8-28**.

“Financial Intermediary Asset and Liability Management at a Conceptual Level,” instructor's note (in readings packet) – builds on note from the previous class.

“Identifying All the Risks Banks Face” (in packet) – **skim-read bracketed passages only**

### **Jan.19 Retail Lending – The Residential Mortgage Market and Mortgage Lending**

“The Residential Mortgage Market in Canada,” instructor’s note (in readings packet).

“Comparison of the Canadian and U.S. Residential Mortgage Markets,” reference only.

### **Jan.21 Retail Lending – The Consumer Credit Market and Consumer Lending**

“The Consumer Credit Market in Canada,” instructor’s note (distributed in class).

- Jan.26 Harbour Savings Credit Union – Financial Mgt Problems at Credit Unions & CPs**  
“Harbour Savings Credit Union” case (in readings packet)  
“Credit Unions and Caisses Populaires,” instructor’s note (distributed in class)
- Jan.28 Harbour Savings Credit Union – Choice and Design of New Mortgage Products**  
“Harbour Savings Credit Union” case (in readings packet) – **esp. pages 18-20 & 27-32.**  
“There’s More to Variable-Rate Mortgages Than Simply the Rate” (in readings packet).
- Feb. 2 Mortgage Securitization in Canada and the Rise and Fall of Trust & Mtge Loan Cos.**  
“Mortgage Securitization in Canada,” instructor’s note (in readings packet).  
“The Rise and Fall of Independent TMLs in Canada,” (in readings packet) – **bring to class.**
- Feb. 4 Bank Commercial Lending Policies and Practises**  
“Bank Commercial Lending Policies and Practises,” instructor’s note (in packet).
- Feb. 9 Versatile Technologies Inc. – Bank Commercial Credit Decisions**  
“Versatile Technologies Inc.” case (in readings packet).  
“How to Prepare and Present a Written Analysis of a Case,” instructor's note (in packet).  
“Canadian Banks Focus on Small Business Lending,” clippings (in readings packet).
- Feb.11 Corporate Loan Portfolio Risk Management, Loan Sales, and Credit Derivatives**  
“Bank Corporate Loan Portfolio Risk Management,” instructor’s note (in readings packet).
- Feb.23 Asset-Backed Securitization and Commercial Paper Conduits in Canada**  
“The Good, the Bad, and the Ugly – Asset Securitization in Canada,” (in readings packet).  
“Shedding Light on Shadow Banking,” Timothy Lane, and attached items (in packet).

**Feb.25 Treasury Operations, Implicit Forward Rates, Interest Rate Risk, & FI Gap Mgt**

“Asset and Liability Management Using Gap Analysis,” instructor’s note (in packet).

“Yield-Curve-Based Interest Rate Forecasting: Rate Forecasts Based on the Forward Rates Implicit in the Term Structure of Rates,” instructor’s note (in readings packet).

**Mar. 1 Capital Management at Canadian Banks**

“Canadian Chartered Bank Capital Management,” instructor’s note (in readings packet).

**Mar. 3 Alliance Trustco – FI Gap Management**

“Alliance Trustco” case (in readings packet).

**Mar. 8 FI Risk Management Using Bond and BA Futures and Options**

“Managing Interest Rate Risk with Bond and BA Futures and Options,” instructor’s note (in readings packet) – **bring to class.**

**Mar.10 FI Risk Management Using FRAs and Interest Rate Swaps, Caps, Collars, & Floors**

“Over-the-Counter Interest Rate Derivative Instruments; Forward Rate Agreements (FRAs), Interest Rate Swaps, and Interest Rate Caps, Collars, and Floors,” (in readings package).

**Mar.15 Citibank Canada (1992) – FI Gap Management Using Derivatives**

“Citibank Canada (1992)” & “Appendix to Citibank Cda (1992)” case (in readings packet).

**Mar.17 The Nature and Evolution of Canadian Life Insurance (LI) Companies**

“The Canadian Life Insurance Industry” instructor’s note (in readings packet) – **read pages 1-37 only and peruse pages 40-44 – bring to class.**

**Mar.22 Memories of 1981 – LI Liquidity & Overall Balance Sheet Management Processes**

“Memories of 1981” case (in readings packet).

“The Canadian Life Insurance Industry,”(from Mar.17)– **read pages 38-39 – bring to class.**

**Mar.24 LI Company Balance Sheet and Bond Portfolio Management**

“Bond Investment Strategies,” instructor’s note (in readings packet).

**Mar.29 LI Company Capital Management and Hedging LI Operations Using Derivatives**

“Capital Management at Canadian Life Insurance Companies,” instructor’s note (in packet).

“Hedging Niagara Life’s Forward Commitment Risk,” case (in readings packet).

**Mar.31 Athabasca Pulp Company – Corporate Risk-Hedging Using Derivatives**

“Athabasca Pulp Company” case (in readings packet).

“Hedging Corporate Interest Rate Risk,” instructor’s note (in readings packet).

“Over-the-Counter Interest Rate Derivative Instruments; Forward Rate Agreements (FRAs),

Interest Rate Swaps, and Interest Rate Caps, Collars, and Floors,” (in packet from Mar 10<sup>th</sup>).

**COMM332 – MARKETING RESEARCH**  
***WINTER 2015***

**Textbook (required):** *Marketing Research Essentials – Second Canadian Edition*, McDaniel, Gates, Sivaramakrishnan & Main (2014). Publisher: Wiley. Available at Campus Bookstore.

This course is designed to provide students with an understanding of the marketing research process, its uses, limitations and biases. Students will develop problem-analysis skills and learn practical skills to translate a management problem into a marketing research question. Students will learn about the advantages and limitations of various research methods, both qualitative (e.g. focus groups, observation, ethnography) and quantitative (e.g. surveys, experiments), and how to appropriately deploy them in the hands-on practice of a real-world marketing research project. The ability to work well in teams and apply concepts learned in readings and in class to real-world research problems will substantially contribute to a student’s success in this class.

**Course Objectives:**

- Learn the language of marketing research and what constitutes good vs. bad research.
- Learn more about marketing and consumer behavior through research.
- Explore and understand different methods of conducting marketing research and why we conduct it in the first place.
- Learn how to translate important business and marketing questions into research problems and how to conduct research so as to answer those questions.

**Course Requirements and Grading:**

Students are responsible for being fully prepared to discuss the topic assigned for each class. Final grades are based on your performance on the following:

Class Contribution	10%
Quizzes	5% each x 6 = 30%
Individual Assignments	15% each x 2 = 30%
Marketing Research Project	30%

Extra Credit:

- Participation in Research Pool studies

**CLASS CONTRIBUTION (10%):** Since this is designed to be an interactive class, preparation for class is of the utmost importance.

- In order for this class to work, you need to have read, understood and be prepared to discuss the readings from the textbook & the assigned articles for each class. Your contribution to the discussion on those topics will be the primary determinant of your class contribution grade.
- Small assignments will be given on occasion (usually during the previous class), and your preparation for and completion of those assignments will influence your class contribution grade.

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**QUIZZES (5% EACH X 6 = 30% -- 7 quizzes given, drop lowest grade):** These quizzes will be the only form of testing in this class – there is no midterm or final exam. However, in order for this class to work as planned, you **ABSOLUTELY** need to stay current with and endeavor to understand the material in the textbook. In order to encourage you to both a) attend class and b) read the textbook and keep up with the topics discussed in class, reading quizzes will be given over the course of the term.

- A total of **7 quizzes will be given, with 10-15 questions each (multiple choice and short answer)**, to account for 30% of your final grade. The general idea is to ensure that you are keeping up with the key concepts required to understand the field of marketing research, and quizzes are designed to evaluate your familiarity with important terminology & concepts and your ability to apply it and discuss it in class. **Quizzes will generally cover all the textbook chapters assigned since the last quiz (including the chapter to be read for the class in which the quiz is given), plus any additional material indicated by the instructor (refer to the schedule in the syllabus for specifics). Quizzes will also cover material related to any inclass presentations related to the project that have taken place since the last quiz.**
- **TIP FOR SUCCESS:** Do not **SKIM** the chapter in question and expect to do well on the quiz. Preparation for the quiz is best done by closely reading the chapter **AND** making notes on the material contained therein while in a quiet, non-distracting environment. Use the important concepts discussed in the summary at the end of each chapter and the terminology referenced in the margins to help guide your focus.
- **NO makeup quizzes will be given outside of class.** Quizzes will be given at the very beginning of class, so make doubly sure you are on time on quiz days, since they will be collected when the students who were in class on time are finished. We go over the answers immediately after the quiz, so it truly is impossible for you to do a makeup quiz without me making up a brand new quiz just for you – so please don't ask.
- Of the 7 quizzes given, I will **drop your lowest grade**. This should be sufficient to allow for emergencies or illnesses that result in you missing a quiz.

**INDIVIDUAL ASSIGNMENTS (15% EACH X 2 = 20%):** Two individual assignments will be given throughout the term to be done outside of class and brought to class prepared to be discussed and handed in to the professor. More details will be given at the time the assignments are distributed; briefly, however, the assignments can be described as follows:

- 1) **Observation Exercise:** You will be directed to choose a location from which you can observe and record a consumption activity for a minimum of 30 minutes. You will be asked to answer a variety of questions related to your observations, including a deeper analysis of what you observed. This assignment will be due on **Monday, February 23<sup>rd</sup>**.
- 2) **Survey Critique:** You will be asked to critique the questions in an existing survey, in accordance with what we have discussed in class and the material contained in the textbook with respect to questionnaire development. This assignment will be due on **Monday, March 16<sup>th</sup>**.

**MARKETING RESEARCH PROJECT (30%):** This term the whole class will be working on a marketing research project on behalf of the Development Office within the Queen's School of Business

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(i.e. the people who manage alumni relations and raise money from donors for QSB). Based on an application submitted at the beginning of the third week of the term outlining their skills and interests, each student in the class will be assigned to a team with a specific role within the marketing research process. Your grade for the various project components outlined below will be based on the deliverable for which your team is responsible. More specifics about the timeline of the project and the delivery dates for different components, as well as the available roles, will be outlined further in separate documents available on D2L as well as discussed in class throughout the term. All members of the team will not automatically receive the same grade; your individual grade will be based on a combination of my assessment of your contribution to the project throughout the term as evidenced by your contribution related to the project both in and out of the classroom, as well as peer evaluations from your team members.

The 30% of your final grade that this project makes up will be divided as follows:

- 7.5%: in-class presentation of team deliverable
- 15%: written team deliverable for project segment
- 7.5%: in-class contribution to marketing research project throughout the term

## THE FINE PRINT

(= all the really, really important stuff you really, really need to know)

### EXPECTATIONS FOR CLASS CONDUCT & WORKLOAD:

- Attendance for this class is MANDATORY – clearly, it is impossible to contribute to the class if you are not present. In addition, your absence will affect your understanding of the course and your ability to contribute to your team’s work on your major class project. You are expected to inform the instructor as soon as possible (and preferably *in advance*) when you identify that are unable to attend class, including providing a reasonable explanation as to why you will be absent. Unexcused and unexplained absences will affect your class contribution grade.
- You are asked to pick up your name card at the beginning of each class and to drop it off when you leave. Please sign the back of your card with the date each time. **Signing your name for a class in which you weren’t present, or signing someone else’s name to their name card are both violations of the Academic Integrity Policy** – see below for more details.
- **Extracurricular roles and activities (such as conferences) are secondary to class attendance and course work. This is the policy of the Commerce Office.**
- Disruptive or rude behavior (repeatedly arriving late, talking while someone else is speaking, disrespect for the instructor, a guest speaker or your fellow classmates, inappropriately using technologies such as laptops or cell phones) are a negative contribution to the operation of the class and thus will also be reflected in a lower grade.
- Given that this is a 300-level course, there are certain expectations about the quality of work and the way in which you conduct yourself in class, particularly with respect to how you behave towards me, other students, and any guest speakers we have in class. As an easy guide to appropriate behavior, think about how you would like to be treated if you were speaking or standing in front of the class.
- **Laptops & Cell phones:** Because of the distraction possibilities they present for everyone involved (you, your fellow students, and myself), I will ask you not to have laptops or cellphones in evidence or use during the class, unless otherwise indicated by me in advance. When laptop use is permitted, it is for the purposes of working on class-related projects and assignments only. An obvious and repeated failure to observe this request (i.e. texting, email, Facebook, web surfing, etc.) will negatively impact your class contribution grade (and make me cranky). If you need to use a laptop for the purposes of taking notes, you may talk to me outside of class. You will be expected

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to sit in the front row, and the students behind you will be asked to let me know if you are doing something other than taking notes.

**GUIDELINES FOR ALL WRITTEN WORK:**

- **In order to ensure consistency, all written work should be** ○ double-spaced ○ with 1-inch margins ○ Times New Roman 12 point font, ○ single-sided ○ STAPLED
  - In hard copy ○ Length will be specified by assignment.
- All written work **must** be submitted in **HARD COPY**. Emailed assignments are not acceptable, unless explicitly asked for by the instructor or TA.
- If you are doing a presentation in class, please bring 1 copy of your slides with you to the presentation, so that I may use them for taking notes for grading purposes.
- **LATE POLICY:** All written work is due at the beginning of the class period on the day it is listed as due on the syllabus. Turning it in after that time will result in a 5% reduction of your grade immediately, and an additional 5% for each day that it is late.
- Marketing is all about ideas and the communication of those ideas. Even the most brilliant, fantastic ideas can get lost if they are presented poorly – i.e. using poor grammar & writing techniques, in a document full of spelling and typographical errors. Thus, anything you turn in to me should be proofread fully and multiple times. As a general rule, the **CONTENT** of your work will be graded out of **80%** of the value of the assignment, and **SPELLING/GRAMMAR/WRITING** will account for the remaining **20%**. As a result, be **very** careful about what you submit as your final work. For each assignment, I will do my best to be as clear as possible about what I am looking for and, when possible, how much each component is worth of the total grade for that assignment.
- As you can tell, I take writing very seriously. If you feel like you could use some additional help with your writing, I encourage you to use the Writing Center located in Stauffer Library and to take advantage of both its in-person services as well as the handouts and links available on its website at <http://www.queensu.ca/writingcentre/>. You can go make an appointment in person or by calling 613-533-6315.

**COURSE RESOURCES:**

- All course documents (lecture slides, syllabus, additional materials for class, assignments, project outlines, etc.) will be posted on the course website (qsblearning.ca – login using your NetID and password). I will periodically send out emails about the course & post announcements, so please keep an eye out for such communications from me or the TAs.
- Slides will be posted at the latest by 8:00 p.m. on the evening prior to the lecture. They are designed to help reduce the amount of note-taking you have to do in class so that you can pay attention to what I'm saying and whatever discussion goes on during the class; they are not meant as a substitute for attending class. You will also notice that at times the slides you have will be slightly different than the slides that I use. I'm very confident that you can keep track of those differences on your own.
- If you have any concerns related to your ability to participate in or fully complete the requirements of the course, for any reason, I encourage you to come and talk to me at the earliest possible opportunity. While accommodations can often be made to address issues that arise unexpectedly, my ability to be flexible on some things diminishes as the term goes by and we have less time to work with.
- I hope that I can also be an effective resource for you. I encourage you to use my office hours and to contact me with questions or problems that you have, be they course-related or otherwise. Communication with me is most effectively done in my office hours or by email. If you email me during the week you will almost always receive a response in 24 hours, unless I have told you otherwise.
- Some important things to keep in mind when communicating with me by email:
  - 1) This is a business course, so please write professionally and **watch your spelling and grammar**.
  - 2) Understand that if you have a complicated question or one that requires a lot of back and forth, I may direct you to visiting me in my office since email is often not appropriate for those types of conversation;
  - 3) According to university policy, faculty members may only correspond with students regarding academic

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issues if both parties use official university e-mail addresses. So **if you email me from a non-Queen's University email address, I am not able to respond to you.**

## 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, 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 any external source (including 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>. I am largely ambivalent as to which standard (e.g. APA, MLA, etc.) you use; please be consistent and keep in mind that source citation should also allow me to locate the resource on my own should I so desire, in addition to giving credit for the original idea. See me if you have any questions regarding how that should be done.

**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.

## Grading

As you are no doubt aware, we have moved to a letter grading system for your final grades. In order to properly set expectations throughout the term as to what that letter grade actually means, all of your work will be graded using letter grades and according to the same scheme, which is outlined in Table 1 below (taken from the Queen's Senate descriptors of Letter Grades). The corresponding percentage and GPA grade is listed next to the letter grade, as well as the long descriptor of the kind of work that is necessary to receive each grade. If you have any questions about this, I encourage you to come and discuss them with me BEFORE your to-be-graded deliverables are due.

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As mentioned previously, for both written work and presentations, I will endeavor to specify the standards for grading for assignments on a case-by-case basis. Please read the assignment descriptions **CAREFULLY** – every year students lose marks for missing simple things. If you have questions, please try to bring them to me as soon as possible.

**Table 1 – Letter Grades by %, GPA & Long Descriptor**

Letter Grade	% Grade	GPA	Long Descriptor
A+	93	4.3	Indicates truly 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.
A	87	4.0	Indicates outstanding performance that meets 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.
A-	82	3.7	Indicates excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.
B+	78	3.3	Indicates very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
B	75	3.0	Indicates good comprehension of the course material. The expectations set for the course have been met.
B-	72	2.7	Indicates reasonably good comprehension of the course material. Most expectations set for the course have been met.
C+	68	2.3	Indicates an acceptable comprehension of the course material, meeting and in some cases exceeding basic standards.
C	65	2.0	Indicates a generally acceptable comprehension of the course material, meeting basic standards.
C-	62	1.7	Indicates a minimally acceptable comprehension of the course material while falling short of basic standards in some areas.
D+	58	1.3	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
D	55	1.0	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
D-	52	0.7	Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted.
F	48	0.0	Indicates that the minimum standards have not been met. Credit has not been granted.

**Appealing Grades**

It is possible that there will be a grade that you receive on an assignment that you don’t particularly like. That, however, is unfortunately not sufficient grounds on which to appeal your grade. You can only do so if you genuinely believe the grade you were assigned does not accurately reflect the quality of your work, and you are able to explain why. In order to appeal, submit a written memo (limited to **1 page, double-spaced, 12-point Times New Roman font**), outlining as succinctly as possible why you think your assignment merited better than the mark you received indicated, based on the outline of the assignment and the descriptors of each grade as listed above. Please do not include any additional information (such as what you know now, or what you meant at the time). Simply justify your answer with respect to the assignment and the quality descriptors in the table above. Appeals can only be submitted beginning **ONE WEEK** after the **assignment was returned in**

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**class** and will be accepted for up to **TWO WEEKS** from that point (i.e. up to 3 weeks after the grade was returned). After that, no appeals will be accepted.

**Class Schedule\* (Please note this is the 2015/16 schedule)**

Date	Topic	Readings	Due/Class Activity
Jan. 5	Class Introduction		
Jan. 8	Marketing Research Intro	<b>Article:</b> Cost-Conscious Market Research (Andreasen, HBR ; Txbk: p2-16	
Jan. 12	Problem Definition	<b>Article:</b> Backward Market Research (Andreasen, HBR May 1985); Txbk: p30-46	<b>Quiz#1</b> – Articles (CC Mkt Res & Bckwards Mkt Res); Txbk: p2-16 & 30-46; Syllabus
Jan. 15	Problem Definition		
Jan. 19	Problem Definition		<b>Project Role Applications Due</b>
Jan. 22	Secondary Data Overview	<b>Txbk:</b> p58-78; p268-270	
Jan. 26	Secondary Data		
Jan. 29	Qualitative Research Overview	<b>Txbk:</b> p82-109 & 271-275	<b>Quiz #2:</b> p58-78, 82-109 & 268275
Feb. 2	Qualitative Research – Focus Group & Projective Techniques	<b>Articles:</b> True Colors (Gladwell – New Yorker), The Naked Face (Gladwell, New Yorker)	
Feb. 5	Qualitative Research – Observation & Ethnography	<b>Article:</b> The Coolhunt (Gladwell, New Yorker); <b>Txbk:</b> p114-139	
Feb. 9	Survey Intro	<b>Txbk:</b> p236-252 & 276-287	<b>Quiz#3</b> – 3 articles (Gladwell); Txbk: p114-139, 236-252, 276-287
Feb. 12	TBD		
Feb. 23	Measurement & Validity	<b>Txbk:</b> p144-163	<b>Quiz #4</b> – Txbk: p144-163 <b>Observation Assignment Due</b>
Feb. 26	Survey Layout & Execution	<b>Txbk:</b> p192-231	
Mar. 2	Scaling	<b>Txbk:</b> p163-186	<b>Quiz#5</b> – p192-231 & 163-186
Mar. 5	Sampling	<b>Txbk:</b> p326-351	
Mar. 9	Error & Bias	<b>Txbk:</b> p252-258	<b>Quiz#6</b> – p252-258 & 326-351
Mar. 12	Data Analysis	<b>Article:</b> Million-Dollar Murray (Gladwell, New Yorker); <b>Txbk:</b> p388-419	<b>Quiz#7</b> – MDM article & p388-419
Mar. 16	Data Analysis/Experiments	<b>Txbk:</b> p294-303 & 307-317	<b>Survey Critique Due</b>
Mar. 19	TBD		
Mar. 23	<i>In-Class Workday</i>		
Mar. 26	<i>Presentation Coordination Day</i>		
Mar. 30	<i>Presentation to Development Office</i>		

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<b>Apr. 2</b>	<i>Project Debrief</i>		

**\* This is the likely schedule as of January 1<sup>st</sup>, 2015 but it may be subject to some change as we go through the term. I will inform you as soon as possible about any changes, either in class or in an announcement by email. I am unlikely to repost a revised syllabus unless there are multiple major changes.**

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# Comm 333: Marketing Strategy

## Course Syllabus

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### Required Course Materials

1. Harvard Business Review, MIT Sloan Management Review and other articles as detailed in syllabus – available through library database and we will discuss how to access these resources in the first class session.
2. Case package available through QSB case room
3. Optional Textbook: Strategic Marketing Management, Alexander Chernev, 8<sup>th</sup> Edition (2014)

### Course Objectives

Comm 333 has three 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 to allow you to critically assess the resulting marketing strategy; and
3. To develop your ability to communicate complex ideas / solutions to a variety of audiences.

The course emphasizes learning–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 :

- a. Those who wish to understand how marketing strategy fits into the overall strategic and business planning and management function of the firm,
- b. And those who intend to major in marketing and seek to increase strategic marketing insight, best practices and skills.

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.

- Module 1: 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. These are listed in the course schedule as ‘Conceptual Sessions’ and will consist of lectures on key topics, frameworks and models used in marketing strategy as well as in-class discussion of articles from Harvard Business Review and MIT Sloan Management Review to give a real-world perspective on how these concepts are used and applied in practice.
- Module 2: Intermixed with Module 1, in the second module we will dig deeply into 5 formal cases during our ‘Application’ sessions (found in the 333 Course Package). These sessions will begin with small group analysis of key issues in each case, and be followed by a broader class discussion of key strategic issues.
- Module 3: Module 3 features our signature marketing strategy simulation: MarkStrat. With the knowledge and skills gained in Modules 1 and 2, your team will analyze and make strategic marketing decisions for a company with products in the consumer electronics marketplace.

Please refer to the grading detail and course schedule for further detail on deliverables and timing.

### Course Evaluation Overview

<b>Item:</b>	<b>Value</b>
Midterm Exam	25%
Team Case Briefs (5)	15%
MarkStrat Simulation Marketing Strategy Report (15%) Market and Industry Board of Directors Debrief (10%) Overall Simulation Performance (5%)	30%
Quizzes	10%
Participation In-Class (15%) Out-of-Class (5%)	20%
Total	100%

### Course 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 though, make sure you are **attentive, on time, and ready to participate**.

### **Things to Remember Each Class:**

- Put your name tag up and close your laptop
- If you have got something that will contribute to the class, say it!
- If you need clarification, please ask me in class or afterwards during office hours. ▪ Announcements and updates, if any, will be posted to the course website (D2L)

### **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.
- Assignments are due at the beginning of class without exception. Late assignments will not be accepted.

Learning is a fundamentally social process that occurs when individuals work together to create shared understanding and knowledge. Learning proceeds more fruitfully when relationships are personal as well as professional. To that end, in this class, we will work to create a learning community by emphasizing active learning, cooperation among students, student-faculty contact and diverse talents and ways of learning.

## ***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.

### **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 the class dates labeled 'Conceptual', with the exception of those students who have received special permission from me to use laptops for note taking purposes only. 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. **Please Note:** On the class dates labeled 'Application' or 'Simulation', laptops WILL be allowed.

## **Course Website and Slides**

The website for this course serves as an extremely 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. The slides for all course sessions will be posted to the website at least 24 hours before 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 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 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. That way, all students will have access to the information. Thus, please make sure you check the website before emailing me with questions.

## **Academic Integrity**

Queen's University takes academic integrity very seriously and our school has a formal document that you should read (please see the Undergraduate Commerce Calendar for the School of Business policy). Academic dishonesty includes not using citations or references for others' work (i.e., plagiarism), cheating on projects or tests, submitting the same paper for credit in two courses without approval, impersonating someone in an exam, allowing someone else to copy your work, copying information from the internet, signing another student's name card, and

submitting fraudulent documents, among other activities. I have a **ZERO TOLERANCE** policy when it comes to all violations of academic integrity.

## Grading Process

Grading will be done by myself and several TA's who work with me. I try and get the grading done within 2 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 succinct. 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 these points in a way that makes sense. From the reader's (or marker's) perspective, it is much easier to understand the content when it is 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.

## Grading Scheme

The following grading scheme will be used in this class:

Grade	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.

## 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. To appeal, you must submit a memo outlining why you think your assignment 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). 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 begin accepting memos **1 WEEK AFTER** the assignment or exam has been returned 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.

## 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). In such cases, you must provide me with appropriate documentation (e.g., doctor's note).

## Groups

Given the structure of the simulation later in the semester and the number of cases, we will have 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 Tuesday, Jan 19.** Once formed, these groups cannot be changed. You will work with this group throughout the semester during inclass 'Application' sessions, and for the Markstrat simulation. At the end of the semester, you are required to complete a Peer Evaluation Form to evaluate the effort of your team members. Poor peer evaluations will result in reduced grades on out-of-class participation. 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. I will do what I can to assist you. Please do this as

soon as possible; if you wait until the end of the semester to inform me of a problem, there will be little I can do to solve it.

### **Personal Information Form**

Each student 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. A hard copy of this form must be handed in to me in class on **Thursday, January 14**. Early submissions are welcome. Please note that you cannot receive a 15/15 for in-class participation if you do not submit this form.

### **Name 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. I do read the feedback after every class to make sure that I am delivering the class in the best way possible. If the name on your name card is incorrect or differs from what you 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.

## **Course Evaluation Details**

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

An open-book midterm will be held in-class on **Thursday, March 3**. The exam will require each student to be able to apply the major concepts covered throughout the first half of the semester to answering several key questions pertaining to a case, which will be distributed in class on **Thursday, February 25**. For the midterm exam, as is the case with the other cases this semester, you will be asked to focus on the details of the case, without relying on information that may be available on the company of interest in the broader media. 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.

### **Team Case Briefs (15%)**

As noted previously, for the first 2/3 of the semester we will be intermixing Conceptual sessions with Application sessions where we apply the concepts and theories to cases. At the beginning of each application session, you will be presented with two or three 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 teams to respond to each of the key issues that are the focus of the discussion,

and we will end each class with 50-55 minutes of a plenary class discussion around these and other key issues from the cases. For each application session, each team will be asked to submit short written responses to each of the high level questions. These will be reviewed and graded for quality, clarity, coherence, succinctness and thoughtfulness of the responses. Throughout the course there will be 5 cases, and each team case brief is worth 3% of your final grade.

### **MarkStrat Simulation (30%)**

The simulation provides an opportunity to develop a marketing strategy, specific implementation tactics, and allow you to manage that strategy over time in response to market changes. Each team will be assigned to one of two industries, in which you will compete with four other teams. During the course of the simulation, your team will make two practice decisions (P1-P2) and eight formal decisions (D1 – D8). Specific details about the simulation software and the process by which teams will compete will be addressed during in-class in tutorials, and relevant materials (such as reference documents) will be 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. The third component is relatively straight forward, but a brief description of the other two components follows. All deliverable dates are highlighted in the course schedule (posted D2L). Detailed rubrics will be provided.

#### *Marketing Decision Strategy (15%)*

Prior to D1 you will prepare a concise (3 page max), written Marketing Decision Strategy (MDS). The decision strategy is a mini-marketing plan outlining your planned strategy for the upcoming simulation. This Marketing Decision Strategy will be due by **noon on March 16, in Goodes room 417.**

#### *Market and Industry Debrief (10%)*

At the end of the simulation each team will submit a comprehensive market and industry analysis (5 page) reviewing the overall effectiveness of your marketing strategy, deviations from your intended strategy and the logic behind them, as well as the effectiveness exhibited by all the teams in your industry group – with specific focus on what happened, what worked, what didn't work and future directions you would have taken in future periods.

### **Quizzes (10%)**

During the semester, there will be SIX quizzes. Two of the quizzes will be held in class, based on the syllabus and the MarkStrat Users Guide as listed on the syllabus. These two quizzes will be held at the beginning of class, therefore being on time is critical. **You must be in class, on time, and prepared to receive these points.**

The remaining four quizzes will be pop quizzes given in class periodically throughout the semester to make sure that all students, not just a diligent few, are staying up to date with the readings. You won't need to have memorized the readings, but if you haven't read them, you

will have trouble. These quizzes will normally occur at the beginning of class, but can occur at any time during a particular class session. Your lowest quiz grade will be dropped, thus there will be five quizzes that each count for 2% of your final grade.

### **Participation (20%)**

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 (15%)*

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 need to know that you are able to make high quality comments 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 much of the important learning during a university education occurs outside the classroom in the form of the work with your classmates for group assignments. 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 (D2L) that will allow you to assess the contributions of your teammates during group work this semester. Your out-of-class participation grade will be determined by these peer evaluations. A hard copy of the peer evaluation forms is **due no later than Noon on Friday, April 8 to my office, Goodes Room 417**. Please note, if you do not submit a peer evaluation form you will not receive full credit (5/5) for out-of-class participation.

## Tentative Course Schedule

**(Please note this is the 2015/16 schedule)**

Date	Content and Readings	Course Reminders and Deliverables	MarkStrat Decisions and Deliverables
<b>Tues, Jan 5</b>	Course Introduction and Accessing Course Materials		
<b>Thurs, Jan 7</b>	<p>Conceptual – What is Strategy?</p> <p>Porter, M. E. (1996). What Is Strategy? Harvard Business Review, 74(6), 61-78.</p> <p>Bingham, C.B., K.M. Eisenhardt, &amp; N.R. Furr (2011). Which Strategy When? MIT Sloan Management Review, 53(1), 71-78.</p> <p>Reeves, M. and Love, C. (2012). Your Strategy Needs a Strategy. Harvard Business Review, 90(9), 76-83.</p>	<b>- Quiz 1 (In-Class) - Syllabus</b>	

<p><b>Tues, Jan 12</b></p>	<p><b>Conceptual - Customer Orientation</b></p> <p>Levitt, T. (2004). Marketing Myopia. Harvard Business Review, 82(7/8), 138-149.</p> <p>Rust, R. T., Moorman, C., &amp; Bhalla, G. (2010). Rethinking Marketing . Harvard Business Review, 88(1/2), 94-101.</p> <p>Dawar, N. (2013). When Marketing Is Strategy. Harvard Business Review, 91(12), 100-108.</p> <p>Kirby, Julia and Stewart, Thomas A . (2007). The Institutional Yes: How Amazon's CEO Leads Strategic Change in a Culture Obsessed with Today's Customer. Harvard Business Review, 85(10), 74-82.</p>	<p><b>- Groups Assigned</b></p>	
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<p><b>Thurs, Jan 14</b></p>	<p><b>Conceptual – Marketing Metrics</b></p> <p>Clancy K, &amp; Stone R. Don't Blame the Metrics. Harvard Business Review, 83(6), 26-28.</p> <p>Mauboussin M. (2012). The True Measure of Success. Harvard Business Review, 90(10),46-56.</p> <p>Keiningham, T., S. Gupta, L. Aksoy &amp; A. Buoye (2015). The High Price of Customer Satisfaction. MIT Sloan Management Review, 55(3), 37-46.</p> <p>Davenport T. (2013). Analytics 3.0. Harvard Business Review, 91(12), 64-72.</p>	<p><b>- Submit Personal Information Forms</b></p>	
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	<p>Horst, P. &amp; R. Duboff (2015). Don't Let Big Data Bury Your Brand. Harvard Business Review, 93(11), 78-86.</p>		
<p><b>Tues, Jan 9</b></p>	<p><b>Conceptual - Industry Analysis</b></p> <p>Schoemaker, P.J.H. &amp; S. Krupp (2015). The Power of Asking Pivotal Questions. MIT Sloan Management Review, 56(2), 39-47.</p> <p>Kim, W., &amp; Mauborgne, R. (2004). Blue Ocean Strategy. Harvard Business Review, 82(10), 76-84.</p> <p>Kim, W., &amp; Mauborgne, R. (2015). Red Ocean Traps. Harvard Business Review, 93(3), 68-73.</p> <p>Bertolini, M., D. Duncan &amp; A. Waldeck (2015). Knowing When to Reinvent. Harvard Business Review, 93(12), 90101.</p>	<p><b>- Team Assignments Announced</b></p>	

<p><b>Thurs,</b> <b>J</b> <b>an</b> <b>2</b> <b>1</b></p>	<p><b>Application – Industry Analysis</b></p> <p>Case 1: Make or Break at RIM (in 2013): Launching Blackberry 10 (McGraw Hill)</p>	<p><b>- Sit With Your Team!</b> <b>- Case 1 Team Brief due in class</b></p>	
<p><b>Tues,</b> <b>Ja</b> <b>n</b> <b>2</b> <b>6</b></p>	<p><b><u>Conceptual – Business and Product Portfolio Models</u></b></p> <p>Moon, Y. (2005). Break Free from the Product Life Cycle. Harvard Business Review, 83 (5), 86-94.</p> <p>Wessel, M. and Christensen, C.M. (2012). Surviving Disruption. Harvard Business Review, 90 (12), 56-64.</p> <p>Christensen, C.M., M. Raynor &amp; R. McDonald (2015). What is Disruptive Innovation? Harvard Business Review, 93(12), 44-53.</p> <p>Suarez, F.F &amp; J. Kirtley (2012). Dethroning an Established Platform. MIT Sloan Management Review, 53(4), 35-41.</p>		
<p><b>Thurs,</b> <b>Ja</b> <b>n</b> <b>2</b> <b>8</b></p>	<p><b><u>Application – Business and Product Portfolio Models</u></b></p> <p>Case 2: Dominion Motors &amp; Controls, Ltd. (HBS, 1992)</p>	<p><b>- Sit With Your Team!</b> <b>- Case 2 Team Brief due in class</b></p>	

<p><b>Tues,</b> <b>F</b> <b>eb 2</b></p>	<p><b><u>Conceptual – Segmentation and Targeting</u></b></p> <p>Greenwald, Bruce, and Kahn, Judd. (2005). All Strategy is Local. Harvard Business Review. 83(9), 94-104.</p> <p>Yankelovich, D., &amp; Meer, D. (2006). Rediscovering Market Segmentation. Harvard Business Review, 84(2), 122-131.</p> <p>Christensen, C.M., S.D. Anthony, G. Berstell and D. Nitterhouse (2007). Finding the Right Job for Your Product. MIT Sloan Management Review, 48(3), 38-47.</p> <p>Cespedes, F.V., J.P. Dougherty &amp; B.S. Skinner (2013). How to Identify the Best Customers for Your Business. MIT Sloan Management Review, 54(2), 53-59.</p>		
<p><b>Thurs,</b> <b>F</b> <b>eb 4</b></p>	<p><b><u>Application – Segmentation and Targeting</u></b></p> <p>Case 3: Red Lobster (HBS, 2011)</p>	<p>- Sit With Your Team! - Case 3 Team Brief due in class</p>	

<p><b>Tues,</b> <b>Feb</b> <b>9</b></p>	<p><b><u>Conceptual – Branding and Positioning</u></b></p> <p>Anderson, J. C., Narus, J. A., &amp; van Rossum, W. (2006). Customer Value Propositions in Business Markets. Harvard Business Review, 84(3), 90-99.</p> <p>Dawar, N. &amp; C.K. Bagga (2015). A Better Way to Map Brand Strategy. Harvard Business Review, 93(6), 90-97.</p> <p>Edelman, D.C. &amp; M. Singer (2015). Competing on Customer Journeys. Harvard Business Review, 93(11), 88-100.</p> <p>Fournier, S. &amp; L. Lee (2009). Getting Brand Communities Right. Harvard Business Review, 87(4), 105-111.</p>		
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	Ettenson, R. & J. Knowles (2008). Don't Confuse Reputation with Brand. MIT Sloan Management Review, 49(2), 19-21.		
<b>Thurs, Feb 11</b>	<b><u>Application – Branding and Positioning</u></b> Case 4: Li and Lee, Attorneys-at-Law and the Embezzlement of NT \$3B by Eddie Liu (Ivey, 2008)	- Sit With Your Team! - Case 4 Team Brief due in class	
<b>Feb 16, 18</b>	No Class	Reading Week	
<b>Tues, Feb 23</b>	<b><u>Conceptual – Customer Relationships</u></b> Mittal, V, Sarkees, M., & Murshed, F. (2008). The Right Way to Manage Unprofitable Customers. Harvard Business Review, 86(4), 94-102. Fournier, S. & J. Avery (2011). Putting the 'Relationship' Back Into CRM. MIT Sloan Management Review, 52(3), 63-72. Anderson, R.E., S. Swaminathan & R. Mehta (2013). How to Drive Customer Satisfaction. MIT Sloan Management Review, 52(3), 63-72. Shin, J. & K. Sudhir (2013). Should You Punish or Reward Current Customers?. MIT Sloan Management Review, 55(1), 59-64.		

	Grainer, M., C.H. Noble, M.J. Bitner & S.M. Broetzmann (2014). What Unhappy Customers Want. MIT Sloan Management Review, 55(3), 31-35.		
<b>Thurs, Feb 25</b>	<b><u>Application – Customer Relationships</u></b>  Case 5: Euroair (Ivey, 2015)	- Sit With Your Team! - Case 5 Team Brief due in class - Midterm Case Distribution (In-Class)	

<b>Tues, Mar 1</b>	<p>Conceptual – Strategy Implementation</p> <p>Porter, T.W. &amp; S.C. Harper (2003). Tactical Implementation: The Devil is in the Details. Business Horizons, 46(1), 53-60.</p> <p>Sull, D., R. Homkes &amp; C. Sull (2015). Why Strategy Execution Unravels – and What to Do About It. Harvard Business Review, 93(3), 58-67.</p> <p>Martin, R.L. (2010). The Execution Trap. Harvard Business Review, 88(7/8), 64-71.</p> <p>Guillen, M.F. and E. Garcia-Canal. (2012). Execution as Strategy. Harvard Business Review, 90(10), 103-107.</p>		<p><b>Purchase      MarkStrat</b> <b>                    License</b> <b>                    Online Only</b> <b>DO    NOT    REGISTER</b> <b>                    YET</b></p>
<b>Thurs, Mar</b>	In-Class Midterm Exam		<p><b>Purchase      MarkStrat</b> <b>                    License</b> <b>                    Online Only</b></p>

ar 3			<b>DO NOT REGISTER YET</b>
Tues, Mar 8	MarkStrat Introduction	- Quiz 6 (In-Class) – Markstrat Guide - Bring Laptops to Class - Sit With Your Team!	- MarkStrat Registration Decision (P1) Due Today @8pm;
Thurs, Mar 10	MarkStrat Practice Session		P2 Due In-Class Today
Tues, Mar 15	MarkStrat Practice Debrief and R&D Tutorial	- Marketing Decision Strategy Due by Noon, Weds. March 16, Goodes Room 417	D1 Due 16 Weds @ 8pm
Thurs, Mar 17	MarkStrat Intense Session		D2 Due 18 Fri @ 8pm D3 Due 20 Sun @
Tues, Mar 22	MarkStrat Intense Session		D4 Due of at Class End Today
Thurs, Mar 24	MarkStrat Intense Session		D5 Due Today In-Class D6 Due 27 Sun @ 8pm

<p><b>Tues,</b> <b>M</b> <b>ar</b> <b>2</b> <b>9</b></p>	<p>MarkStrat Intense Session</p>		<p><b>D7</b>   <b>Due</b>   <b>In-Class</b> <b>Today</b> <b>D8</b>   <b>Due</b>   <b>Wed</b>   <b>Mar</b> <b>30</b>   <b>@</b>   <b>5pm</b></p>
<p><b>Thurs,</b> <b>M</b> <b>ar</b> <b>3</b> <b>1</b></p>	<p>Markstrat Debrief and Course Wrap-Up</p>	<p>- <b>Market and Industry Analysis Due by Noon, Weds Apr 6, Goodes Room 417</b> - <b>Peer Eval Forms Due by noon, Fri Apr 8</b></p>	



Goodes Hall, 143 Union Street, Kingston, Ontario, Canada, K7L 3N6  
Bachelor of Commerce (BCOM) Program  
Marketing Communications (COMM 335)  
Course Syllabus (2016)

## Faculty

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## Course Overview

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This course provides an introduction to the topics of interest in the theory and practice of integrated marketing communications. Beginning with a basic understanding of the communication process, COMM 335 address effective communication and creative strategy. The course introduces you to all topics necessary to design a complete integrated marketing communications campaign plan. It examines strategies of integration across marketing communication elements, including traditional media advertising, internet and interactive advertising, direct, experiential, and word-of-mouth marketing, sales promotion, and public relations. Additional topics include efficiency in media planning, and the effects and effectiveness of advertising and communication.

COMM 335 is restricted to students enrolled in the 3rd or 4th year of the Commerce program. (Prerequisite COMM 131)

## Grading & Evaluation

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The final grade for COMM 335 will be derived as follows:

Element	Notes
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**Marketing Pitch 15%** **Communications Plan 30%** **Plan Presentation 15%**

Students will be placed on teams of two for the purposes of the marketing communications plan element of COMM 335.

The marketing communications plan element of the course has three related deliverables: 1) An elevator pitch which summarizes the team’s “big idea” for the assigned client; 2) A comprehensive marketing communications plan that outlines the supporting strategy and execution considerations; 3) A presentation and defense of the plan’s key elements.

All three deliverables derive from the “Canada’s Next Top Ad Exec” competition. All teams of two are expected to register for the competition and to follow competition guidelines on structure, style and of course, deadlines. All related documentation is available at <http://www.topadexec.com/>.

Any team selected for the competition’s final round will receive a bonus grade of 5%. Feedback from competition judges will inform grading for the first two deliverables and for the third, where appropriate.

<b>Social Media/Digital Brief</b>	Document 25%	Students will have the opportunity to select a topic for the social media/digital marketing brief from a list to be developed in class in week #1. No more than five students may choose to develop the brief and present on any given topic (i.e. teams for the purposes of this activity are capped at five students). Expectations for the brief and the presentation will be posted to the COMM 335 pages on D2L.
<b>Participation</b>	5%	All students are expected to take an active role in the discussion and debate of marketing communications topics. The associated rubric will be posted to the COMM 335 pages on D2L.
Additional guidance for all course elements will be posted to the COMM 335 pages on D2L.		

Please note that a final grade of “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. Late assignments will trigger an automatic grade of 0 (zero).

*Peer Evaluation:* As part of final grade computation for COMM 335, each member of your team will be required to evaluate each other member’s overall participation and contribution to all team-based activities. The course professor reserves the right to adjust the grade of an individual team member based on the evaluation of that student’s efforts by their peers.

*Returns and Appeals:* Assuming that unforeseeable events do not inhibit the grading process, graded assignments will be returned within two weeks after their submission. In returning assignments 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 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 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 the Smith 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 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/citesources>.

*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.

## Course Examinations

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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. N.B.: There are not formal exams schedule for this course for 2016.

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

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Please note that the course professor will not support student requests for a late “course drop,” to their various department disciplines, due to the failure of students, as a result of poor time management, to meet course commitments and/or workload. The course professor 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.

## Disabilities Accommodations Statement

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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/>

## Research Pool Credits

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COMM 335 supports research conducted within the Smith School of Business. Students may apply research pool credits to this course.

## Materials

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Primary Text: *Advertising and Promotion: An Integrated Marketing Communications Perspective, 5<sup>th</sup> Canadian Edition*, by George Belch, Michael Belch and Michael Guolla (McGraw-Hill, 2014).

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

Students are expected to enhance their understanding of current issues in marketing and advertising by reading appropriate periodicals and reviewing additional sources on specific topics via the internet or library searches.

Course Website: The COMM 335 pages on the D2L (Desire to Learn (D2L) is the learning management system (LMS) of choice at the Smith School of Business) provide your primary link to important course information and updates. Students are strongly encouraged to access the pages on a regular basis. From time to time, course updates and/or assignments may be sent to your Smith email account. Please be sure that you check it regularly. Please also consider uploading a “head shot” photo of yourself to the COMM 335 pages, if you have not already done so.

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

**Delivery Schedule** (Please note this is the 2015/16 schedule)

Week	Session	Description	Reading and/or Activities
<b>1</b>	1A	Wednesday, January 6 <sup>th</sup>	Expectations and key deliverables Course syllabus
	1B	Friday, January 8 <sup>th</sup>	Marketing communications and the marketing communications environment Text, chapters 1, 2 & 18
<b>2</b>	2A	Wednesday, January 13 <sup>th</sup>	Markets, audiences and behaviours Text, chapters 3 and 4
	2B	Friday, January 15 <sup>th</sup>	Marketing communications objectives Text, chapter 5
<b>3</b>	3A	Wednesday, January 20 <sup>th</sup>	Creative – strategy Text, chapters 6 & 7
	3B	Friday, January 22 <sup>nd</sup>	Creative – tactics Text, chapters 8 & 9
<b>Competition Phase I</b>			
<b>Submit elevator pitch document no later than 12:00 (Noon) on Monday, January 25<sup>th</sup></b>			
<b>4</b>	4A	Wednesday, January 27 <sup>th</sup>	Media planning & budgeting Text, chapter 10 <b>SM/D 1</b>
	4B	Friday, January 29 <sup>th</sup>	Media planning & budgeting Text, chapter 10 <b>SM/D 2</b>
<b>5</b>	5A	Wednesday, February 3 <sup>rd</sup>	Broadcast media Text, chapter 11 <b>SM/D 3</b>
	5B	Friday, February 5 <sup>th</sup>	Print media Text, chapter 12 <b>SM/D 4</b>
<b>6</b>	6A	Wednesday, February 10 <sup>th</sup>	Out-of-home and support media Text, chapter 13 <b>SM/D 5</b>
	6B	Friday, February 12 <sup>th</sup>	Marketing communications plan working session NA <b>SM/D 6</b>
<b>Reading Week – All Classes Cancelled</b>			
<b>Competition Phase II</b>			
<b>Submit marketing plan document no later than 12:00 (Noon) on Monday, February 22<sup>nd</sup></b>			
<b>7</b>	7A	Wednesday, February 24 <sup>th</sup>	Sales promotion Text, chapter 14
	7B	Friday, February 26 <sup>th</sup>	Public relations Text, chapter 15

<b>8</b>	8A	Wednesday, March 2 <sup>nd</sup>	Event marketing					Text, chapter 15
	8B	Friday, March 4 <sup>th</sup>	Direct marketing					Text, chapter 16
<b>9</b>	9A	Wednesday, March 9 <sup>th</sup>	Interactive marketing					Text, chapter 17
	9B	Friday,	Marketing communications plan presentation NA					March 11 <sup>th</sup> working session
<b>10</b>	10A	Wednesday, March 16 <sup>th</sup>	Marketing communications plan presentations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
				<b>5</b>	<b>6</b>	<b>7</b>		
	10B	Friday, March 18 <sup>th</sup>	Marketing communications plan presentations	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	
				<b>12</b>	<b>13</b>	<b>14</b>		
<b>11</b>	11A	Wednesday, March 23 <sup>rd</sup>	Marketing communications plan presentations	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	
				<b>19</b>	<b>20</b>	<b>21</b>		
	11B	Friday, March 25 <sup>th</sup>						Good Friday – University Closed
<b><u>Competition Phase III</u></b>								
<b><u>Final round presentations in Toronto on Tuesday, March 29<sup>th</sup> (for those selected)</u></b>								
<b>12</b>	12A	Wednesday, March 30 <sup>th</sup>	Marketing communications plan presentations	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	
				<b>26</b>	<b>27</b>	<b>28</b>		
	12B	Friday, April 1 <sup>st</sup>	Course consolidation					Support materials to be provided in class

### Copyright Adherence

"This material copyrighted and is for the sole use of students registered in COMM 335. This material shall not be distributed or disseminated to anyone other than students registered in COMM 335. 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."

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## Comm 336: Consumer Behaviour Course Syllabus

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### REQUIRED COURSE MATERIALS

1. Textbook: Michael R. Solomon, Katherine White, and Darren Dahl. *Consumer Behaviour: Buying, Having, and Being, 6<sup>th</sup> Canadian Edition*, Toronto, Canada: Pearson Education Inc.
2. Other materials and readings provided on the course website or in class.

### COURSE OVERVIEW

Consumer behaviour is a broad field that studies how individuals, families, and groups acquire, consume, and dispose of goods, services, ideas, and experiences. This course provides an integrated view of consumer behaviour that draws on psychological, economic, anthropological and sociological perspectives.

This course will address four broad questions:

1. What is consumer behaviour and how do we learn about consumers?
2. How do consumers interpret the world around them, including their perceptions, memories, motivations, values, attitudes, self-image, and lifestyles?
3. How do social elements such as such as groups, opinion leaders, and family members, influence consumer behaviour?
4. How do cultural and social contexts (including social class, ethnicity, and age) and associated myths/rituals shape consumption behaviours and impact the diffusion of both product meanings and consumer culture throughout the world?

## COURSE GOALS

The purpose of this course is to introduce, discuss, and analyze consumer behaviour topics important to companies and customers. Specifically, the goals of this course are:

1. To provide a framework and appropriate tools for analyzing consumers.
2. To encourage a way to *think about* and analyze consumer behaviour/marketing strategy relationships.
3. To introduce a holistic perspective that integrates our own consumption approaches and experiences with theoretical and conceptual models of consumer behaviour.
4. To apply this knowledge to real world settings.
5. To understand and recognize the ethical implications of marketing practice.

Learning is a fundamentally social process that occurs when individuals work together to create shared understanding and knowledge. Learning proceeds more fruitfully when relationships are personal as well as professional. To that end, in this class, we will work to create a learning community by emphasizing active learning, cooperation among students, student-faculty contact, and diverse talents and ways of learning.

## GENERAL COURSE POLICIES

### **Attendance**

My primary expectation is that you will attend class, arrive on time, and be prepared to participate. Skipping a class not only decreases *your* ability to be successful in the class, but it also impacts *your classmates'* experiences, as your contribution to class discussions will be missed. While attendance and participation are not the same thing, you cannot participate unless you are in attendance. As such, missed classes can directly affect your participation grade.

I understand that people do get sick from time to time. Please do not come to class if you are sick and contagious. If you are seriously ill, please make sure you have a doctor's note so we can make necessary accommodations for you. If you are feeling "under the weather," I will rely on your discretion to decide whether or not you are fit for attending class. I insist, though, that you email me ahead of time to let me know that you will not be in attendance.

If there is a conflict between class attendance and your extracurricular activities, you should tell me well in advance of the conflict. It is at my discretion whether you will be docked marks for an absence relating to an extracurricular activity.

Similar to this point, by definition an emergency is something that is both unexpected and serious. Periodically, emergencies come up that force you to miss class. In this case, contact with

me is not required ahead of time, but I request that you contact me as soon as possible afterward. In all other cases, you should give notice of missed classes well in advance.

### **Computers and Cell Phones**

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 to 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. This also means using your laptops solely for taking class-related notes or conducting class-related tasks (not checking Facebook, email, sports scores, or the latest YouTube video, etc.). These rules are a benefit to you and your classmates—research has shown that students who are multi-tasking on computers during class perform worse in the course. Moreover, students sitting near others who are using computers also perform worse.

### **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.

### **Course Website and Slides**

The website for this course serves as an extremely 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. The slides for all course sessions will be posted to the website before 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**

As a general rule, you can expect a reply within one to two business days. I do my best to reply to emails as promptly as possible during business hours, but do not respond to emails in the evenings or on weekends/holidays.

### **Academic Integrity**

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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.

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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.

## **COURSE EVALUATION CRITERIA**

ITEM	MARKS
Class Participation	10 marks
Real World Example Presentation	10 marks
Group Project	40 marks
Final Exam	40 marks
Research Participation	Bonus marks

## DESCRIPTION OF COURSE COMPONENTS

### Participation: 10 marks

Ten percent of your course mark will come from your participation in class – so make sure you do! These marks will come from insightful comments made in class. Over the course of the term, I need to know that you are able to make high quality comments for me to give you a good participation mark. I encourage you to ask questions of clarification when needed. However, these only will not get you full marks and neither will low quality comments. Marks will be awarded as follows:

- 0 = said nothing that contributed to the class
- 2 = spoke in class but no real contribution
- 4 = expressed interest, but only made a minor contribution
- 6 = a small number of high quality comments
- 8 = contributed high quality comments more than the average student in class
- 10 = consistently contributed high quality comments

### Real World Example Presentation: 10 marks

A key objective for this course is to learn to apply consumer behaviour theory to real world scenarios. As such, you will be required to do one presentation during the semester where you present a real world example that relates to the class topic we are discussing at the time. You can do this exercise in groups of three. This presentation is quite informal and should last no more than **5 minutes** (strict time limit).

For the presentation, you are required to find any real world example of the topic we are discussing in class. This can be a newspaper article, blog posting, advertisement, magazine article, personal experience, TED Talk etc. You can bring to class any example you like, but it must relate to the topic being discussed at the time.

During your presentation you are required to:

1. Present your real world example.

2. Describe, in detail and critically, how this relates to the topic of the class.
3. Discuss the marketing implications of the example, incorporating your insights from part 2.

For example, I read in *Real Simple* magazine that 39% of people who receive gifts they don't like 'hide them out of sight.' You could take this real-world example and discuss how it relates to gift giving, holiday rituals, and sacred and profane objects (topics we will discuss in the culture section of the course). Next, you will discuss what this means for marketers from a practical perspective: should companies emphasize this point to encourage the sale of gift cards? Should firms like ebay use this point in their marketing to encourage people to sell (instead of store) their unwanted gifts? Is there a new product (e.g., specialty storage box) that could be designed to store these gifts? Etc. For both parts 2 and 3, I want you to think critically and creatively about what's happening in the example. Superficial analyses will not suffice.

Marks will be awarded as follows:

- 0 = no presentation or a very poorly prepared presentation
- 2 = hard to follow, disorganized presentation
- 4 = reasonable presentation, little or no analysis or critique though
- 6 = well-presented and a good attempt at an analysis or critique
- 8 = fluid, coherent presentation with good analysis/critique
- 10 = excellent presentation that showed unique insights into the example

Signups for this presentation will take place through a Google document. The link to this document can be found in the 'news' section of the course website. Please sign up as soon as possible.

<b>Group Project: 40 marks</b>
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The purpose of this project is for you to apply the consumer behaviour topics covered in this course to a real-world marketing problem. This project consists of three parts and a topic proposal. Due dates for the project are as follows:

Topic Proposal:	Wednesday, January 20 (not graded)
Part 1: Analysis of Individual Level CB Issues	Friday, February 12 (15 marks)
Part 2: Analysis of Social Level CB Issues	Wednesday, March 23 (15 marks)
Part 3: Presentation	Wednesday, March 23 (10 marks)
	Monday, March 28
	Wednesday, March 30

Two project work days have been scheduled— February 10 and March 21. Class will not be held on these days so that you can work on your projects and/or meet with me.

***Instructions:***

Using sources such as *Fortune*, *Business Week*, *Huffington Post*, the *Globe and Mail* etc., identify a current marketing issue related to a consumer product, service, brand, or company. The aim is to analyze the consumer behaviour inherent in this real-world situation and develop marketing recommendations based on your analysis. In other words, your job is to identify a real consumer behaviour problem facing a company/brand/product/service, do an analysis of the key consumer behaviour issues, and come up with a proposed solution to the problem.

Overall, you will be evaluated on your choice of consumer behaviour issues relevant to the marketing problem, the way in which you study those issues, your use of specific concepts from the textbook and class discussions, which you should supplement with additional background research, and the strategies that you recommend. Assume the audience for your paper has read the textbook and other readings for this course and attended the class lectures/discussions.

This project is to be completed in groups of your choosing. You must have a minimum of 5 and a maximum of 6 members in your group. You must submit a list of group members to me no later than **Friday, January 15<sup>th</sup>** (the last day to drop the class). If you are unable to find a group, please let me know and I will assign you to a group. There is also a discussion set up on the course website to allow you to communicate with your classmates to aid in finding a group. Written submissions must adhere to the following format and be submitted using the dropbox feature of the course website:

Spacing: double-spaced

Margins: 1" all edges

Font Size: Times New Roman 12-point

Topic Proposal:

**(Due Wednesday, January 20<sup>th</sup> at the start of class)**

You must submit a brief 1-page write-up that describes the problem you have identified and will solve in this project. This will not be graded, but is used to ensure that you have chosen a topic that is viable.

Part 1 – Individual Consumer Behaviour Issues (15 marks)

**(Due Friday, February 12<sup>th</sup> at noon)**

The purpose of this part of the project is to conduct a detailed analysis of the individual level consumer behaviour issues relevant to the problem you identified.

Your report should consist of the following:

*A. What is (are) the marketing problem(s) (approximately 1 page)*

You should identify the key marketing problem(s) you will address in your project. Identifying examples of the problem will help you focus your project. It is important to be quite specific in your problem definition (e.g., are the issues related to consumer attitudes, cognitive decision making, perception, cultural issues etc?).

*B. Analysis of individual level consumer behaviour issues (approximately 4 pages)*

You should identify the specific consumer behaviour issues that are relevant to the marketing problem you have identified, focusing on the individual level issues that we cover in sessions 211 of the course (i.e., decision making, perception, learning and memory, motivation and affect, attitudes and attitude change, the self, and personality and lifestyles)

You should apply concepts, models, and theories we have discussed during the semester (e.g., perception, decision-making, attitude formation, social influences, etc...) to build an understanding of what is happening in the situation. Note: not all the topics covered in class will apply to your particular problem, so make sure you focus only on the relevant issues.

Page length = 5 pages + max 2 pages of exhibits/appendices + references

Part 2 – Social Level Consumer Behaviour Issues (15 marks)

**(Due Wednesday, March 23<sup>rd</sup> at the start of class)**

The purpose of this part of the project is to supplement your analysis of consumer behaviour issues and then formulate a recommendation based on your analysis.

Your report should consist of the following:

*A. Analysis of social level consumer behaviour issues (approximately 4 pages)*

As with part 1, you are required to identify the specific consumer behaviour issues that are relevant to the marketing problem you identified and conduct a detailed analysis of these issues. For this part of the project, you are required to focus on the social level issues impacting consumers—that is, the topics we cover in sessions 13-18 of the course (i.e., group influence, income and social class, family, subcultures, cultural influence, and culture creation).

*B. Marketing recommendations (approximately 3 pages)*

Clearly describe the marketing recommendations that you would make based on your analysis of the relevant consumer behaviour issues. For instance, how would you package your product in a way that maximizes impact given what you know about attention and perception? How would you promote your product given the level of involvement your target market has with your product and the decision-making process your target consumers follow?

**These recommendations must solve the problems you identified in part 1 and build off the analysis you did in both parts 1 and 2.**

Page length = 7 pages + 3 pages of exhibits/appendices + references

Part 3 – Presentation (10 marks)

An important element of researching consumer behaviour and business is sharing your findings with others. Therefore, the final three (3) classes will be set aside for group presentations. Each

presentation should be **15 minutes**, with an additional 5 minutes set aside for questions and answers.

Signups for this presentation will also take place through a Google document. The link to this document will be placed in the 'news' section of the course website.

The presentation should introduce the problem you are solving, describe the key consumer behaviour issues you identified, and outline your managerial recommendations.

Please hand in a hard copy of your slides on the day of your presentation.

### **Final Exam: 40 marks**

There will be one final exam for this course. The exam will consist of multiple choice, short answer, and/or more detailed essay-format questions. The final exam will be held during the regular exam period. The final exam is cumulative, and will cover all of the course material.

## **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	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
<50	F	0.0

### **Grading**

Grading will be done by myself and one or two markers who work with me. When grading, I look for three broad things: the content first, but also the coherence and precision of the writing. You will not be able to get a good mark without performing well on all these dimensions. Content refers to your ability to provide interesting and theoretically sound analyses and recommendations. Coherence means that the paper must follow a logical flow and should be succinct (i.e., absolutely no longer than it should be). Finally, I expect to see well-constructed,

grammatically correct sentences. Generally speaking, shorter sentences are better than longer ones and try to avoid hyperbole (e.g., *incredible* findings).

**Appealing Grades** Unfortunately, some of you won't be happy with one (or more) 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 will need to write a memo outlining why you think your assignment or answer (in the case of an exam) 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 are limited to **1 page**, double-spaced, 12-point font and should state your argument as succinctly as possible. Appeals can only be submitted **one week** after the return of the mark and will be accepted for up to **two weeks** from that point. After that, no appeals will be accepted.

**TOPICS COVERED, READINGS, AND PRESENTATIONS**  
(TENTATIVE SCHEDULE) (Please note this is the 2015/16 schedule)

ON = Available online

Date	Session	Topic	Readings	Presentations/ Assignments
Mon Jan 4	1	Welcome Class		
Wed Jan 6	2	Individual Decision Making	Ch. 9	
Mon Jan 11	3	Perception	Ch. 2	
Wed Jan 13	4	Learning and Memory	Ch. 3	RW1
Fri Jan 15	Project Groups Due			
Mon Jan 18	5	Motivation and Affect	Ch. 4	RW2 RW3
Wed Jan 20	6	Attitudes and Attitude Change 1	Ch. 7	RW4  Project Topic Due
Mon Jan 25	7	Attitudes and Attitude Change 2	Ch. 7/8	RW5 RW6

Wed Jan 27	8	Attitudes and Attitude Change 3	Ch. 8	RW7
Mon Feb 1	9	Self 1	Ch. 5  “The Complexity of Identity” Reed and Bolton (ON)	RW8
Wed Feb 3	10	Self 2 and Personality and Lifestyles 1	Ch. 6  “Temperance and Religiosity in a Non- Marginal, Non- Stigmatized Brand Community” Schau and Muñiz (ON)	RW9
Mon Feb 8	11	Personality and Lifestyles 2		RW10 RW11
Wed Feb 10	12	No Class – Project Work Day		

Fri Feb 12		Project Part 1 Due		
Feb 15- Feb 19		Reading Week		
Mon Feb 22	13	Group Influence	Ch 11	RW12
Wed Feb 24	14	Income, Social Class	Ch. 12 (351-373)  “The Trouble with Geniuses.” Gladwell (ON)	RW13 RW14
Mon Feb 29	15	Family and Consumer Behaviour	Ch. 12 (373-379)	RW 15
Wed Mar 2	16	Age and Subcultures	Ch. 13  “New Ways to Gauge What Grown-Up Means.” Shellenbarger (ON)	RW16
Mon Mar 7	17	Cultural Influence	Ch. 14	RW17

Wed Mar 9	18	Culture Creation	Ch. 15  “Consumers and Producers.” McCracken (ON)  “Many Brands Big for Product Placement on ‘Modern Family’...” AdAge (ON)	RW18 RW19
Mon Mar 14	19	Wrap-Up and Review		
Wed Mar 16	20	Wrap-Up and Review		
Mon Mar 21	21	Project Work Day – No Class		
Wed Mar 23	22	Presentations		Final Report Due
Mon Mar 28	23	Presentations		
Wed Mar 30	24	Presentations		
Apr 7/23		Final Exam During Exam Period		



**Instructor Office Hours:** Monday 10:00 – 11:00, Thursday 2:30-3:30, or by appointment.

**WHAT IS OPERATIONS MANAGEMENT (OM):** OM involves planning, control, execution and improvement of the activities creating a firm's products and/or services. At one time, the term OM referred primarily to manufacturing issues. The growing economic importance of service activities, however, has broadened the scope of OM function; in fact, the course will highlight both manufacturing and service practices.

**WHY STUDY OM:** Businesses create value by supplying their products or services to satisfy customer demand. Largescale globalization, short product life cycles, and informed customers present new challenges for firms. For example, the nature of supply and demand often leads to a mismatch between the goods/services available and the demand, which causes severe economic consequences due to unsatisfied customers or wasted resources. Therefore, successful execution of operations, through careful design and efficient utilization of resources, is necessary not only to add to the bottom-line of a firm, but even for its mere survival.

**COURSE DESCRIPTION:** OM is a dynamic and expanding field of management. In this course, we study both manufacturing and service operations, emphasizing their differences as well as similarities. Managing operations well requires strategic and tactical skills; we analyze both strategic and tactical perspectives while highlighting the competitive advantages that operations can provide. The interaction of operations with other business areas and environmental factors, and how OM can contribute to the achievement of organizational goals, are also 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. 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.

**LEARNING OUTCOMES:** The objective of the course is to develop your understanding of major concepts and trade-offs involved in OM decisions. At the end of this course, you will:

1. Recognize the important role of OM in today's global environment and how better management of operations and supply chain can provide competitive advantages.
2. Develop an understanding of fundamental operational issues and their relation to each other, and to other areas of the organization.
3. Demonstrate an appreciation of how the theoretical concepts described in the course may be effectively applied in practice.
4. Understand related operational and economical concepts and techniques. In particular, you will be able to
  - Identify the fundamental trade-off in a managerial decision and its impact on the strategy of the firm.
  - Evaluate alternative approaches and analyze the firm's objective.

## LEARNING SOURCES

**TEXT (REQUIRED)** *Matching Supply with Demand: An Introduction to Operations Management*, Cachon & Terwiesch, Third Edition, McGraw-Hill Irwin 2012. ISBN-13: 978-0073525200

**READING(REQUIRED)** *The Goal: A Process of Ongoing Improvement*, Goldratt & Cox. Third Revised Edition, North River Press, 1992.

**COURSE PACKAGE(REQUIRED):** A required course package is sold through Materials Management Department in Goodes Hall (LL 132). The course package contains case studies from Harvard Business School and Darden Business Publishing, and Harvard Business Review.

**LECTURE NOTES:** Class lecture notes and additional handouts will be available through the course website.

## COURSE POLICIES

**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 (AI) 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 AI 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). Helpful FAQ's about AI 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 AI in this 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 AI.**

**Individual Work:** Assignments and examinations identified as individual in nature must be the result of your individual effort. This means that you are not allowed to discuss with your classmates. You can contact me at any time if you have questions or require clarification. In that case, our discussions should be supporting your individual development and should be limited to "how to proceed" type of questions. 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 AI of the work that the group submits.

**Consequences of a Breach of AI:** On a personal note, I believe that AI is the underlying foundation for building and sustaining a productive academic community and therefore, I am fully committed to the fundamental values described above. For more practical purposes, the meaning of the code for this class is the following: **I do not tolerate any breach in AI.** In this regard, I expect your active participation in this course and hope for your dedication throughout your academic and professional life.

Any student who is found to have departed from AI 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 AI. If I determine that a departure from AI 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.

**FORMAT:** The instructional format varies depending on the nature of the topic under discussion. We have a combination of lectures, case studies, group discussions, and in-class exercises to support the active and cooperative learning environment, inside and outside the classroom. Arriving late as a habit or disruptive talk during class indicates a lack of responsibility and concern for the classroom environment and your colleagues. In this course, you are free to use your laptops or cell phones -for data streaming, not conversing- in the classroom to enhance your learning experience. Surfing or on-line chatting during class is tolerated **as long as you do not disturb the teaching and learning environment (this includes any student who is trying to learn as well as the instructor)**. I expect you to respect each other's time, effort, and opinion in the classroom. No behaviour in opposition will be tolerated and the student will be asked to leave the room.

**CONTACTING THE INSTRUCTOR:** The scheduled office hours listed in the first page of this course outline. However, I will do my best to adopt a true "open-door" policy. You are welcome to contact me in my office at any time. If I am not available, a meeting at an alternative time will be arranged. You can contact me by e-mail to set up a meeting or ask questions regarding the course. I check my e-mails regularly and try to respond to you quickly. If you do not receive a response from me in two working days, you should feel free to contact me again. I find the e-mail option quite efficient for short question/short answers. Any electronic communication of class material or announcements will be through the website. It is your responsibility to check the course web site twice a week. The communications may include clarification of concepts discussed in class, administrative information, formats for exams, etc. Note that it is the student's responsibility to be aware of basic course information, such as the time and location of exams, etc., which is in the course outline or will be announced in class.

**GRADES:** The grades will be posted on the course webpage. Please check the course page whenever a new grade is available and immediately inform me if there is a discrepancy – you need to retain all returned work.

**LATE SUBMISSIONS:** It is your responsibility as a student to plan your work to meet deadlines as they come due. To do this, you will need to plan for such likely occurrences as computer network failure, tie-ups at the printer in the user support centre, and any and all other problems that may come up to hinder your completion of the assignment on time. All of the above problems are avoidable if you plan your work to be completed the day before it is due, not the morning of. As such, none of the above is an acceptable excuse for late submission of assignments, and you will be penalized accordingly. Assignments handed in after the due date will receive a 10% deduction for each day (or part thereof) following the due date.

**MAKE-UP AND RE-GRADING POLICY:** You are encouraged to contact the instructor if you have some questions/objections regarding the evaluation of a particular assignment during the course. Please go over your course notes and/or textbook and identify what is missing/wrong in your report/answer. If you still are in need of clarification, then write a memo regarding the issue and explaining your logic. This memo should state all concerns and be submitted along with the original graded-material. If you request re-grading, then I will check if we missed any of your work during grading or if we had missed your logic/analysis. Please note that *during this re-grading your grade may go up or down*. Also note that, **I do not negotiate the grading scheme or the partial marking system that I utilize**. It is my responsibility to be fair to all the students, and negotiating the grading scheme or partial marks for one student will be unfair to the rest of the class. You have only 3 working days to bring *any* grading issues to my attention from the day you receive the assignment back. After day 3, the received grade is final.

**CLASS PREPARATION/PARTICIPATION:** Preparation for and participation in class are vital in developing your abilities to manage day-to-day situations (identify main trade-offs; analyze and create insights; communicate and exchange ideas; develop an overall managerial insight). Your first step in this direction is to be prepared for class meetings. You should plan to read and comprehend the relevant chapter and readings prior to the class time. Missing classes and tardiness will negatively affect your development in this course. If a case study is assigned, then you should read the case thoroughly (to fully understand the situation and the main issues). I expect you to contribute to the class discussion. Our class discussions will be casual. You should consider the classroom as a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach. Quality of participation is far more important than quantity.

**PERFORMANCE EVALUATION** (Please note this is the 2015/16 schedule)

<b>Assignments</b>			<b>15 %</b>
Assignment 1	Due: January 21 <sup>st</sup>	@ 10:00 Commerce Office	
Assignment 2	Due: February 1 <sup>st</sup>	@ 10:00 Commerce Office	
Assignment 3	Due: March 14 <sup>th</sup>	@ 10:00 Commerce Office	
<b>Reports</b>			<b>15 %</b>
Book Review "The Goal"	Due: February 1 <sup>st</sup>	@ 10:00 Commerce Office	
Case Report TBD	Due: March 21 <sup>st</sup>	@ 10:00 Commerce Office	
<b>Term Project</b>			<b>15 %</b>
Final Report	Due: March 31 <sup>st</sup>	@ 10:00 Commerce Office	
<b>Midterm Exam</b>	February 8 <sup>th</sup>	@ 5:30	<b>25 %</b>
<b>Class Participation</b>			<b>5 %</b>
<b>Final Exam</b>			<b>25 %</b>

**ASSIGNMENTS:** Assignments will be prepared by your Small-Team. Small-Teams consist of 3 students who are registered to the same section of the course. The solutions to these assignments will be available after the due date. The TA is going to have a tutorial session to go over the solutions.

**REPORTS:** There will be two case reports, which are prepared by your Small-Team. The first report is a book review on "The Goal" by Goldratt and Cox. You are free in terms of the writing style, but restricted to typed 2 pages with the standard layout (orientation-portrait, size-letter, margins-normal, font size-12, etc.) in terms of format.

The second case is based on a case study available in your case package. A set of questions will be provided for the case, which should serve as a basis for group discussion and case report. You are asked to prepare an action-oriented report, which presents concisely your analysis and recommendations for the solution of the primary management problems. The analysis will involve both quantitative and qualitative techniques. You are required to follow the *Case Report Guidelines* which are available in the course website.

**Term Project:** The term project consists of a real life consulting activity. You will be asked to identify an operational problem within an existing business and offer a solution using one or more of the concepts covered during the lectures. Your report should include a two page executive summary, describing the management problem and its context, followed by the analysis and recommendations for the solutions of the problem under consideration. The analysis will involve both quantitative and qualitative techniques. The detailed analysis together with any additional information may be annexed to the summary of your report. The term project is prepared by your large-Team. Each large-Team consists of 2 small teams who are registered to the same section of the course.

**TEAMS:** The choice of team members is up to you. We encourage teams that consist of both QSB and exchange students. All team members must be from the same section. If you want to form your own Large-Team and Small-Team, then you are required to inform your instructor by 5 p.m. January 11, 2016. If not, you will be assigned to a team. You are not allowed to change your team during the semester. It is important to include your full name, student ID, section number and team number on the first page of all submissions.

**MIDTERM AND FINAL EXAM:** There will be one midterm and one final exam to test your understanding of the material covered in the course, both lectures and cases. Both exams are individual, compulsory, closed book and closed notes. The exams will emphasize application and integration of the concepts and techniques discussed in the course. *A formula sheet will be provided together with the exam.* You are not allowed to bring any material and information related to the course. Computers will not be allowed on the final exam. Standard blue sticker calculators are permitted. The midterm exam is at 5:30 p.m. on February 8<sup>th</sup>, 2016. The final exam schedule is going to be arranged and announced by the central office. The final exam is not cumulative; that is, it will cover only the material studied after the mid-term.

**IMPORTANT:** Students should try at all cost to avoid re-schedule the examinations. Please inform your family, friends, and employers that the university does not allow any re-scheduling and that you will be required to attend the exam at the appointed date and time. If circumstances are such that you cannot write a mid-term exam or other graded deliverable, then the content of that deliverable will be added to your final exam work along with the increased percentage. For example, if you miss the mid-term, then your final exam will be longer, will include extra questions covering the mid-term exam material and the total final exam work will have a 50% weight in your grade.

### **FINAL SUGGESTIONS**

If you have any questions or concerns regarding the course, please feel free to bring these up with me at any time. Your feedback, insights and comments are greatly appreciated and respected. I strongly recommend that you read and review the relevant chapters and slides before the class so that you have an idea of the content. During class time, I do my best to be aware if a confusion exists or certain material has not been presented well, nonetheless, please stop me immediately if you require further clarification.

**TENTATIVE COURSE SCHEDULE AND CRITICAL DATES (Please note this is the 2015/16 schedule)**

Note that the schedule below is not rigid and may require minor modification as the course progresses.

	<b>Date</b>	<b>Topic</b>	<b>Text</b>	<b>In preparation</b>
1	04-Jan	What is OM?		Start reading "The Goal"
2	07-Jan	Process Analysis-I	Ch. 2& 3	Notes On Case Analysis How To Avoid Getting Lost In The Numbers
3	11-Jan	Process Analysis - II	Ch. 2& 3	Kingston Financial Services (D2I)
4	14-Jan	Statistical Process Control	Ch. 10	
5	18-Jan	Capacity management - I	Ch. 3 & 7	Kristen's Cookie Company
6	21-Jan	Capacity management - II	Ch. 3 & 7	Natural Blends Inc.
7	25-Jan	Managing Queues - I	Ch. 8	
8	28-Jan	Managing Queues - II	Ch. 8	
9	01-Feb	Lean operations and Continuous Improvement	Ch. 11	
10	04-Feb	Pre-midterm summary		
11	08-Feb	Forecasting - I		Refer Back To Your Stats Course Materials For GOF And Regression
12	11-Feb	Forecasting - II		The Video Vault
	15-Feb	No Class		
	18-Feb	No Class		
13	22-Feb	Deterministic Inventory Models	Ch. 7	Hightower Department Stores
14	25-Feb	Uncertain Demand-I	Ch. 12	Control Your Inventory In A World Of Lean Retailing
15	29-Feb	Uncertain Demand-II	Ch. 13	Zara Fast Fashion
16	03-Mar	Uncertain Demand-III	Ch. 14	Making Supply Meet Demand in an Uncertain World
17	07-Mar	Uncertain Demand-IV	Ch. 15	Risk Pooling+Hedging
18	10-Mar	Supply Chain Analysis-I	Ch. 17	Beer Game+ Bullwhip effect
19	14-Mar	Supply Chain Analysis-II	Ch. 17	Supply Chain Strategy
20	17-Mar	Supply Chain Analysis-III	Ch. 17	Contracting
21	21-Mar	Supply Chain Analysis-IV	Ch.17	Turning The Supply Chain Into A Revenue Chain
22	24-Mar	Final Exam Prep		
23	28-Mar	Final Exam Prep		

**TA SUPPORT:** There will be regular TA-run tutorials, with the following schedule. Attending tutorials is optional.

Tutorial 1	Solutions to Assignment 1	January 21 <sup>th</sup>	TBD
Tutorial 2	Discuss "The Goal"	January 25 <sup>th</sup>	TBD
Tutorial 3	Solutions to Assignment 2	February 1 <sup>st</sup>	TBD
Tutorial 4	Mid-term exam solutions	February 25 <sup>th</sup>	TBD
Tutorial 5	Analysis of ""	March 10 <sup>th</sup>	TBD
Tutorial 6	Solutions to Assignment 3	March 17 <sup>th</sup>	TBD
Tutorial 7	Sample final exam	March 24 <sup>th</sup>	TBD

Commerce 351 Section 001 & 002 – Leadership  
Course Syllabus – Winter 2016

Office Hours: Monday: 11:30am-12:30 Tuesday: 11:30 am -12:30pm; Wednesday: 10:00am – 11:00am; or by appointment

**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/citesources> .

### **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.

**Reflection:** The ancestor to every action is a thought. (Emerson)

# Managing Across Cultures

## Course Overview

**Course Professor:** Dr. Jean-Paul Roy Associate  
Professor of International Business

SECTION	TUESDAY SESSIONS	THURSDAY SESSIONS	LOCATION
1	10:00 - 11:30 a.m.	8:30 - 10:00 a.m.	All sections are held in Goodes Hall, room 102
2	1:00 - 2:30 p.m.	11:30 a.m. - 1:00 p.m.	
3	4:00 - 5:30 p.m.	2:30 - 4:00 p.m.	

International business is conducted with and through people from various cultural backgrounds and countries. Cultural differences, if not understood, can be significant barriers to business and career success. Many management concepts, techniques, and systems that exist in one country may not work as intended in other countries and, if used improperly, can lead to failure. Thus, this course provides the knowledge and skills needed to manage effectively across cultural and national boundaries, as well as to work effectively with people from other cultures and countries. This course concentrates on the practices of cross-cultural and international management that will help students understand, and be understood by, people from foreign cultures and **Course Material** lands. This material includes topics such as cultural profiling, communicating across cultures, establishing and managing international assignments, managing one's own international assignment, and ethical decision-making across cultures. Students will also study the management practices and business environments of various countries, including Canada, China, France, Hong Kong, Japan, Russia, the USA, among others. In doing so, students will examine the success and failures in these countries of some of the world's leading companies, such as McDonald's, Michelin, Wal-Mart, and The Walt Disney Company. Furthermore, as part of a team, students will have the opportunity to select and study a country (including its culture and business environment) that interests them most.

### Performance Evaluation

You will be evaluated on the basis of your participation project, and a final exam. The course components will and professionalism, as well as performance on a be given the following weights:

GRADED COMPONENTS		DATES	GRADE WEIGHT
Individually completed	Participation & Professionalism	Jan. 5 to March 29	20%
	Final exam	To be announced by the Registrar	50%
Team-based	Focus country project	Report March 7	20%
		Presentation March 8, 10, 15 or 17	10%

A combination of readings, cases, lectures, webinars, videos, individual and team exercises are used as the basis for class discussion throughout the course. Many class sessions will include indepth discussion and analyses of assigned material and your participation is vital, both for your own learning as well as that of your team and classmates. You are expected to be **fully** prepared for class and to **contribute in a high quality manner** during class. To do so you must have viewed any posted class session preparatory webinars, read the assigned readings and prepared answers to the assigned class discussion questions **before** the class session. Please note that this is not an attendance assessment, but rather a participation (contribution) assessment. Merely attending class without preparing and not contributing during class will not earn participation credit. You earn participation credit thorough both in-class and online quality contributions.

#### Participation & Professionalism

**Professionalism (including punctuality):** Classes will always start as scheduled. Given that arriving late for class and unprofessional conduct (e.g., chatting with your peers, not turning cell phones off, and exhibiting cultural insensitivity) negatively impacts the learning environment and offends others, such behaviours will be taken **very** seriously in this course. Please note that late arrivals and unprofessional behaviour will **greatly** negatively impact your participation and professionalism grade. If you arrived late for a legitimate reason (e.g., you were held back at a previous class, you encounter unavoidable transportation delays, etc.) it is **your responsibility to inform the Professor via e-mail** immediately after the class session to ensure an illegitimate late arrival is not recorded and grade penalties are not applied.

Aside from the mandatory class sessions noted below, attendance in this course is not taken. However, of course to contribute to the class discussion one must be present. Given the importance of the team activities scheduled for **sessions 11 and 13**, as well as the **Focus Country Dinner**, any illegitimate absence from those sessions/activities will result in a **2%** final course grade penalty per absence.

#### Final Exam

The final exam will be held during the final exam period, which runs from April 7 to April 23, 2016. The date, time and location will be determined and announced by the Registrar later in the semester. The exam will be closed-book, consist of multiple choice and detailed answer questions, and is worth 50% of your final course grade. Please note that all students must write the exam at the same time. Special accommodations cannot be made for travel plans, job interviews or other activities. Thus, it is the responsibility of all students to **not** book any travel until the exam schedule is announced by the Registrar.

### Focus Country Project

**Consultancy Report:** As part of a team you will take on the role of international management consultants and produce a consultancy report for your client (i.e., The Walt Disney Company). The report is to be developed with the aim of providing Disney executives with insight on the best practices related to establishing and managing a new theme park in a country of your team's choosing. The report is due **before 6:00 p.m. on March 7, 2016** and is worth 20% of your course grade.

**Presentation:** As part of the same team you will deliver a 12 minute presentation on either March 8, 10, 15 or 17, 2016. The presentation is worth 10% of your course grade.

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**Important note:** Additional details regarding the graded components are provided in the appendices of this syllabus on pages 14 through 18.

## Policies

### Laptop, Tablet & Phone Usage

Given that note-taking sheets for all class sessions are provided and the distractive aspects of in-class laptop, tablet and phone usage, this course adopts a **no laptop, tablet and phone usage** policy. 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, tablet and phone during the class sessions, unless otherwise instructed. Violations of this policy will negatively impact your participation and professionalism grade.

### Exam Absences & Late Submissions

If you are experiencing extenuating circumstances (such as illness, death of a family member or friend) that prevent you from completing a course task, participating in the presentation, fully contributing to the report, or writing the final exam this should be discussed with the Professor **prior** to the due date. Accommodations for students who are truly working under extreme situations will be made. Please note that accommodations for presentation and exam absences **require a doctor's note**. The official Off-Campus Physician Form, which must be taken to and completed by your physician, may be downloaded from the Commerce Portal (under the Forms button).

Please note that accommodations **cannot** be made for students who miss the exam or any other deadline because they were busy, had other tests or assignments, a job interview, travel plans, and so on. Job interviews, work engagements, conferences (e.g., Commerce Society conferences), and university athletic events are **not** legitimate reasons to be excused from mandatory course activities, the presentation or the exam. Ensure that you schedule other activities so that they do not conflict with the course tasks.

**Disabilities & Accessibility**

Students with physical and learning disabilities must contact the professor 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 the Smith 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 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: [http://business.queensu.ca/about/academic\\_integrity/index.php](http://business.queensu.ca/about/academic_integrity/index.php).

Helpful frequently asked questions and their answers about academic integrity are at: [http://business.queensu.ca/about/academic\\_integrity/faq.php](http://business.queensu.ca/about/academic_integrity/faq.php).

## Academic Integrity

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

**Individual Work:** The online participation task submissions (i.e., assigned session questions) and final exam must be the result of your individual effort.

**Group Work:** For the Focus Country Project group members will work together to develop an **original**, consultative response to the assigned topics and tasks. Group members must **not** view, access or discuss any aspect of any other group's material (past or present), nor allow anyone outside of the group to look at any aspect of the group's material. The names of each group member must appear on the submitted and presented material, and no one other than the students whose names appear on the assignment may have contributed in any way to the submitted material. In short, your group assignment 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.

For all submitted work in this course (individual and group) outside sources must be properly cited and referenced; 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>. APA style is the preferred referencing style.

**Turnitin.com:** Turnitin.com (<http://turnitin.com>) is a plagiarism detection tool used by many educational institutions, including the Smith School of Business. 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 or report) and, in doing so, it validates the effort each student puts into a course deliverable. The assignment and focus country report will be submitted through Turnitin, which is easily done through the course portal's dropboxes.

**Consequences of a Breach of Academic Integrity:** Any student or group found to have departed from academic integrity may face a range of sanctions, from a grade of zero on the course component, 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. The Professor has

a responsibility to investigate any suspected breach of academic integrity. If the Professor determines that a departure from Academic Integrity has occurred, he is required to report the departure to the Dean's office.

### Course Website

The course website serves as an **extremely** valuable learning tool! It is imperative that you visit the site **prior to every** class to ensure that announcements and session material are not missed, class preparatory webinars are viewed, and assigned discussion questions are answered. Doing so and submitting answers to any assigned questions will ensure that you are prepared for class, as well as earn participation credit. Please note that **much of the information**

**presented in class is not available elsewhere.** Any website access or technology-related questions should be directed to the IT helpdesk at 613-533-3072.

### Notes Package

Completely customized note-taking sheets have been developed for every course webinar and class session. These **extremely valuable** and useful sheets will greatly enhance your learning and classroom experience, and significantly facilitate your ability to

take notes and follow along during the webinars and class lectures. These sheets will also provide you with enormous benefits when studying for the final exam and completing the course tasks. Be sure to bring

these sheets to every class session. The notes package is **available from the Professor** and should be obtained **no later than** the end of the first week.

**Course Snapshot (Please note this is the 2015/16 schedule)**

SESSION	TOPICS	READINGS, ACTIVITIES AND ASSIGNMENTS
<b>Part I: Culture and Communication</b>		
1 (Jan. 5)	Introduction to managing across cultures	Article: The role of national culture in international business Handout: Course syllabus Handout: Introduction to managing across cultures
2 (Jan. 7)	Culture and international assignments	Article: National cultural dimensions and values Handout: Culture and international assignments
3 (Jan. 12)	Communication and translation	Article: The ‘how are you?’ culture clash Article: Why “I’m sorry” doesn’t always translate Article: One reason cross-cultural small talk is so tricky Webinar: Language translation
4 (Jan. 14)	Presentations and englishnization	Article: Global business speaks English Webinar: Presenting across cultures Webinar: Global language use Handout: Englishnization programs
<b>Part 2: Managing in Key Global Business Environments</b>		
5 (Jan. 19)	Changes and challenges in Japan	Article: Is Japan’s economy headed for collapse? Article: The bear and the honeycomb Article: The incredible shrinking country Webinar: Key changes in Japan Webinar: Japan’s aging population Handout: Changes and challenges in Japan
6 (Jan. 21)	Japanese culture and HRM	Living case: Tokyo Disney Resort: The happiest place in Japan Handout: Disney’s success in Japan and going forward Webinar: Japanese HRM
7 (Jan. 26)	Managing foreign firms in Japan	Article: Doing business in Japan Article: Holding back half the nation Article: How Japan has perfected hospitality culture Case: You can’t please all of the people all of the time: Wal-Mart’s adventures in Japan Handout: Wal-Mart in Japan
8 (Jan. 28)	Managing in Russia	Article: Putting Russia’s unparalleled wealth disparity in perspective Case: McDonald’s Russia: A jewel in the McDonald’s emerging market operations Article: Putin’s latest target: More than 200 Russian McDonald’s Handout: Reasons to invest in Russia Webinar: Investment challenges in Russia Webinar: McDonald’s in Russia

9 (Feb. 2)	Leading and motivating in the U.S.	<p><b>Case:</b> Leading across cultures at Michelin: Part A</p> <p><b>Handout:</b> American-French communication differences</p> <p><b>Break-out session:</b> Teams will meet at the start of class.</p>
10 (Feb. 4)	Managing multicultural teams: Part 1	<p><b>Case:</b> Leading across cultures at Michelin: Parts B and C</p> <p><b>Webinar:</b> Managing multicultural teams</p> <p><b>Handout:</b> Communication management strategies</p> <p><b>Break-out session:</b> Teams will meet at the start of class.</p>
11 (Feb. 9)	Managing multicultural teams: Part 2	<p><b>Team meetings:</b> Teams will meet to develop a team productivity report and work on their project (<i>mandatory class session</i>).</p> <p><b>Article:</b> Global teams that work</p>
12 (Feb. 11)	Cultural self-reflection preparation	<p><b>Cultural research:</b> Students will individually prepare and submit a cultural self-reflection assessment.</p>

SESSION	TOPICS	ACTIVITIES AND ASSIGNMENTS
13 (Feb. 23)	Managing in France: Part 1	Living case: Disney Paris: A choppy Atlantic crossing <b>Break-out session:</b> Students will meet in teams to discuss their answers to the assigned case questions and develop a team response.
14 (Feb. 25)	Managing in France: Part 2	Living case: Disney Paris: A choppy Atlantic crossing Handout: Disney in France
15 (Mar. 1) China	Managing in mainland	Article: China's one-child policy reversal: Too little, too late Article: For China's restless new graduates Article: The cost of doing business in China: Spying Article: Expat view: You need Chinese friends to survive Article: McDonald's no match for KFC in China Article: Food scare driving away Yum, McDonald's diners Article: Disney rethinks its China strategy Handout: This is how you fire someone the Chinese way Webinar: China's transformation Webinar: McDonald's in China
16 (Mar. 3)	Managing in Hong Kong	Living case: Hong Kong Disneyland Resort: Appeasing the dragon Article: Headwinds hamper the search for a new identity Article: Hong Kong's sky slums highlight wealth gap Webinar: Investment challenges in Hong Kong Webinar: Reasons to invest in Hong Kong Handout: Hong Kong Disneyland
<b>Part 3: International Assignment Management Tools</b>		
17 (Mar. 8)	Expatriate and assignment selection	Article: Skills for global business Handout: Expatriate and assignment Selection <b>Team Presentations:</b> 3 teams present
18 (Mar. 10)	International assignment preparation	Article: Taking a job overseas? Do it right Article: Five ways to boost your cross-cultural agility Handout: International assignment preparation <b>Team Presentations:</b> 3 teams present
(Mar. 15)	Enhancing assignment performance	Article: Three keys to getting an overseas assignment right Handout: Enhancing assignment performance 19 <b>Team Presentations:</b> 2 teams present
20 (Mar. 17)	Spouse and gender issues in IB Japan	Article: An expat job can be a move too far Article: All eyes on a new, woman gaijin CEO at McDonald's <b>Team Presentations:</b> 2 teams present
21 (Mar. 22)	Evaluating expat performance	Webinar: Expat performance evaluation
22 (Mar. 24)	Managing repatriation success practices	Handout: International assignment failure costs & repatriation Discussion: Cultural experiences discussion.

INTRODUCTION TO MANAGING ACROSS CULTURES									
Tuesday January 5, 2016									
The key highlights of this syllabus are provided in the session's online webinars. In class we will begin the course by examining the popularity and outcomes of international assignments, and then move on to defining and assessing the importance of national culture in international business.									
1	<table border="1"> <tr> <td><b>Preparation:</b></td> <td>Carefully read this syllabus and the assigned article, and complete the online survey.</td> </tr> <tr> <td><b>Article:</b></td> <td>The role of national culture in international business.</td> </tr> <tr> <td><b>Handout:</b></td> <td>Introduction to managing across cultures (distributed in class).</td> </tr> <tr> <td><b>Survey:</b></td> <td>Background and interest survey (completed on the course portal under the 'Surveys' tab).</td> </tr> </table>	<b>Preparation:</b>	Carefully read this syllabus and the assigned article, and complete the online survey.	<b>Article:</b>	The role of national culture in international business.	<b>Handout:</b>	Introduction to managing across cultures (distributed in class).	<b>Survey:</b>	Background and interest survey (completed on the course portal under the 'Surveys' tab).
<b>Preparation:</b>	Carefully read this syllabus and the assigned article, and complete the online survey.								
<b>Article:</b>	The role of national culture in international business.								
<b>Handout:</b>	Introduction to managing across cultures (distributed in class).								
<b>Survey:</b>	Background and interest survey (completed on the course portal under the 'Surveys' tab).								
COMM 353	WINTER 2016								

### Detailed Class Session Descriptions

#### PART I: CULTURE AND COMMUNICATION

*Succeeding across cultures!*

CULTURE AND INTERNATIONAL ASSIGNMENTS											
Thursday January 7, 2016											
The session will begin with an examination of cultural profiling and the profile that you developed on Canadian culture will be assessed. We will then discuss cultural sensitivity and examine the various types of international assignments that are used by global firms.											
2	<table border="1"> <tr> <td><b>Preparation:</b></td> <td>Answer the question below using the dimensions in the assigned article.</td> </tr> <tr> <td><b>Article:</b></td> <td>National cultural dimensions and values.</td> </tr> <tr> <td><b>Handout:</b></td> <td>Culture and international assignments (distributed in class).</td> </tr> <tr> <td><b>Videos:</b></td> <td>(1) Stereotyping In Action; and (2) We All Stereotype.</td> </tr> <tr> <td><b>Question:</b></td> <td>What is the cultural profile of Canadian culture?</td> </tr> </table>	<b>Preparation:</b>	Answer the question below using the dimensions in the assigned article.	<b>Article:</b>	National cultural dimensions and values.	<b>Handout:</b>	Culture and international assignments (distributed in class).	<b>Videos:</b>	(1) Stereotyping In Action; and (2) We All Stereotype.	<b>Question:</b>	What is the cultural profile of Canadian culture?
<b>Preparation:</b>	Answer the question below using the dimensions in the assigned article.										
<b>Article:</b>	National cultural dimensions and values.										
<b>Handout:</b>	Culture and international assignments (distributed in class).										
<b>Videos:</b>	(1) Stereotyping In Action; and (2) We All Stereotype.										
<b>Question:</b>	What is the cultural profile of Canadian culture?										

COMMUNICATION AND TRANSLATION

Tuesday January 12, 2016

This session will cover language translation, cultural context and formality, as well as the key verbal and nonverbal communication challenges faced when communicating across cultures.

3

<b>Preparation:</b>	Session 3 webinar, read the assigned articles and prepare an answer to the question below.
<b>Articles:</b>	(1) The 'How Are You?' Culture Clash; (2) Why "I'm Sorry" Doesn't Always Translate; and (3) One Reason Cross-Cultural Small Talk Is So Tricky.
<b>Webinar:</b>	Language Translation.
<b>Videos:</b>	(1) Rhetorical Questions and Collectivism; (2) Greetings Across Language Barriers; (3) How Not To Greet; and (4) Close Talking.
<b>Question:</b>	What verbal or nonverbal communication challenges have you experienced when interacting across cultural boundaries?

PRESENTATIONS AND ENGLISHNIZATION

Thursday January 14, 2016

Language use across the globe and Englishnization programs will be examined. In doing so we will assess presentation practice differences across cultures and identify the benefits/costs of Englishnization programs.

4

<b>Preparation:</b>	Session 4 webinars, read the assigned article and prepare an answer to the question below.
<b>Article:</b>	Global business speaks English.
<b>Handout:</b>	Englishnization programs (distributed during class).
<b>Webinars:</b>	(1) Presenting across cultures; and (2) Global language use.
<b>Videos:</b>	(1) Punctuality across cultures; (2) Presenting across cultures; and (3) Rakuten's englishnization: Parts 1 and 2.
<b>Question:</b>	What are the potential benefits and costs of adopting an 'englishnization' program?



**PART 2: MANAGING IN KEY GLOBAL BUSINESS ENVIRONMENTS**

**CHANGES AND CHALLENGES IN JAPAN**

Tuesday January 19, 2016

The key changes that have occurred in Japanese society since 1990 and their impact on the Japanese labour market and work life will be studied. Special attention will be given to Japan's aging population, its causes and the resulting labour shortage.

**Preparation:** Session 5 webinars, read the assigned articles and prepare an answer to the question below.

5

**Articles:** (1) Is Japan's economy headed for collapse?; (2) The bear and the honeycomb; (3) The incredible shrinking country.

**Webinars:** (1) Key changes in Japan; and (2) Japan's aging population.

**Handout:** Changes and challenges in Japan (distributed in class).

**Videos:** (1) Japan's aging population; (2) Japan's gender gap; and (3) Japanese women in the workplace.

**Question:** What could Japan do to address its pending labour shortage? Provide specific solutions.

**JAPANESE CULTURE AND HRM**

Thursday January 21, 2016

Through studying Tokyo Disney Resort you will develop a deep understanding of Japanese culture and how it compares with American culture. You will also gain insight on Japanese human resource management practices and how those practices differ from those found in Canada and the United States.

**Preparation:** Session 6 webinar, read the living case and prepare a detailed answer to the case questions.

6

**Living Case:** Tokyo Disney Resort: The happiest place in Japan.

**Webinar:** Japanese HRM.

**Handout:** Disney's success in Japan and going forward (distributed in class).

**Videos:** (1) Tokyo Disney Resort commercial; and (2) Omotenashi.



**Questions:** The assigned questions are listed in the living case. (MANDATORY submission)

MANAGING FOREIGN FIRMS IN JAPAN	
Tuesday January 26, 2016	
We will study the key success practices of foreign managers in Japan and the key opportunities available to foreign investors in that country. Through studying the practices of the world's largest retailer (Wal-Mart) in Japan you will deepen your understanding of how to effectively manage in the Japanese market.	
7	<b>Preparation:</b> Read the assigned case/articles and prepare an answer to the question below.
	<b>Case:</b> You can't please all of the people all of the time: Wal-Mart's adventures in Japan.
	<b>Articles:</b> (1) Doing business in Japan; (2) Holding back half the nation; and (3) How Japan has perfected hospitality culture.
	<b>Handout:</b> Wal-Mart in Japan (distributed in class).
	<b>Question:</b> Why did Wal-Mart perform poorly in Japan? <div style="text-align: right;">   </div>
MANAGING IN RUSSIA	
Thursday January 28, 2016	
We will explore the economic and social transformations that have occurred in Russia since the collapse of the Soviet Union. You will gain insight into the current Russian business landscape, reasons to invest in the country, and the challenges of doing so. Through the study of McDonald's entry into and practices in Russia you will gain insight on how to effectively manage human resources in that country.	
8	<b>Preparation:</b> Session 8 webinars, read the assigned articles and case, and answer the question below.
	<b>Case:</b> McDonald's Russia: A jewel in the McDonald's emerging market operations.
	<b>Webinars:</b> (1) Investment challenges in Russia; and (2) McDonald's in Russia.
	<b>Handout:</b> Reasons to invest in Russia.
	<b>Articles:</b> (1) Putting Russia's unparalleled wealth disparity in perspective; and (2) Putin's latest target: more than 200 Russian McDonald's.
	<b>Videos:</b> (1) McD's in Russia; (2) Hamburger University and (3) Politics and being a first mover. 
	<b>Question:</b> What are the key reasons to invest in Russia?
LEADING AND MOTIVATING IN THE U.S.	
February 2, 2016	
9	Through case study we will examine the leading and motivating of employees in the U.S. and contrast those practices with those typically practiced in France. Students will meet with their team at the start of the session to discuss their individually prepared answers to the case analysis questions below.
	<b>Preparation:</b> Be prepared to discuss your answers to the questions below.



Case:	Leading across cultures at Michelin (A). (Part B will be distributed at the end of class).	
Handout:	American-French communication differences (distributed in class).	
Questions:	1) What differences between American and French practices would explain Chalon's difficulties? 2) Why did Chalon have difficulty recognizing that his staff were displeased with his management style?	
<b>MANAGING MULTICULTURAL TEAMS: PART 1</b>		
<b>Thursday February 4, 2016</b>		
We will identify ways to manage diversity in and enhance the productivity of multicultural teams. We will also continue the Michelin case analysis by assessing the communication strategies available for maximizing success when leading across cultures. The strengths and weaknesses of these strategies will be examined, as well as the key tools required to use them effectively.. Students will meet with their team at the start of the session to discuss their individually prepared answers to the case analysis question below.		
Preparation:	Session 10 webinar and be prepared to discuss your answer to the question below.	
<b>10</b>	Case:	Leading across cultures at Michelin (B). (Part C will be distributed in class).
	Webinar:	Managing multicultural teams.
	Video:	Diversity and effectiveness at Apple. 
	Handout:	Communication management strategies (distributed in class).
	Question:	Now that Chalon is aware of how his American staff perceive his management style, should he try to adapt to the American style or should he remain consistent in his French style?
<b>MANAGING MULTICULTURAL TEAMS: PART 2</b>		
<b>Tuesday February 9, 2016</b>		
<b>11</b>	Now having studied multicultural team management you will, along with your focus country team members, meet during this class session to review and discuss your own team's dynamics, behaviours and performance to date, and determine the best practices and course of action going forward to ensure the focus country project is completed in a high quality manner. Teams will also use this session to continue their work on the focus country project and submit a report of their performance assessment and work plan.	
	Preparation:	Individually assess your team's dynamics and performance and identify areas for improvement.

CULTURAL SELF-REFLECTION PREPARATION

Thursday February 11, 2016

12 **Individually** prepare a cultural profile and self-reflection report regarding a country/culture that is of greatest interest to you (*outside of* the Focus Country Project country you are studying, as well as Canada, U.S., France, Russia, Japan, China and Hong Kong). The specific questions to be answered are provided in this session’s area of the content section on the course portal. The submission is due by 6:00 PM on Feb. 11, 2016.

MANAGING IN FRANCE: PART I

Tuesday February 23, 2016

13 By explicitly studying Disneyland Paris Resort you will gain insight on how to effectively design and implement a culturally sensitive business in Europe. In doing so, you will develop greater understanding of the European business environment, as well as the French and American cultures. Students will meet with their peers during a break-out session to discuss their individually prepared answers to the assigned case questions, come to an understanding and agreement regarding those answers, and submit the **team’s answers** via the course website dropbox by the end of the class session.

- Preparation:** Read the living case, prepare answers to the questions below and submit those answers online.
- Living Case:** Disneyland Paris: A choppy Atlantic crossing.
- Questions:** The assigned questions are listed in the living case. (MANDATORY submission)

MANAGING IN FRANCE: PART 2

Thursday February 25, 2016

14 We will continue the Disneyland Resort Paris case analysis by assessing the answers that your team submitted during the previous class session. We will then conduct a structured debriefing of the case, which will further enhance your understanding of how to effectively design and implement a culturally sensitive business in Europe, as well as further your understanding of the French and American cultures.

- Preparation:** Re-visit the living case and be prepared to discuss your team’s answers to the case questions.
- Living Case:** Disneyland Paris: A choppy Atlantic crossing.
- Videos:**
  - (1) Disney’s commercials in Europe and (2) Doing business in France.
- Handout** Disney in France (distributed in class).



MANAGING IN MAINLAND CHINA	
Tuesday March 1, 2016	
China's transformation over the past few decades, as well as the key reasons to invest and challenges faced when investing in China will be examined. The activities in China of two leading Western firms (i.e., McDonald's and The Walt Disney Company) will also be assessed.	
15	<b>Preparation:</b> Session 15 webinars and read the assigned articles.
	<b>Articles</b> (1) China's one-child policy reversal: Too little, too late; (2) For China's restless new graduates; (3) The cost of doing business in China: Spying; (4) Expat view: 'You need Chinese friends to survive'; (5) McDonald's no match for KFC in China; (6) Food scare driving away Yum, McDonald's diners; (7) Disney rethinks its China strategy.
	<b>Webinars:</b> (1) China's transformation; and (2) McDonald's in China.
	<b>Handout:</b> This is how you fire someone the Chinese way.
	<b>Videos</b> (1) McDonald's in China; (2) Female migrant workers in China; (3) China's real estate bubble; (4) Piracy in China; and (5) Disney English.
	MANAGING IN HONG KONG
Thursday March 3, 2016	
The key reasons to invest and challenges of investing in Hong Kong will be studied. We will then examine Hong Kong's culture and analyze Hong Kong Disneyland's practices within that culture through a discussion of the answers to the assigned case analysis questions.	
16	<b>Preparation:</b> Session 16 webinars, read the assigned articles and living case, and answer the case questions.
	<b>Living Case:</b> Hong Kong Disneyland Resort: Appeasing the dragon.
	<b>Articles:</b> (1) Headwinds hamper the search for a new identity; and (2) Hong Kong's sky slums highlight wealth gap.
	<b>Webinars:</b> (1) Investment challenges in Hong Kong; and (2) Reasons to invest in Hong Kong.
	<b>Videos:</b> (1) The umbrella movement; (2) Hong Kong's business environment and (2) Hong Kong's culture; and (4) Hong Kong Disneyland commercial.
	<b>Handout:</b> Hong Kong Disneyland (distributed in class).
	<b>Questions:</b> The assigned questions are listed in the living case. (MANDATORY submission)

**PART 3: INTERNATIONAL ASSIGNMENT MANAGEMENT TOOLS**

**EXPAT AND ASSIGNMENT SELECTION**

Tuesday March 8, 2016

In this session we will examine expat program development, how to effectively select expats for an international assignment, and how best to assess assignment opportunities that may be presented to you in the future. The first group of teams will deliver their presentations at the start of the class.

17

<b>Preparation:</b>	Read the assigned article and answer the questions below.
<b>Article:</b>	Skills for global business.
<b>Handout:</b>	Expat and assignment selection (distributed in class).
<b>Questions</b>	What characteristics should you assess when selecting a manager for an expat assignment? What questions should you ask when assessing/choosing a potential international assignment?
<b>Presentations</b>	Teams will conduct their presentations.

**INTERNATIONAL ASSIGNMENT PREPARATION**

Thursday March 10, 2016

In this session you will gain insight on how to effectively prepare expats and yourself for international assignments. The second group of teams will deliver their presentations at the start of the class.

18

<b>Preparation:</b>	Read the assigned articles and answer the question below.
<b>Articles:</b>	(1) Taking a job overseas? Do it right; and (2) Five ways to boost your cultural agility.
<b>Handout:</b>	International assignment preparation (distributed in class).
<b>Question:</b>	As a global HR manager, what should you do to prepare an expat for an assignment?
<b>Presentations</b>	Teams will conduct their presentations.

**ENHANCING ASSIGNMENT PERFORMANCE**

Tuesday March 15, 2016

In this session you will study culture shock, strategies for managing culture shock and the use of mentors in the host country. You will also examine strategies for enhancing one's credibility in the host country. The third group of teams will deliver their presentations at the start of the class.

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<b>Preparation:</b>	Read the assigned article and answer the question below.
<b>Article:</b>	Three keys to getting an overseas assignment right.
<b>Handout:</b>	Enhancing assignment performance.
<b>Question:</b>	What tools or techniques can be used to manage culture shock?
<b>Presentations</b>	Teams will conduct their presentations.

SPOUSE AND GENDER ISSUES IN IB	
Thursday March 17, 2016	
20	In this session you will study the role of the trailing spouse in international assignments and assess gender issues in IB. The final group of teams will deliver their presentations at the start of the class.
SPOUSE AND GENDER ISSUES IN IB	
20	<b>Preparation:</b> Read the assigned articles.
	<b>Articles:</b> (1) An expat job can be a move too far; and (2) All eyes on a new woman gaijin CEO at McDonald's Japan.
	<b>Presentations</b> Teams will conduct their presentations.

EVALUATING EXPAT PERFORMANCE	
Tuesday March 22, 2016	
21	In this session you will gain insight on how to best evaluate an expat's performance. Special attention will be paid to the evaluators of an expat, criteria used to evaluate an expat, and the evaluation process. This is an independent study session that is delivered through a webinar. The class session is <b>not</b> held on this date.
	<b>Webinar:</b> Expat performance evaluation.
MANAGING REPATRIATION	
Thursday March 24, 2016	
22	We will focus on repatriation and strategies for repatriating successfully. In doing so, we will also examine the costs of international assignment failures and identify practices to enhance the likelihood of repatriating successfully. Following this material we will have an open discussion on your cultural experiences, challenges, and ways in which you managed those challenges.
	<b>Preparation:</b> Answer the question below.
	<b>Handout:</b> International assignment failure costs and repatriation success practices (distributed during class).
	<b>Question:</b> What are the costs of an international assignment failure?
CORRUPTION IN IB	
23	Tuesday March 29, 2016

We will examine corruption pervasiveness across countries as well as the types of corruption that exist. During the second half of the class session you will meet in a break-out session with your peers to identify and discuss a complete listing of the costs of corruption.

**Preparation:** Individually conduct research on and answer the question below.

**Question:** What are the costs of corruption?

**CORRUPTION COSTS AND MANAGEMENT**

Thursday March 31, 2016

Teams will discuss the costs of corruption that they identified during the break-out session held in the previous class. We will then examine the tactics that may be employed in corrupt environments to enhance business success and manage the challenges posed by corruption.

24

**Preparation:** Be prepared to discuss your team’s answer the question below.

**Handout:** Corruption costs and management (distributed during class).

**Video:** Rana Plaza collapse.

**Question:** What are the costs of corruption?

**Appendix A: Participation & Professionalism**

**Overview:** Participation is an incredibly important aspect of this course and a key determinant of how much you will gain from the course. The material and activities throughout the course enable you to be an active participant, rather than just a passive observer, and in doing so provide you with many opportunities to develop the cross-cultural communication and management skills and understanding needed to succeed in international business.

**In-class participation opportunities:** The class sessions will be highly interactive throughout the course. The sessions are designed to encourage critical thinking and analysis, which will occur during assessments of your prepared answers to the assigned discussion questions. You are expected to have **fully** prepared for the class sessions by following the instructions and guidance outlined in the above 'Detailed Class Session Descriptors' section.

**Break-out team meetings:** To further enhance your learning experience and provide you with opportunities to further develop your cross-cultural communication and multicultural team management skills, a number of break-out team meetings are

scheduled throughout the semester. Your participation in these meetings is another factor of consideration when assessing your participation performance.

**Online participation opportunities:** Given the number of students in each section it is impossible for everyone to have an opportunity to verbally contribute during every class session. Therefore, private dropboxes are provided for **all** of the assigned discussion questions that are listed in the preceding 'Detailed Class Session Descriptors' section. These dropboxes are private in that only you, the Professor, and Teaching Assistant will have access to your dropbox.

These dropboxes are a means to participate without having to compete for the limited air time in the classroom. To demonstrate that you are prepared to contribute in a quality manner you are to submit your answers online to the assigned discussion questions. Inclass quality verbal contributions are of course also expected in order to earn participation credit. However, you are not expected to verbally contribute in every class session given the air time limitations and

the fact that others may have already stated the point that you wished to make. Rather, your online submission will be used to gauge your participation and the quality of your preparedness and ensure that you receive the appropriate participation credit. As part of the participation expectations you are required to submit quality answers to **15** of the 20 assigned discussion questions via your private dropbox **prior to the class sessions** for which the question(s) are assigned. Please note that dropbox submissions are **mandatory** for **sessions 6, 12, 13 and 16**. Failure to make a submission for these mandatory questions will result in a **2%** final course grade penalty per answer not submitted.

The dropboxes will lock at **7:00 a.m.** on the day during which the class session that pertains to the specific question(s) is held. Therefore, your submission must occur **before** the 7:00 a.m. deadline. Late submissions cannot be accepted.

**Assessment: Quality** will be valued over quantity when evaluating your in-class and online contributions. Quality contributions include, but are not limited to:

- providing a thoughtful analysis of relevant information;
- identifying new insightful information;
- pointing out facts or problems which have been overlooked in the other discussions;
- summarizing any divergent viewpoints;
- drawing well-founded conclusions from what has been said; and
- sharing your personal experiences to illustrate a point.

In short, **high quality contributions** demonstrate insight, analysis and originality, whereas low quality contributions include repeating or rephrasing what has already been stated, asking questions to which answers have been provided, and/or making statements that demonstrate a lack of contemplation or preparation.

**Consistent and regular** quality contributors throughout the semester will earn higher grades than those that periodically contribute or contribute only in a confined period of time. For example, those that only contribute at the start or near the end of the

semester will not earn as high of a grade as those that have actively contributed throughout the semester. Aggressively contributing only days or a couple weeks before the end of the semester will not make-up for not participating throughout the semester.

Grade range	Participation and Professionalism Descriptors
17.0 - 20	Consistently <i>very well</i> prepared and <i>consistently</i> contributed in a <i>very</i> high quality, professional and positive manner. An enormous asset to the course and one that bettered the learning environment.
14.0 - 16.9	Well prepared throughout the semester and contributed in a <i>high</i> quality manner. There may have been some slight quality shortfalls or inconsistencies, but overall the course expectations were well met. The student that meets all course expectations falls within the middle of this range.
10.0 - 13.9	The quality or consistency of the contributions were somewhat below expectations or varied. Nothing too concerning, but there is clearly room for improvement.
1.0 - 9.9	Notably inconsistent and/or mixed to low quality contributions. Or, at times unprofessional or inattentive behaviour was exhibited.
0	Failed to offer any contribution of value and/or was repeatedly unprofessional (e.g., repeatedly arrived late to class or disruptive), which negatively impacted the learning environment.

**Midterm unofficial assessment:** To provide you with feedback and understanding on your performance level you will receive an unofficial/ informal participation grade midway through the course. This grade assessment is provided for guidance purposes. The grade you receive at the end of the semester is the official/formal grade, which may vary from the unofficial midterm participation grade depending on your performance level during the second half of the course.

**Cultural sensitivity:** Remember to exercise **cultural sensitivity** and **respect** at all times. Take care not to pass judgment and please be mindful of others' values, beliefs, attitudes and perceptions.

**Special note to exchange students:** Exchange students, naturally so given the new institutional environment, are often uncertain as to the norms and expectations regarding participation. Some may come

from universities in which participation is not expected. Exchange students are also at times concerned about their use of the English language and fear that others will perceive any errors in their use of the language negatively. However, each year many Queen's and exchange students through informal and formal feedback express a very strong interest in learning more about their peers' experiences, cultures and countries. This interest is particularly strong in this course given the nature of the course. Students enrolled in the course most likely did so because they are very interested in other cultures and countries. I have also found that students do not criticize or view others' negatively because of their less than perfect use of English. It is quite the opposite. Students tend to be impressed by those that can complete university level courses in a language other than their mother tongue. Therefore, I assure everyone, domestic and exchange students alike, that your classmates and I very much welcome your contributions and **you**

should not be hesitant or nervous to contribute. Plus, becomes easier with practice :)  
it

*Contributing to a quality and positive learning environment.*

**Appendix B: Final Exam**

Date & Time	Sessions Tested	Exam Structure & Format
April 2016. Specific date to be determined by the registrar.	1 - 10 & 14 - 24	65 multiple choice questions (each worth 1 mark) AND 5 of 6 detailed questions (you choose 5, and each question is worth 5 marks). The exam is graded out of 90 marks in total.
<b>MATERIAL COVERAGE</b>		
Testable (Exam Eligible) Material		

**Class session (lecture) and webinar content:**

This material is **very important** given that the lectures and webinars are used to: (1) highlight critical information and draw those critical aspects together so that they are more effectively understood; and (2)

**Assigned articles and handouts:**

As with the lecture material, the assigned articles and handouts are included in the course to fill critical gaps and provide practical insight on managing across cultures. Thus, they are all eligible for exam testing. Ensure that

Material Not Tested

**Dates/numbers:**

Dates and numerical values (e.g., absolute numbers and percentages) will **not** be tested. For example, you do not need to know the specific individualism score noted in the course material for a country. However, you must know the **categorical ratings** (e.g., highly individualistic) for, and **relative comparisons** between, the countries noted in the course material (e.g., Japanese culture is more collectivistic than Canadian culture).

**Michelin case specifics:**

You will not be tested on specific character and event facts in the 'Leading Across Cultures' case (e.g., Chalon's specific actions). For example, you will not be asked: What did Chalon do? However, you must understand the lessons learned and best practices identified in our discussion of the cases.

Valuable Advice

present important material that is *not* covered in the assigned readings (i.e., material that fills important gaps in the readings). This material is of a more practical nature that is often overlooked in textbooks, but vital to success in IB. All material presented and discussed in the class sessions is eligible for exam testing, unless otherwise noted in class.

you study and understand all of the content of the articles and handouts.

**Case teachings:** The case material, aside from that noted below as 'material not tested', is eligible for testing. The case material that is specifically presented and discussed in class is especially important.

**Videos:** The videos are purposely selected to illustrate key teachings in this course. You will notice that after each video we discuss the key points **General advice:** It is highly recommended that you **keep up with the readings and prepare for class.** The teachings of this course fit together in a building block fashion. Thus, if you keep up with the readings and preparations you will learn much more effectively and develop a richer understanding of the course material.

illustrated in the video. These points of discussion are eligible for testing.

**Notes package:** This completely customized learning tool that has been specifically developed for this course, if appropriately used, will not only greatly facilitate your note-taking and learning throughout the course, but also greatly enhance your performance in the course. This is by far your **most valuable and beneficial study tool** in the course.

**Sample exam questions and the grading key will be provided on the course website.**

### Appendix C: Focus Country Project

**Overview:** As part of a team that includes members that share your focus country interests you will gain expertise on a country, including its culture, that interests you most. You will do so by producing a consultancy report and delivering a focus country presentation as part of that team. Additional details regarding the project are provided in the **'Focus Country Project Guidelines'** posted on the course website.

**Focus country selection:** Teams may choose to focus on any single country that they wish from the list below. Only countries listed below are eligible given their significance in the global economy, the fact that an adequate amount of research material has been published on these countries and their cultures, and that their cultures are notably different (distant) than those of Canada and the United States. While other countries are certainly worthy of study, there is much less material available on such countries and thus your ability to complete the report will be greatly impaired. One other restriction is that the chosen country **must not have been previously profiled or intensively studied** (e.g., been a major focus in an assignment that was completed for another course) by any team member, nor may a team member be from or have lived in the focus country for an extended period of time. For example, you are **not** permitted to select a country that you visited as an exchange student or, if you are an exchange student, your university's home country.

**Team composition:** Team compositions will be announced on the course portal **on Saturday January 16, 2016.** Prior to the fifth (Jan. 19th) class session you are to communicate with and (if possible) meet with your teammates to select a focus country. That choice is to be e-mailed to the Professor **before 9:00 a.m., Jan. 19th.** Team compositions will be based on students' country interest and background experience (as stated by each student in their completed **online 'Background and Interests'** survey.

Focus Countries Available for Study			
Argentina	Germany	Netherlands	Sweden
Belgium	India*	Norway	Switzerland
Brazil	Italy	Portugal	Thailand
Denmark	Malaysia	South Korea	Turkey
Finland	Mexico	Spain	United Arab Emirates

\* 3rd year Queen's Commerce students that completed Comm 173 in the Winter 2015 are not eligible to select India given that India was a focus country in their Comm 173 course.

**Focus country team dinner:** Teams are to have dinner at a team member’s home where the team has prepared the meal themselves or restaurant. The dinner must be **a meal that represents their focus country’s culture** and commonly eaten by members of the focus country. Dinners are to be held **prior to February 2, 2016**, and one or more photos that include

all participating team members and the meal are to be uploaded to the **course website ‘Focus Country Dinner’ dropbox** **before 5:00 p.m., February 2, 2016.**

Given the negative impact that an absence would have on your and your teammates’ learning experience, participation in the dinner is **mandatory.**

**Complete focus country project guidelines are provided on the course website.**



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**Appendix D: Grade Reporting and Scales**

**Calculation method:** The “Numbers In, Letters Out” approach is used to calculate the final course grade in this course. That means you will receive a numerical grade for each of your graded components in this course and the total of those grades will be converted into a final course letter grade in accordance to the tables below at end of the semester. The tables below outline the grade allocations and scaling used in this course:

GRADED COMPONENTS			DATES	GRADE WEIGHT
Individually completed	Participation & Professionalism		Jan. 5 to March 29	20%
	Final exam		To be announced by the Registrar	50%
Team-based	Focus country project	Report	March 7	20%
		Presentation	March 8, 10, 15 or 17	10%
Final Course Grade				100%

  

Letter Grade	Percentage	Grade Points	Descriptor
A+	90 - 100	4.3	Exceptional; <b>significantly exceeds</b> the highest expectations.
A	85.0 - 89.9	4.0	Outstanding; meets the <b>highest</b> standards.
A-	80.0 - 84.9	3.7	Excellent; meets <b>very high</b> standards.
B+	77.0 - 79.9	3.3	Very good; meets <b>high</b> standards.
B	73.0 - 76.9	3.0	Good; meets most standards. <b>(typical class average)</b>
B-	70.0 - 72.9	2.7	More than adequate; shows reasonable command of the material.
C+	67.0 - 69.9	2.3	Acceptable; meets the standards.
C	63.0 - 66.9	2.0	Acceptable; meets some of the standards.

C-	60.0 - 62.9	1.7	Acceptable; but falls short of meeting the standards.
D+	57.0 - 59.9	1.3	Minimally acceptable.
D	53.0 - 56.9	1.0	Minimally acceptable; passing grade.
D-	50.0 - 52.9	0.7	Minimally acceptable; lowest passing grade.
F	0 - 49.9	0.0	Failure.

**Standards and expectations:** The table above lists the descriptors/qualifiers for each grade range. Given that this is an upper year Queen's Commerce course the standards and expectations are high, as they should be. "A" range grades must be earned through performance that *exceeds* the course standards and expectations.

**Typical performance:** Grade adjustments are not practiced nor required as each and every graded component is very carefully designed and has a proven track record of very fairly gauging student performance. As a result, the average grade in this course is typically in the 'B' grade range with grades across all students being reflected in a normal distribution with some students earning A+ grades while others having failed the course.

**Difficulty and demands level:** Those students that tend to perform more poorly in this course have typically underestimated the standards and requirements of the course, and as a result did not follow the above guidelines. The difficulty and demands level of this course are no less than that of the average upper year Commerce course. To succeed you must be **dedicated and involved throughout the semester.**

### **Appendix E: Professor's Background**

Dr. Jean-Paul Roy is an Associate Professor (with tenure) at the Smith School of Business, Queen's University and a Visiting Professor at Rikkyo University in Tokyo, Japan. He holds a Ph.D. in administration, with specializations in international business and organizational theory, from the Schulich School of Business at York University, and a Masters of Industrial Relations and Bachelor of Science (Honours) degree in social psychology from the University of Toronto. Prior to joining the Smith School of Business in 2007, Dr. Roy taught international business at the Schulich School of Business, York University (Toronto) and Memorial University (St. John's, Canada and England).

Given his passion for international business and managing across cultures, Dr. Roy is heavily involved in research across the globe. His current research focuses on international strategic alliances, social networking and crosscultural management. He is particularly interested in how institutional environments influence the behaviours and performance of multinational enterprises and their executives. More specifically, he examines: (a) the role that host country governance plays in the partnering activities and performance of multinational enterprises, (b) the social networking practices of firms and their executives in Asia, and how these practices are influenced by the institutional environment, and (c) expatriate management and performance in Japan. Dr. Roy has published this work in a wide variety of leading management journals, including the Strategic Management Journal, Journal of International Business Studies, Journal of Management Studies, International Journal of Human Resource Management, Journal of Organizational Behaviour, Asia Pacific Journal of Management, Management and Organization Review, and Political Psychology. He also regularly presents his research at international conferences.

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## ***COMM 357: Interpersonal Skills for Managers***

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

- Learning Outcomes** Upon completion of COMM 357, it is expected that students will be able to:
- Reflect deeply on their own knowledge, skills, and abilities in order to understand how to successfully and effectively manage others
  - Critically analyze management writing in its various forms, drawing out personal connections and organizational implications, as a means to developing their own management practice
  - 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

**Course Format** 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 *every class will 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. 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.

**Course Materials** The book assigned to this course is Linda Hill's *Becoming a Manager: How New Managers Master the Challenges of Leadership* (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.

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:

<http://queensu.summon.serialssolutions.com/advanced/>

Once there, populate the title and author as indicated in the outline.

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.

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 March.

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 before reading week, with the final reflection due during the second half of the term.

Reflections are due in the course dropbox (online) **before the start of the class for which the preparation (reading or video) has been assigned**. Late assignments will not be accepted.

**Simulation  
Assignment  
(10%)**

Between Weeks 9 and 10 of the course, students will engage in an online simulation, *Change Management: Power and Influence*. 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 in March. The reflection is due in class one week after the simulation is introduced.

**Book Review  
(20%)**

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.

**Self-Assessment  
Paper  
(30%)**

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 12 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, April 4).

## Class Protocol

**Academic Integrity** 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.

Please be reminded of Smith School of Business' policies with respect to academic integrity. Violations of academic integrity may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery, and falsification, among other actions. Violations of academic integrity are considered to be very serious and will be investigated in accordance with Smith policy. The policy can be found at [https://smith.queensu.ca/about/academic\\_integrity/index.php](https://smith.queensu.ca/about/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 me. 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 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** 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 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**

All of your assignments must be submitted through the dropbox on the course website, and some will also need to be submitted in hard copy. Please pay attention to the submission requirements for each assignment to ensure that you have submitted your assignments correctly.

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.

**Assignment Formatting**

You will note that I am not directive with respect to my formatting instructions, and you should know that this is intentional. As a senior student at Smith School of Business, you need to be able to make decisions about the best way to convey your analysis and present your information and knowledge. As an overarching guideline, be considerate of the reader with respect to spacing, font (type and size), and margins. Even more importantly, work to become comfortable making these types of decisions without the guidance of someone else.

**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 (Please note this is the 2015/16 schedule)**

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
1/4	Introduction and Self-Awareness	-BaM: Chapters 3 & 6 -Link: <a href="#">How well do you know yourself?</a>
1/11	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.
1/18	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)
1/25	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.
2/1	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>
2/8	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>

Reading Week

2/22	Book Reviews and Feedback Exercise	No assigned readings
2/29	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>
3/7	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 conflict averse</a>
3/14	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>
3/21	Building Social Networks	-BaM: Chapter 8 *-CP: Network across and out (Ibarra) *-CP: The peacock and the panda (Grant)
3/28	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.



**COMM365: Advanced Business Decision Models**  
Queen's University Winter, 2016

Smith School of Business

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**DESCRIPTION**

This course builds on the foundations of both statistical analysis (COMM162) and deterministic decision modeling (COMM163). The emphasis in this course is managerial decision making under risk – when the future impact of decisions is uncertain. Topics include basic probability theory, risk and decision analysis, dynamic programming, forecasting models, waiting-line models with computer simulation, and revenue management. Computer spreadsheet programs will be used extensively. A particular focus of the course will be the interpretation and communication of model results from the viewpoint of decision makers.

**TEXT**

Winston, Wayne L., *Introduction to Probability Models, 4e*, Thomson

OR

Winston, Wayne L., *Operations Research: Applications and Algorithms, 4e*, Thomson

**CASES**

- EveryDay Medical – Keyword Bidding Optimization, Columbia Business School Case #090206
- Easy Profit: A Revenue Management Pilot, INSEAD Case 03/2006-5341

**COMPUTER PACKAGES**

*Microsoft Excel* will be used extensively in the course and will be required for some of the assignments. Additional software includes *PrecisionTree* and *@Risk* Excel add-ins.

**SCHEDULE:**

A preliminary timetable is included at the end of the outline.

**EXERCISES:**

The 'Exercises' column of the timetable gives textbook problems or handouts that should be attempted but need not be handed in. Solutions will be provided for these exercises.

**STUDY TEAMS:**

All assignment work will be done in study teams of three to five members. Students will be expected to form their own teams and submit a list of names on or before Tuesday, January 12. I will form teams from any students who are not included in the team lists.

**ASSIGNMENTS:**

The 'Assignment Due' column in the timetable gives the due dates of five assignments relating to lecture material. All of these assignments are team assignments – one submission per team. Assignments should be submitted **in a paper form directly to me**. The title page of your submission must list all group members. All parts of an assignment submission must be the independent work of a single team (see a detailed statement on academic integrity below).

**The assignments are due by the beginning of class on the due date. Assignment solutions will generally be posted immediately following the submission date; so late assignments cannot be graded.**

## **MIDTERM EXAM:**

There will be a midterm examination.

## **FINAL PROJECT:**

*General Description:* A project may take any number of forms. It may be work-related, it may relate to some personal decisions that you have to make... I will leave the applications open. Use your imagination.

*Final Report:* Final Report should consist of two parts: detailed written report and presentation. Written report should have approximately 10 pages. It should be treated as a detailed technical documentation of your work: problem description, data collection, model, results, and business implications. Presentation (15-20 minutes) should highlight your findings and be prepared as if to be presented to an audience (appropriate to your problem) that has little knowledge of quantitative models.

March 15                      A 1-2 pages project outline (problem description only) is due.

I will then meet with each Team to discuss the proposed topic (March 16-18).

March 29                      Class Presentations.

April 23                      Final Report due.

## **EVALUATION:**

The final grade in the course will be based on:

Assignments (5): 20%      Midterm Exam:  
40%

Final Project:              40%

Notes: All concerns regarding assignment and midterm marks should be brought to my attention **within two weeks of the date on which the marked papers become available for pickup.**

## **SUMMARY: WHAT YOU NEED TO DO AS SOON AS POSSIBLE**

1. Sign on to the COMM365 web-site and check for announcements.
2. Form a study-team of three to five members and submit your names (see above for details).

## **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 Smith 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 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.



## COMM 370: Business Communications in North America

### Course Information

#### Course Description

COMM 370 will help you understand the written, oral and technical skills required for success in a North American business environment. The course uses an applied methodology to help students practice and adapt their skills to the business culture in North America. Many classroom activities are designed to improve your understanding of cultural and emotional intelligence, both of which are key components to effective business communication. Some communication theory will be introduced within the context of the topics under discussion. The course will also include an analysis of corporate communication activities.

#### Course Objectives

- Introduce the features of the North American business communications environment
- Understand the principles of effective communication, elements of communication theory, formality, style and tone in business communications
- Explore the concepts of soft skills and emotional intelligence as key components of communicative success in the modern workplace
- Provide rich opportunities for cross-cultural comparison of communication standards and practices to enhance cultural intelligence for business communication
- Hone English language skills (written, spoken and aural) through practice of business applications
- Cultivate an appreciation of internal and external communications

### Resources

- Readings** Required readings will be posted to the portal each week. A few core readings are listed in the outline below. You **must** complete the readings each week to successfully engage in this class.
- Course pack** A course pack is available in the Case Room at Goodes Hall. The package contains one case and one reading that are required for the course
- Recommended** Gilling, Desmond A. (2013). *The Essential Handbook for Business Writing* (Queen's bookstore)

## Course Evaluation

Evaluation for 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, C, etc) to assess your assignments and these will be the grades that will appear on your Queen's transcript.

### FORMAL ASSIGNMENTS (Please note this is the 2015/16 schedule)

Assignment	Date Assigned	Weight	Date Due
Professional Development Assignment	January 4, 2016	10%	February 24, 2016
Reflective Summary	January 4, 2016	20%	March 30, 2016
Participation & Professionalism a. Self-evaluation	January 4, 2016	20%	Ongoing March 30, 2016
Professional Resume	January 13, 2016	10%	January 20, 2016
Behavioural Interview	January 13, 2016	10%	February 22 – March 15, 2016
Team Project: Global Brand Analysis a. Team Contract b. Team Presentations c. Peer Evaluation	January 20, 2016	30%	February 1, 2016 March 7, 2016 March 21, 2016

Please send assignments to the electronic course Dropbox for COMM 370. 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 an A-). This includes Saturday and Sunday.

If you know you are going to be away when an assignment is due, please submit it early.

**Queen's Grading Scale:**

<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

## 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 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

### Definition

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 behaviours may include plagiarism, use of unauthorized materials, unauthorized collaboration, facilitation, forgery and falsification among other acts. It is every student's responsibility to become familiar with 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)

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 are still 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 group from a previous year), nor allow anyone outside 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.

## What I Expect from You

I would like our classroom to be a 'comfortable and supportive environment' for you to practice and refine your communications skills in English. To do so **I EXPECT** you to demonstrate professional behaviors 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 the 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 I don't require this. 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 behavior 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:  
[http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Code\\_of\\_Conduct\\_final\\_2008.pdf](http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Code_of_Conduct_final_2008.pdf)
2. Observe Queen's University guidelines on Academic Integrity:  
<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/AcademicIntegrity.pdf>
3. Be prepared for class and 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.

## Queen's School of Business

### Comm 374 INTERNATIONAL BUSINESS STRATEGY

Winter 2016

*“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\*

<b>COMPONENT</b>		<b>WEIGHT</b>
<b>Theory Test 1</b>		<b>20%</b>
<b>Theory Test 2</b>		<b>20%</b>
<b>Market Entry Project</b>	Individual Report	<b>15%</b>
	Team Comparative Analysis	<b>10%</b>
	Team Presentation	<b>10%</b>
	Team Norms Peer Evaluation	<b>5%</b>
<b>Case Exercises and In-class Discussion</b>	Individual Case Prep Worksheets (best 5/7)	<b>7.5%</b>
	Case Discussion Group Worksheets (best 5/7)	<b>7.5%</b>
	General Contribution to Class Discussion	<b>5%</b>

\*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, and not everything discussed in class will be repeated on slides. 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/citesources>.

## **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 (Please note this is the 2015/16 schedule)**

### **Class 1: Introduction**

*Section 1: Monday, January 4*

*Section 2: Monday, January 4*

This class introduces the content and structure of the course, including a discussion of the course assignments, expectations and guidelines.

- **READING:** Course Outline (contents page of course website);

## **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**

*Section 1: Thursday, January 7 Section 2: Wednesday, January 6*

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**

*Section 1: Monday, January 11 Section 2: Monday, January 11*

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 1-5**

#### **Class 4: Formulating Strategic Responses to Global Competition in a Changing Industry**

**Section 1: Thursday, January 14 Section 2: Wednesday, January 13**

- **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 in preparation 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: International Market Selection**

**Section 1: Monday, January 18 Section 2: Monday, January 18**

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 different types of 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 6: Team Project Launch**

#### ***Section 1: Thursday, January 21 Section 2: Wednesday, January 20***

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 **Monday January 18 at 5:00 pm**.

- No advance reading or preparation required; ☺

### **Class 7: Modes of Foreign Market Entry**

#### ***Section 1: Monday, January 25 Section 2: Monday, January 25***

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**

*Section 1: Thursday, January 28 Section 2: Wednesday, January 27*

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: Theory Test #1**

*Section 1: Monday, February 1*

*Section 2: Monday, February 1*

This test will cover the theoretical concepts from the course readings and class lectures from **Class 1- Class 8**. 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 10: Challenges of International Franchising**

*Section 1: Thursday, February 4*

*Section 2: Wednesday, February 3*

- 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: International Joint Ventures: Strategic Goals and Foundations of Successful Partnerships**

*Section 1: Monday February 8 Section 2: Monday, February 8*

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 12: International Joint Ventures: Negotiation and Strategic Goals**

*Section 1: Thursday, February 11*

*Section 2: Wednesday, February 10*

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).

## **READING WEEK, FEBRUARY 15-19: NO CLASS**

## **PART TWO: UNDERSTANDING THE MULTINATIONAL CORPORATION**

### **Class 13: Structure of MNCs: Global Integration and Coordination vs. Local Responsiveness and Differentiation**

#### ***Section 1: Monday, February 22 Section 2: Monday, February 22***

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 14: Structure of MNCs: Building a Transnational Organization**

*Section 1: Thursday, February 25 Section 2: Wednesday, February 24*

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);

## **Classes 15-16: Team Project Tutorials**

*Week of Feb. 29-March 4*

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, February 29 or by 9:00 am on the day of which your tutorial is scheduled**. This brief outline will help form a basis for our discussion in your tutorial.

## **Class 17: Challenges of the Start-up Greenfield Subsidiary**

*Section 1: Monday, March 7 Section 2: Monday, March 7*

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 18: The Development and Transfer of Global Innovations**

*Section 1: Thursday, March 10 Section 2: Wednesday, March 9*

In this class we examine how companies can optimize their innovation process by harnessing the potential of diversity across knowledge clusters and markets. Using examples from 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)

**Class 19: Theory Test #2**

*Section 1: Monday, March*

*14*

*Section 2: Monday, March*

*14*

This test will cover the theoretical concepts from the course readings and class lectures from **Class 9-18, 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 multiple choice, short answers, and/or analysis of short scenarios. 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 20: Team Project Preparation**

*Section 1: Thursday, March 17 Section 2: Wednesday, March 16*

There will be no formal class for Class 20. Students may use this class time towards their final preparations for the team project deliverables. The classroom will be available for you to meet in or you may choose to meet at the location of your choice.

**Class 21: Team Project Presentations**

*Section 1: Monday, March 21*

*Section 2: Monday, March 21*

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 22: Team Project Presentations**

*Section 1: Thursday, March 24 Section 2: Wednesday, March 23*

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 23: Team Project Presentations**

*Section 1: Monday, March 28*

*Section 2: Monday, March 28*

Teams will present their Market Entry Strategies. Reminder: class attendance is mandatory for this session.

**Class 24: Team Project Presentations**

*Section 1: Thursday, March 31 Section 2: Wednesday, March 30*

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 metarules 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. Some people like doing multiple assignments to diversify against the risk of a final exam; 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 or not even do a white paper and plan to really nail the exam. Since these options involved different deliverables, the grade breakdown reflects whether what you choose to do. Finally, since debates involve extra work, those involved in debates will receive a bonus to their debate grade.

## **GRADING SCHEME AT A GLANCE**

	Basic	Debate	No Paper
White Paper	20%	15%	N/A
Debate	N/A	15%	N/A
Critical Analysis	20%	15%	20%
Participation	20%	15%	20%
Final Exam	40%	40%	60%*

## **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 has the opportunity 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, you must do a white paper with your debate team and 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 minimum 8 pages single spaced. Historically the best ones tend to be more like 10-12 pages. 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.

As I mentioned, these are optional – the benefit of doing this is that it diversifies your risk away from the final exam. If you are comfortable with the final exam risk, you may choose not to do a white paper. I will do my best to statistically protect students from any grade distribution differences between the white paper and final exam by giving you the grade from the equivalent raking of historical white papers. So if you choose not to do a white paper and score in the 80<sup>th</sup> percentile on the exam your final exam grade would effectively be 2/3 the calculated grade + 1/3 the 80<sup>th</sup> percentile from historic white papers. This is designed to protect students from the difference in grade distribution.

## 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 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. Technically 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!) But Comm 375 is about the rules, so we will talk about this...

## PROPOSED CLASS TOPICS (Please note this is the 2015/16 schedule)

Class	Date	Topic	Readings
1	4-Jan	Introduction	None
2	7-Jan	Frameworks 1	Notes: Introduction to Nonmarket Analysis
3	11-Jan	Integrated Global Strategy	Notes: Integrated Strategy Note and Kodak Case + Watkins
4	14-Jan	Frameworks 2	Notes: Collective Action
5	18-Jan	Media	Notes: Media / Economic Theories of Trade
6	21-Jan	Brent Spar / Catchup	Notes: Brent Spar Case
7	25-Jan	Regulation	Notes: Externality Regulation and Antitrust Regulation
8	28-Jan	Distance & Borders	Portal: McCallum / Notes: Strategic vs. Endogenous
9	1-Feb	STP / ETP	Notes: Strategic Trade Policy vs. ...
10	4-Feb	Critical Analysis	Posted Critical Analysis

11	8-Feb	Cancelled so you can read stuff	<b>Complete Reading Package</b>
12	11-Feb	Cancelled (CA 1 Due)	
	15-Feb	Reading Week	None
	18-Feb	Reading Week	None
13	22-Feb	Ethics	Notes: Ethics
14	25-Feb	Debate: Topic TBD	TBA
15	29-Feb	International Institutions	Notes: Order & Governance + Posted Article
16	3-Mar	Political Risk	Notes: Introduction to Political Risk
17	7-Mar	Ecological Environment	Article: Merik Freeman & Earth Day + EKC article
18	10-Mar	Debate: Environment	TBA
19	14-Mar	Intellectual Property	Intellectual Property Notes (Posted)
20	17-Mar	TBA - (State Capitalism?)	TBA
21	21-Mar	Trade, Aid and Development	TBA
22	24-Mar	Kiva Exercise	Two BOP articles (Posted)
23	28-Mar	TBA - (Catch UP?)	TBA
24	31-Mar	Review	TBA

There are a few additional notes in the posted version of this table – they would not easily fit here.

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

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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**

## ADMINISTRATIVE SUPPORT

Ms. Karen Dundas  
Office: Goodes Hall 274 (East Wing)  
Telephone: 613-533-6000 ext 74450  
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## CLASSES

Section 001:	Goodes Hall 304	Monday 11:30-1:00pm	Thursday 1:00-2:30pm
Section 002:	Goodes Hall 304	Monday 2:30-4:00pm	Thursday 4:00-5:30pm

## OFFICE HOURS

Time: Monday: 1:00-2:00pm; Thursday: 2:30-3:30pm  
Location: Goodes Hall 278 (East Wing)

## 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 **(Please note this is the 2015/16 schedule)**

<b>Class 1</b>	<b>January 4 (Monday)</b>
<b>Topic:</b>	<b>Introduction</b>

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. 4964 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?

<b>Class 7</b>	<b>January 25 (Monday)</b>
<b>Topic:</b>	<b>Japan Inc. (B)</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/po8lPh64rVM>
- 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-ofcuteness.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-agriculturesector/>

- 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?

<b>Class 12</b>	<b>February 11 (Thursday)</b>
<b>Topic:</b>	<b><u>Test 1 &amp; Social Etiquette in Confucian Societies</u></b>

#### 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 transPacific 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 to 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 their Japanese counterparts? How does it compare with the South Korean counterparts?
3. Do you think Taiwan's strong economic ties with China serve 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?bkey=AQ~,AAABDHR\\_E~,dB4S9tmhdOo20g03jDsDgNBGDcclfHEU&bctid=1475649563001](http://link.brightcove.com/services/player/bcpid1425961410001?bkey=AQ~,AAABDHR_E~,dB4S9tmhdOo20g03jDsDgNBGDcclfHEU&bctid=1475649563001)

#### Questions:

1. Is China a socialist or capitalist economy?
2. What factors have contributed to China's export competitiveness?

<b>Class 15</b>	<b>February 29 (Monday)</b>
<b>Topic:</b>	<b>China's Challenges and Future Prospect</b>

#### 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-modernharmonious-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 Competitiveness 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-achinese-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 Piece 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-eliteresearchers-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\\_fctgoctbpiea.xml](http://resolver.scholarsportal.info.proxy.queensu.ca/resolve/02174561/v21i0003/263_fctgoctbpiea.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. 4964 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 nondemocracy?

**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 (Please note this is the 2015/16 schedule)**

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 - Sections 001 and 002  
WINTER TERM 2016

## SYLLABUS

TEXT: Smyth, Sobennan & Easson, *The Law and Business Administration in Canada*,  
(Toronto: Prentice Hall).

### ADDITIONAL READING MATERIALS:

A package of copied selected readings will be provided in advance of the term and available for purchase at the Queen's School of Business.

### COURSE EVALUATION:

5%	LEGAL OPINION TEST (in-class)
5%	CONTRACT. 1 ASSIGNMENT (individual - in class)
20%	CONTRACT.2 ASSIGNMENT (groups of 6 - take home)
20%	TORT LAW TEST (closed book- in class)
50%	FINAL EXAM (open book - university administered )

# BUSINESS LAW I

Commerce 381 - Sections 001 and 002

WINTER TERM 2016

CLASS AGENDA (Please note this is the 2015/16 schedule)

## PART I • THE CANADIAN LEGAL SYSTEM

CLASS 1                    5 January 2016

Introduction and Administration:

INTRODUCTION TO LAW AND SOCIETY; SOURCES OF LAW

- Text Readings: Chapter 1

CLASS 2                    8 January 2016

CONDUCT OF AN ACTION: RULES OF CIVIL PROCEDURE AND  
COMMENCEMENT OF PROCEEDINGS

- Text Readings: Chapter 2

- TAB 1 - Additional Readings: Rule 14 of the *Rules of Civil Procedure*

CLASS 3                    12 January 2016

WRITING AND READING LEGAL OPINIONS

- Text Readings: Chapters 1 and 2

- TAB 2 - Additional Readings

CLASS 4                    15 January 2016

\* REVIEW AND IN-CLASS LEGAL OPINION TEST (open book)

## PART II • THE LAW OF CONTRACTS

CLASS 5                    19 January 2016

Introduction to Contract Formation:

CONSIDERATION, PRIVITY OF CONTRACT AND PERFORMANCE;                    OFFER  
AND ACCEPTANCE

- Text Readings: Chapters 5, 6

CLASS 6                    22 January 2016

INTENTION TO CREATE LEGAL RELATIONS:

WRITING REQUIREMENTS AND THE PAROLE EVIDENCE RULE

- Text Readings: Chapters 6, 7, 10 and 11

- TAB 3 - Additional Readings: Adams, *A Manual of Style for Contract  
Drafting*,

CLASS 7                    26 January 2016

\* CONTRACT. I Drafting Assignment (Individual - in class)

- Text Readings: Chapter 5

CLASS 8                    29 January 2016

STANDARD FORM, VERBAL AND E-CONTRACTS

- Text Readings: Chapters 10 and 11

- TAB 4 - Additional Readings: Waddams, *The Law of Contracts*, pp. 48-58

CLASS 9                    2 February 2016

MISTAKE, :MISREPRESENTATION, DURESS  
AND UNDUE INFLUENCE

- Text Readings: Chapters 8 and 9

CLASS 10                  5 February 2016

CONTRACTUAL OBLIGATIONS

- Text Readings: Chapter 12

CLASS 11                  9 February 2016

BREACH OF CONTRACT, INCLUDING REMEDIES  
FOR BREACH OF CONTRACT

- Text Readings: Chapter 12 and 13

CLASS 12                  12 February 2016

- Review of Contract law.

\* CONTRACT.2 Drafting Assignment (Groups of 6 - due after Reading Week)

### PART III - CANADIAN TORT LAW

CLASS 13                  1 March 2016

INTRODUCTION TO TORTIOUS CONDUCT  
AND CONCEYTS OF NEGLIGENCE

- Text Readings: Chapter 3

- TAB 5 - Additional Readings: Linden, *Canadian Tort Law*, pp. 101-105

CLASS 14                  4 March 2016

PRODUCTS LIABILITY  
AND PURE ECONOMIC LOSS

- Text Readings: Chapter 14

- TAB 6 - Additional Readings: Linden, *Canadian Tort Law*, pp. 570-576 and  
Feldthusen, *Economic Negligence*, pp. 1-26

- CLASS 15                    8 March 2016  
INTENTIONAL TORTS  
- Text Readings: Chapter 3  
- TAB 7 - Additional Readings: Linden, *Canadian Tort Law*, pp. 33-48;  
67-76.
- CLASS 16                    11 March 2016  
OCCUPIERS' LIABILITY  
- Text Readings: Chapter 3  
- TAB 8 - Additional Readings: Linden, *Canadian Tort Law*, pp. 637-650
- CLASS 17                    15 March 2016  
PROFESSIONAL LIABILITY  
- Text Readings: Chapter 4
- CLASS 18                    18 March 2016  
PSYCHIATRIC HARM OR DAMAGE  
- TAB 9 - Additional Readings: Linden, *Canadian Tort Law*, pp. 390-403
- CLASS 19                    22 March 2016  
GOVERNMENT LIABILITY  
- TAB 10 - Additional Readings: Linden, *Canadian Tort Law*, pp. 673-  
710
- CLASS 20                    29 March 2016
- \* TORT LAW TEST (In Class • Closed Book)
- CLASS 21                    1 April 2016  
FULL COURSE AND PAST EXAM REVIEW

**COMMERCE 382 (BUSINESS LAW II) - WINTER TERM, 2016**

**A. Course and Instructor Information**

Reading Materials:

1. *Text:* Smyth, Soberman & Easson, The Law and Business Administration in Canada (14<sup>th</sup> edition), Prentice-Hall, 2016. (*n.b. You may use the 13<sup>th</sup> edition – most of the material and questions/problems are the same, albeit occasionally numbered differently.*)
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. This package will be available for a small cost.

**Disability and Accommodation**

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/>.

If you are struggling physically, emotionally or otherwise, they should not suffer in silence. Please talk to someone (roommates, friends, parents, Commerce Office, HCDS, me) 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, even in their last year of undergrad.

**B. Evaluation in the Course**

Business Associations Take-Home Exam (distributed Fri. Feb. 5/due Tues. Feb. 9) <sup>1</sup>	- 15%
Major Term Paper (due Mon. Mar. 14)	- 25%
Group Project	- 15%
Class Participation and Professionalism	- 5% <sup>2</sup>
Final Exam	- 40%

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<sup>1</sup> I will be using “turnitin” software for the mid-term and Term Paper assignments; as instructed you will submit your mid-term and Term Paper both online (Com382 DropBox) and in hard copy.

<sup>2</sup> If your p-grade is 10% higher than your final exam grade, it will be weighted 10% and your exam 35%.

### **C. Course Overview**

This course moves forward from the basic principles of contract law and tort law discussed in Commerce 381. While tort law and contract law are highly influential in business – and are the basis for virtually all forms of civil liability that underlie business regulation - they are not unique to the business realm. The laws we will discuss in Comm382 relate directly to the regulation of various aspects of *business* specifically. Many of these laws are statutory (as opposed to common law) so in essence, we will primarily examine *how Canadian Governments regulate business*, as well as considering some unique common law rules that affect business.

The course considers three aspects of the “life” of a corporate entity: looking first at **corporate structures**; secondly, **financing/capital issues** like securities and debt financing, real property, and bankruptcy/insolvency; and finally **operational issues** (sale of goods, leasing, marketing and intellectual property).

The course will roughly follow the second half of the text book The Law and Business Administration in Canada (14<sup>th</sup> edition). Note that we will not look at these chapters in order, so please have regard to the class schedule (below, or on course web page). There is a supplemental materials package, which is a collection of readings, cases and sample agreements/forms to augment the more theoretical discussion in the text readings.

Because of the breadth of the material covered in the text and a limited amount of time for classes this term (and so we can more closely focus on certain areas of the law), the following other chapters will NOT be covered:

- COMM381 Chapters: 1-2; 4-13, part of 31 and 32
- Chapter 16 - Insurance and Guarantee;
- Chapter 18 - Employment;
- Chapter 19 - Negotiable Instruments;
- Chapter 22 - Landlord and Tenant; and
- Chapter 30 - International Business Transactions.

### **D. Course Expectations - General**

You are upper year undergraduates, who by now have developed sound analytical skills, and you can form intelligent opinions on an array of different issues. *I will teach Comm382 as an advanced course at a level I would expect of 4<sup>th</sup> year undergraduate students.* The assigned readings in this course are not onerous, and consequently there is no reason why you should not keep current with them. (To ensure that you don’t get too far behind in your readings, I have decided that there will be a take home mid-term exam following the Business Associations classes.) I will also have high expectations about your group and individual assignments: I will expect you to engage in some additional

reading outside the assigned readings when working on the assignments (especially in the case of group work or in the case of an essay for the Term Paper).

You should have no difficulty finding opportunities to use your analytical and argumentation skills in Business Law II. I have included a small participation grade for the course (see *Evaluation* above); this mark can actually double in weight should it be 10% higher than your Final Exam grade. The p-grade is a relatively small incentive to engage in class; however I have observed in the past that a student's performance in the class (on assignments and the exam) - and your enjoyment of the course and its subject matter - *will* most certainly be positively affected if you do attend class *fully engaged*. Of course, in order to obtain a participation grade of 4 or 5 (or, where applicable as described above, a 9 or a 10), both strong attendance and engagement in class is expected. I consider "professionalism" to be part of participation.

Beyond this, in order to run the course as smoothly as possible, I have the following expectations of you; correspondingly, I have set out the things you should expect of me (which, if you have taken a course taught by me before, will be familiar to you).

### **E. Course Expectations - Me**

1. **Class Preparation:** I will come prepared for each class. 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 or other materials I will be using so that you may download and/or review these slides before class. I will be on time for class.
2. **Teaching Style:** In most classes, my style will be to teach through discussion. I love class discussion and the subject matter of this course facilitates discussion. I'm also happy to engage in discussion in my office or by e-mail. I will try my best to include as many opinions as I can in class discussion, and I will 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 (i.e. "cold call").
3. **Questions:** There is such a breadth of subject matter in Comm382 that there will often 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. You can always ask me questions about course procedure or material at the beginning or end of each class or during my office hours (or at other times if you make an appointment or you can catch me in my office when my door is ajar). The course TAs Adrienne Oake and Emily Dubis will also be available to answer your questions by e-mail. In general, I will always spend 5 minutes or so in each class announcing administrative issues and taking your questions on them.

4. **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 it late in the day on Sunday (unless I announce otherwise in class – for instance when an assignment is due or exam looming).
5. **Learning Responsibilities:** One of the joys of teaching this course, given its breadth and the caliber of students who take it, is that I am able to learn new things along with you, often because of a question raised by a curious student. However, my job is to facilitate your learning, not to do the learning for you. It is your course and your grade. Please be sure you have read the text or supplemental material assigned, or my slides, notes or syllabus, or the comments I or the TA have written on your assignment before coming to me with a problem.

## **F. Course Expectations - You**

### **1. Class Preparation:**

- a. First, before class I will expect you to have read the assigned readings, whether from the text, or additional readings (from the supplementary readings package). See the commentary above. *This is your class and it is your grade; it is your responsibility to learn it and apply it as best you can (i.e. it isn't my responsibility to cause you to learn it).*
- 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 exam and are a good opportunity to learn and practice. I will call upon students in class to propose answers to these problems and questions; *your lack of familiarity with the material could be reflected in the class participation grade.*

### **2. 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 Smith 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 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:

[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:** 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 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 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!**

3. **In-Class Conduct:** For me, your expected conduct in class comes down to one thing: RESPECT. That means respect for me (and the TAs), respect for your colleagues and respect for yourself. 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”.) To elaborate, specifically that means the following:

- *Please avoid causing distractions.* I do a lot of work preparing for lectures and so I would appreciate if you did not engage in any kind of activity that is distracting for me as a speaker. Such behaviour is also distracting in a small room for your colleagues. For instance please refrain from “floating in and out” of class. 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). Please get your coffee before class! (And please try to be on time!)
- *Cell Phones, BlackBerrys, iPhones and Laptops: I should NEVER hear a device ring, chirp, burp or otherwise make noise during class.* While it is certainly distracting, it is also quite simply rude and unprofessional; so please turn off your electronic devices at the beginning of class (or put them in “silent” mode). Unless you are looking at the web-based materials for class (like noting slides, for e.g.), leave your laptop at home, or closed.

**IF I HAVE ONE FUNDAMENTAL RULE, IT IS THIS: IF YOU ARE IN MY CLASS, I EXPECT YOU TO BE ENGAGED.**

4. **Grading:** Recently I have seen an increase in the amount of student consternation over grades. This is a “qualitative” analysis course: while there are some right and wrong answers, we tend to worry more about “stronger” and “weaker” answers in law (what is the most persuasive answer?). I, and the course TAs, will spend a lot of time grading your papers as fairly as we can and inserting as many comments as we can. To some degree the grading is comparative, in that you are compared to your colleagues. While I am happy to try to help any student interpret their assignment results should they wish to contact me, please do not approach me until: you have waited 24 hours; and you have read the TA’s comments and *fully* considered them.

Note about Regrading: I will now treat any request for an altered grade as a request for an assignment/exam regrade. I would ask that you put your specific concerns in writing and resubmit your paper to me. While unlikely, it is possible that your grade could be decreased on a regrade if warranted.

**CLASS SCHEDULE (Please note this is the 2015/16 schedule)**

*The following is the planned schedule of topics, readings and assigned questions and problems for the course this term (Winter 2016). It may be subject to some minor adjustment through the term, however, it is intended that the materials listed below will be covered by the end of the term and therefore will be examinable. All page number references and references to question and problem numbers are to the 14<sup>th</sup> edition of Smyth, Soberman and Easson. Readings in italics refer to Supplemental Materials.*

**CLASS 1 – Tuesday, January 5, 2016**

Topics: Introduction to the Course Key

Concepts for 382 Readings: None.

Questions: None.

Problems: None.

**CLASS 2 – Friday, January 8**

Topics: Government Regulation of Business and Statutory Law

Readings: Chapter 3, pp. 48-54

*Introduction to Acts and Regulations*

*How a Government Bill Becomes Law*

Questions: Ch. 3, #1, 2 and 3

Problem: Ch. 3, #2.

**CLASS 3 – Tuesday, January 12**

Topics: Answering Legal Fact Patterns Agency

Reading: Chapter 17, pp. 362-374

Questions: Ch. 17, #2, 3 and 4

Problem: Ch. 17, #2

**CLASS 4 – Friday, January 15**

Topics: Sole Proprietorships Partnerships

Readings: Chapter 24, pp. 553-554

Chapter 24, pp. 554-566

*Ontario Partnerships Act sections*

Questions: Ch. 24, #1, 2, 9, 10 and 11.

Problem: Ch. 24, #2.

**CLASS 5 – Tuesday, January 19**

Topics: Partnerships (cont'd) and Joint Ventures

Reading: Chapter 24, pp. 566-574

Questions: Ch. 24, #15, 16, 18 and 19

Problem: Ch. 24, #3.

### **CLASS 6 – Friday, January 22**

Topics: Corporations – Nature and Formation

Readings: Chapter 25

*Ontario Business Corporations Act sections*

*Sample Articles of Incorporation*

Questions: Ch. 25, #1, 3, 6 and 17.

Problems: Ch. 25, #2, 3 and 5.

### **CLASS 7 – Tuesday, January 26**

Topic: Business Corporations – Directors

Readings: Chapter 26, pp. 600-614

*BCE v. 1976 Debentureholders case*

Questions: Ch. 26, #2, 5, 7 and 9.

Problem: See posted problem from 13<sup>th</sup> ed. (pdf)

### **CLASS 8 – Friday, January 29**

Topics: Business Corporations – Corporate Governance and Shareholders

Readings: Chapter 26, pp. 614-628

*Sample Shareholders Agreement*

Questions: Ch. 26, #12, 14, 15 and 18.

Problems: Ch. 26, #2, 3 and 5.

*Group Topic A: Does Corporate Structure Facilitate Bad Behaviour?*

### **CLASS 9 – Tuesday, February 2**

Topics: Business Corporations – Shareholders and External Obligations

Readings: (See Class 8); Chapter 27, pp. 633-637; 641-648

Question: Ch. 27, #1 Problem: Ch. 27, #3.

*Group Topic B: Insider Trading*

### **CLASS 10 – Friday, February 5**

Topics: Securities Law/Lending and Secured Transactions

Readings: Chapter 27, pp. 637-641

Chapter 28

*Sample (RBC) Security Agreement*

Questions: Ch. 27, #7 Ch. 28, #2, 3, 6, 7, 8 and 10

Problem: Ch. 26, #4

*Group Topic C: The Equity of Lending/Borrowing Laws – Section 002 ONLY TAKE-HOME EXAM: will be released on the course website on Friday, February 5 @8:30 a.m.; it is to be submitted to the course DropBox (online) by Tuesday, February 9 @8:30 a.m (and you are to submit a hard copy to the Comm382 box in the Commerce Office – or bring it to class - by that time).*

**CLASS 11 – Tuesday, February 9**

Topic: Secured Transactions (2)  
Readings: See Class 10  
Questions: See Class 10  
Problems: Ch. 28, #4; Posted problem from 13<sup>th</sup> edition (pdf)

**Friday, February 12 – class cancelled.**

*READING WEEK*

**CLASS 12 – Tuesday, February 23**

Topics: Creditors Rights and Insolvency Reading:  
 Chapter 29, pp. 680-696 only.  
Questions: Ch. 29, #1, 3 and 8.  
Problem: Ch. 29, #2.

**CLASS 13 – Friday, February 26**

Topics: Bankruptcy  
 Sale of Goods (1)  
Readings: (Chapter 29) Chapter 14, pp. 295-305 Questions:  
 Ch. 14, Case 14.2 (p. 297); #2, 4, 7 and 8.  
Problems: None.

**CLASS 14 – Tuesday, March 1**

Topic: Sale of Goods (2)  
Reading: Chapter 14, pp. 306-312 Questions:  
 See Class 13.  
Problems: Ch. 14, #1, 6 and 5.  
*Group Topic D: Sale of Services Act?*

**CLASS 15 – Friday, March 4**

Topics: Leasing and Bailment  
Reading: Chapter 15  
Questions: Ch. 15, #4, 5 and 10.  
Problems: Ch. 15, #2 and 5.

**CLASS 16 – Tuesday, March 8**

Topics: Consumer Protection and Marketing Law (I)

Readings: Chapter 3, pp. 61-67; Chapter 14, pp. 312-318

*Richard v. Time* case

Questions: Ch. 14, #18 and 19

Problems: Ch. 14, #8; See also problems/questions in slides.

**CLASS 17 – Friday, March 11**

Topics: Marketing Law (II) – Product Marking  
Competition Law

Readings: Ch. 3, pp. 61-67 and pp. 54-60

Further short materials to be posted.

Questions: None.

Problem: Ch. 3, #4

*Group Topic E: Government Regulation of Mergers – section 002 ONLY*

**MAJOR TERM PAPER: it is to be submitted to the course DropBox (online) by Monday, March 14 by 8:30 a.m. (and you are to submit a hard copy to the Comm382 box in the Commerce Office by no later than 12:00 NOON that day).**

**CLASS 18 – Tuesday, March 15**

Topic: Intellectual Property (I)

Readings: Chapter 20, pp. 441-451 and 469-472

*Non-Disclosure Agreement* and *Sample Trade-mark application*

Questions: Ch. 20, #2 and 5.

Problem: Ch. 20, #3.

**CLASS 19 – Friday, March 18**

Topic: Intellectual Property (II)

Readings: Chapter 20, pp. 451-469 Chapter  
31, pp. 744-752 Questions: None.

Problems: Ch. 20, #6 and 4.

*Group Topic F: Social Utility of Patent Laws*

**CLASS 20 – Tuesday, March 22**

Topics: Intellectual Property

Real Property – Interests in Land and their Transfer

Readings: (See Class 19)

Questions: See Classes 18-19

Problems: See Classes 18-19; Ch. 20, #1.

**Friday, March 25 – No Class – Good Friday.**

**CLASS 21 – Tuesday, March 29**

Topic: Real Property – Interests in Land

Reading: Chapter 21, *except pp. 487-488* Questions:

Ch. 21, #4, 7 and 15.

Problems: Ch. 21, #4 and 6.

**CLASS 22 – Friday, April 1**

Topics: Real Estate Transactions and Mortgages

Readings: Chapter 23

*Residential Agreement of Purchase and Sale*

Questions: Ch. 23, #10, 12 and 14.

Problem: Ch. 23, #1.

**REVIEW CLASS – to be determined**

**Commerce 385**  
**Negotiation Theory and Behaviour**  
**Winter Term 2016**

**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, groups, and employment negotiations. 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 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 ejournal subscriptions. Book chapters are in the course "Readings Packet," which may be purchased at the Materials Management Office in Goodes Hall. You are responsible for reading all assigned materials when it is assigned (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 closely linked together.

Negotiation exercises are also part of our "Readings Packet" but are distributed in class (or via the course website) over the course of the semester. Negotiation role materials are confidential and must 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 actively use our course website. I post announcements, updates, and reminders, distribute materials, and manage attendance. You will submit assignments through the website as well. 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 either handed out in class or distributed via the course website – you are responsible for picking up your own negotiation materials. Please do not copy materials from other students; there will often be different versions so you must get materials specifically assigned to you.
2. Next, work individually to prepare for the negotiation. Rely on previous readings and class discussions; do not consult 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 assignment” (i.e., Reporting & Reflection) 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 assignment 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 previous negotiations and discussions, and in light of the assigned readings for that specific class discussion session.

Thus, the rhythm: (1) Get your negotiation materials (role information) in class or from website; (2) Individually prepare; (3) Come to class ready to negotiate (bringing laptop/tablet to complete R&R assignment); (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> , Feb 8)	20%
Negotiation "Reporting & Reflection" assignments	15%
Group project (Paper topic 5%; Paper 30%; Presentation 10%)	45%
Professionalism	20%

(Note. Comm 385 participates in the Commerce Research Pool.)

***Negotiation Knowledge Assessment – Feb 8<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. In a nutshell, it is comprehensive. The format will be 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 and including Feb 8<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 assignments are designed to facilitate this learning. Although R&Rs will vary from negotiation to negotiation, they all will include questions about the details of the negotiation outcome and reflection questions about your experiences.

***Group Assignment and "Blitz" Presentation (45%).*** The final assignment, which is a group assignment, is an analysis of a negotiation portrayed in literature, film, history or current events. Papers may not exceed 2500 words (excluding Appendices, Exhibits and references). You will work in groups of 6 students (groups of your own choosing) and select your subject for analysis. Group name and membership must be submitted through the course website by class time on Jan 25<sup>th</sup>. Along with the final paper (30%), you will submit a proposal (5%) and make a "Blitz" presentation (10%). Your group's paper topic and work plan must be submitted through the course website by 11:59pm on Feb 5<sup>th</sup>. I will distribute feedback on Feb 8<sup>th</sup> and class time is set aside for group project meetings on Feb 11<sup>th</sup>. Final papers are due by 11:59pm on Mar 20<sup>th</sup>, slides for your "Blitz" presentation are due by 11:59pm on Mar 27<sup>th</sup>, and presentations will take place in class on our final day, Mar 31<sup>st</sup>. Additional details about the assignment will be distributed in class and posted on the course website during Week 2. Please make note of these due dates. Late assignments will not be accepted.

***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, please), 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” demonstrates respect for your negotiation counterpart. You, your partner, and I will make these assessments for each negotiation. You will also be part of a group writing a final paper. At the end of the term, group members individually and confidentially assess each other’s contribution and professionalism regarding the 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).

### **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.

*The “Absence Quiz.”* 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, click “absent” on the “Absence Quiz” for the date that you will be absent and explain the reason for the absence. I have set up “Absence Quizzes” for each class; you only need to take the quiz if you will be absent. As soon as you know of an absence, please take the “quiz” for that date on the course website; and, if your plans change, you may retake the quiz indicating that you will be in class as usual. Quizzes close 24-hours before each class.

***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 indicate that you will be absent on a day of a negotiation – both on the inside of your name tent and on the course website (“Absence Quiz”) corresponding to the date of your absence -- 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 inside of your name tent and on the “Absence Quiz” for that date on the course website. If I know of your absence in advance, I will not make a negotiation role assignment for you and will not assign you a negotiation counterpart, thus avoiding the above penalty. 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 Smith 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 the Smith 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 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:

[http://smith.queensu.ca/about/academic\\_integrity/index.php](http://smith.queensu.ca/about/academic_integrity/index.php). Helpful FAQ’s about academic integrity are at: [http://smith.queensu.ca/about/academic\\_integrity/faq.php](http://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, please ask me. The onus is on you to ensure that your actions do not violate standards of academic integrity.**

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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, such as 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.

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***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 use Turnitin in this course.

### **Disabilities Accommodations**

Queen's University, and the Smith School of Business, 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/accessibilityservices/>

Students with physical and learning disabilities must contact me as soon as possible in order for accommodations/modifications for course expectations to be made.



<p><b>Week 3</b> Jan 18 (Mon)</p> <p>-----</p> <p>Jan 21 (Thu)</p>	<p><b>Distributive Bargaining, Part 2</b> Discuss assigned readings and previous negotiation</p> <p>-----</p> <p>-----</p> <p>Negotiate – IN CLASS</p>	<p>*Lewicki, R. et al, (2011). Chapter 6 <i>Communication</i></p> <p>Leary, K., Pillemer, J., &amp; Wheeler, M. (2013) Negotiating with emotion, <i>Harvard Business Review</i>; 91(1), 96-103.</p> <p>Gino, F. &amp; Moore, D. (2008). Using final deadlines strategically in negotiation. <i>Negotiation and Conflict Management Research</i>, 1, 371-388.</p> <p>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/radioarchives/episode/551/good-guys-2015">http://www.thisamericanlife.org/radioarchives/episode/551/good-guys-2015</a></p> <p>-----</p> <p>Negotiator Role Information (Confidential)</p>
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<p><b>Week 4</b> Jan 25 (Mon)</p> <p>-----</p> <p>Jan 28 (Thu)</p>	<p><b>Integrative Bargaining, Part 1</b> Discuss assigned readings and previous negotiation</p> <p><b>Submit paper groups by class time today</b></p> <p>-----</p> <p>Negotiate – IN CLASS</p>	<p>*Fisher, R. &amp; Ury. W. (1991). Chapter 1 <i>The Problem: Don't Bargain over Positions</i></p> <p>Malhotra, D. &amp; Bazerman, M. (2007). Investigative negotiation. <i>Harvard Business Review</i>, 85(9), 7278.</p> <p>Malhotra, D., Ku, G. &amp; Murnighan, JK (2008). When winning is everything. <i>Harvard Business Review</i>, 86(5), 78-86.</p> <p>-----</p> <p>Negotiator Role Information (Confidential)</p>
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<p><b>Week 5</b> Feb 1 (Mon)</p> <p>-----</p> <p>Feb 4 (Thu)</p>	<p><b>Integrative Bargaining, Part 2</b> <i>Discuss assigned readings and previous negotiation</i></p> <p>-----</p> <p><b>Putting it All Together... Watching Fundamentals in Action</b></p> <p><i>Watch movie – IN CLASS</i></p>  <p><b>Submit paper topic and work plan by 11:59pm, Friday Feb 5<sup>th</sup></b></p>	<p>*Bazerman, M. Chapter 9 <i>Negotiator Cognition</i> Thompson, L., &amp; Leonardelli, G. (2004). The big bang: The evolution of negotiation research. <i>Academy of Management Executive</i>, 18(3), 113-117. Sebenius, J. (2001). Six habits of merely effective negotiators, <i>Harvard Business Review</i>, 79(4), 8795.</p> <p>-----</p> <p><i>Cast of characters</i> Malhotra, D. (2009). When contracts destroy trust. <i>Harvard Business Review</i>, 87(5), 25-25. Goldstein, N. &amp; Hays, N. (2011). Illusory power transference: The vicarious experience of power. <i>Administrative Science Quarterly</i>, 56(4), 593-621 DOI: 10.1177/0001839212440972 Watch online some historical late night television, specifically: (a) Johnny Carson, (b) Jay Leno; and (c) David Letterman</p>
<p><b>Week 6</b> Feb 8 (Mon)</p> <p>-----</p> <p>Feb 11 (Thu)</p>	<p><b>Review and Assessment...</b> <i>Brief discussion of movie followed by Quiz</i></p>  <p>-----</p> <p><b>Group project meetings</b></p> <p><i>No formal class meeting</i></p>	<p><i>Review everything so far in the course - all readings, discussion notes, slides</i></p> <p>-----</p> <p><i>To facilitate your group project, I give you class time today. Please meet with your project groups. Use the time wisely!</i></p>
<p><b>Week 7</b> Feb 15 &amp; 18</p>	<p><b>Reading Week</b></p> <p><b>No class meetings</b></p>	<p><i>Have a relaxing week!</i></p> 

<p><b>Week 8</b> Feb 22 (Mon) ----- Feb 25 (Thu)</p>	<p><i>Negotiate – IN CLASS</i> ----- <b>Special Topic #1: Negotiating an Excellent Job</b> <i>Discuss assigned readings and previous negotiation</i></p>	<p><i>Negotiator Role Information (Confidential)</i> ----- Fortgang, R., Lax, D., &amp; Sebenius, J.(2003). Negotiating the spirit of the deal. <i>Harvard Business Review</i>, 81(2), 66-75. Maddux, W., Mullen, E., &amp; Galinsky, A. (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. doi:10.1016/j.jesp.2007.02.003 Malhotra, D. &amp; Gino, F. (2011). The pursuit of power corrupts: How investing n outside options motivates opportunism in relationships. <i>Administrative Science Quarterly</i>, 56(4) 559-592. DOI: 10.1177/0001839212441350</p>
<p><b>Week 9</b> Feb 29 (Mon) ----- Mar 3 (Thu)</p>	<p><i>Negotiate – IN CLASS</i> ----- <b>Special Topic #2: Tough Choices and Gender Issues</b> <i>Discuss assigned readings and previous Friday’s negotiation</i></p>	<p><i>Negotiator Role Information (Confidential)</i> ----- *Bazerman, M. &amp; Tenbrunsel, A. Chapter 4 <i>Why You Aren’t as Ethical as You Think You Are</i> DeSteno, D. et al. (2012). Detecting the trustworthiness of novel partners in economic exchange, <i>Psychological Science</i>, 23(12), 1549-1556. DOI: 10.1177/0956797612448793 <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=s_h_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=s_h_all_dt_tw_ru</a></p>

<p><b>Week 10</b> Mar 7 (Mon)</p> <p>-----</p> <p>Mar 10 (Thu)</p>	<p><i>Work in room assigned to negotiating roles to prepare negotiation – Abrams, Eldon, Johnston.</i></p> <p>-----</p> <p><i>Negotiate – IN CLASS</i></p>	<p><i>Negotiator Role Information (Confidential)</i></p> <p>-----</p> <p><i>Negotiator Role Information (Confidential)</i></p>
<p><b>Week 11</b> Mar 14 (Mon)</p> <p>-----</p> <p>Mar 17 (Thu)</p>	<p><b>Special Topic #2: Involving 3<sup>RD</sup> Parties in Negotiations</b> <i>Discuss assigned readings and previous negotiation</i></p> <p>-----</p> <p><i>Prepare roles in groups</i></p> <p><b>Final paper DUE – 11:59pm Mar 20<sup>th</sup></b></p>	<p>*Lewicki, R. et al (2011) Chapter 8, <i>Disputes and third-party help</i> Brett, L., Friedman, R., &amp; Behfar, K. (2009). How to manage your negotiating team, <i>Harvard Business Review</i>, 87(9), 105-109. <u>Review</u>: Leary, K. et al, (2013)</p> <p>-----</p>
<p><b>Week 12</b> Mar 21 (Mon)</p> <p>-----</p> <p>Mar 24 (Thu)</p>	<p><i>Negotiate – IN CLASS</i></p> <p>-----</p> <p><b>Special Topic #3: Multiple Parties at the table</b> <i>Discuss assigned readings and previous negotiation</i></p> <p><b>BLITZ slides DUE – 11:59pm Mar 27<sup>th</sup></b></p>	<p>-----</p>
<p><b>Week 13</b> Mar 28 (Mon)</p> <p>-----</p> <p>Mar 31 (Thu)</p>	<p>Course Wrap-up <i>Stepping back and putting it all together.</i></p> <p>----- BLITZ and celebration of talent!</p> 	<p><u>Review</u>: Thompson, L., &amp; Leonardelli, G. (2004). Bring to class your cumulative list of “Lessons Learned” from each negotiation in the course</p> <p>-----</p> <p>Group BLITZ presentations – 10(slides) X 30(sec) style</p>

# COMM 389: Topics in Industrial Relations

This course provides the student with an opportunity to do independent research on some problem area in the labour and employee relations field. Topics vary to suit particular student interests but are centered in the following areas: the management of technological change and job displacement; the economic and behavioural implications of the shorter work week and of worker participation in management; job attitudes, job satisfaction, labour turnover, and productivity; various aspects of public and wage-price policy, labour law, and arbitration.

PREREQUISITE COMM 180 or COMM 181 and COMM 384

This course is restricted to students enrolled in 4th year of the Commerce Program.

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

## Commerce 401 – Business and Corporate Strategy

### Course Syllabus – Winter 2016

#### Course Overview

Strategy can be thought of as defining how an organization, in the face of competition, will consistently achieve superior performance. In developing an organization's strategy, managers need to understand how and where value should and can be created, the key trade-offs which must be made in supporting such ideas and initiatives, the fit of the organization towards the achievement of such goals and objectives, and the required changes which must be made in order for the intended economic benefit to be realized.

Comm 401 is positioned as a capstone course which integrates the functional knowledge which students have developed over their undergraduate tenure into discussions surrounding the development of business strategy. The focus is the development of organized and effective responses to issues and problems challenging organizations in today's highly-competitive business environment. Key planning and application concepts are stressed, particularly with respect to strategy formulation and related tactical execution, and the management of such execution. A particular emphasis is the use of the Capsim Business Strategy Simulation, "Capstone", whose purpose lies in the development and application of strategic management skills and financial analysis interpretation for decision-making purposes. Case analysis exercises, designed to further fine-tune cross-functional decision-making skills are also a critical component of the learning process. The fundamental objective of the course is to ensure that students develop a solid base-level competency in the application of strategic management principles which they can effectively transfer to the decision-making environment within their future managerial and/or organizational appointments.

#### Key Outcomes

The primary purpose of Comm 401 is to increase your ability:

- to distinguish between different strategy perspectives
- to identify different sources of competitive advantages and explain how, and why, they lead to superior performance
- to analyze effectively the forces that drive industry profitability and understand how industry structure influences a firm's competitive behavior
- to apply theoretical knowledge and analytical frameworks in solving complex strategic problems
- to make a series of interrelated strategic decisions across different business functions in a coherent manner
- to communicate professionally; to present analysis, recommendations, and strategic recommendations clearly, both in writing and through oral presentations

- to collaborate effectively in a team environment

### Course Note

Comm 401 is an interactive class with learning based predominantly on class discussions, “Capstone” simulation participation, and case-based exercises. Students are expected to properly prepare for each class, attend class, and actively participate in the simulation and case-based discussions which take place.

### C-Course Designation

This course has been designated a Communications Course (C-course) for the purposes of the Integrated Communications Program which is part of Queen’s Bachelor of Commerce degree program. “C” courses provide opportunities for students to develop oral and written communication skills in the context of their academic work. The C-course designation means that in this course:

- a) A part of the course evaluation, as stated in this outline, is based on your oral and/or written communication skills, and
- b) You will receive feedback on these communication skills from instructors, panel members, and/or teaching assistants.

**Course Website** – <https://commerce.queensu.ca>, then click on “courses”.

This is your link to key course information, requirements, updates, and changes. Students are expected to visit this website **on a regular basis** in order to maintain an up-to-date contact status with this course.

**Website Photo** – please upload a “head shot” photo of yourself to the course website. Please follow standard passport-style rules for this website (front view, no sunglasses, hats, etc.).

**Name Cards** – your name card is to be brought to each class and displayed in front of you.

### Required Text and Support Material

- Capstone Team Member Registration & Simulation Access, Management Simulations, Inc., Northfield, Illinois. Registration and simulation access is facilitated via the Capsim Management Inc. website “capsim.com” (please note – the online price is in USD).
- Comm 401 Course Package (course readings and required case studies...copyrighted information). This package is to be purchased through the Materials Management Office located in Goodes LL132.

*Important Note Relating to Course Materials*

- Each student **must register individually** for the Capsim “Capstone” Business Simulation. Students **cannot share** registration numbers. This is a required provision of our licensing agreement with Capsim Management Inc. Students who fail to register for the Capsim Business Simulation will not receive any credit for this course component, which constitutes, in its entirety, 30% of the overall grade.
- The material used within this course (cases, exercises, readings, articles, etc.) is copyright protected and is intended for the sole use of students registered in COMM 401. Photocopying of copyright protected material for use by another student violates copyright obligations and is considered to be a breach of academic integrity. Course material shall not be distributed or disseminated to anyone without the approval of the instructor.

*Recommended Reading for Non-Finance/Accounting Majors*

It is understood that some students may not have been heavily involved in the interpretation of financial statements over the past two years. Those students whose undergraduate focus has been largely nonquantitative/finance-focused over the past couple of years 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 401. Personal copies of this book can be purchased at amazon.ca or chapters.ca. This book is a very easy read and can be read over a one or two-night period.

*Additional Readings*

In addition to the above-mentioned required publications, additional course readings may be posted to the course website. This may include short “business situations” to be used in class for discussion purposes. Students are expected to recognize these assigned readings as course requirements and treat such posted readings in the same light as required readings contained within the formal publications noted.

**Course Structure – Student Evaluation**

Your final grade is based on 100 points.

*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 and his/her team must exhibit exceptional performance **across all** course components.

<u>Individual Work and Exams</u>	<u>Point/Percent Allocation</u>
Class Preparation Requirements <sup>1</sup>	30
Class Participation <sup>2</sup>	05
<u>Final Examination</u>	<u>30</u>
Total Individual Work	65
<u>Team-based Work<sup>3</sup></u>	<u>Point/Percent Allocation</u>
Strategy Audit Assignment	05
Capstone Team Presentation <sup>4</sup> (C-Course Requirement)	10
Capstone Strategy Guidance Documents (2 @ 5pts)	10
<u>Capstone Company Performance<sup>5</sup></u>	<u>10</u>
Total Team Work	35
Combined Total	100

*Peer Evaluations*Capstone Simulation

As part of final grade computation for the Capstone 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 Capstone Simulation is located on the Capsim website ([www.capsim.com](http://www.capsim.com)). The Capstone Simulation

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<sup>1</sup> Grade is based on the completion of 9 assigned class participation assignments (CPAs...3 pts each), as well as 3 points allocated to participation in case and topic-related in-class exercises.

<sup>2</sup> Grade is based on class attendance, attentiveness, quality-focused contribution to class discussion, and active participation in class session activities, along with completion of the Capstone simulation getting-started exercises, and completion of the team-based peer evaluation.

<sup>3</sup> Individual student grades, which are based on team-based grades, are subject to adjustment by Peer Evaluation Scores. Students who fail to register for the Capsim “Capstone” business simulation will not receive any credit for simulation-based course requirements.

<sup>4</sup> Capstone “Team” presentations are scheduled for the last week of classes. All students must attend and participate in their team’s presentation.

<sup>5</sup> Your task is to leave your company in as best shape as possible for the new management team which will be poised to take over at the end of your term. You will be required to defend any decision you make that could harm or limit the future prospects of the company, or trade short-term gains for long-term sustainability. Your team will need to strike a balance between making your ratios, financial statements, and strategic position as attractive as possible without jeopardizing the future capabilities of the firm. This would include ongoing investment in the company, right up to the end of the game, if this is deemed to be in the best interests of your company.

Peer Evaluation instrument will be used two times during the simulation. Peer evaluations will occur at the following times:

- Following the completion of Competition Round #4
- Following the completion of Competition Round # 8 and the Team's "Panel Presentation"

Failure to complete the peer evaluations associated with the Capstone Business Simulation will result in a reduction to the points awarded for "Class Preparation Requirements".

#### *Class Preparation Assignments (Exercises)*

Questions related to the articles and cases assigned for reading before identified class sessions will be posted to the course website via the course "dropbox". Class Preparation Assignments are to be completed prior to the posted due date and time. Late submissions (following closure of the dropbox) are to be submitted via email to your section's TA for grading consideration (penalties will apply).

Your assigned TA will grade these assignments based on the following criteria:

- 3 – Complete answer (the student shows thorough understanding of the topic; all key aspects of the subject are well explained);
- 2 to 2.50 – Incomplete answer (the student understands the subject, but some important aspects of the topic are not adequately explained);
- 1 to 2.0 – Insufficient answer (student shows poor understanding of the subject; the answer is confusing; key aspects of the subject matter are not discussed);
- 0 – Not submitted assignment (or the answer does not meet required response criteria).

Please note that there are no make-up options relating to Class Preparation Assignments (CPAs).

#### *Final Exam*

The final exam may consist of a combination of multiple-choice and/or essay-style questions and/or a case study challenge. Examination questions will reflect information and ideas presented/discussed during class, case studies assigned and solutions presented, and assigned readings.

#### *Make-up Exams*

Make-up exams are given only for excused absences or if the student has obtained the instructor's prior approval. If you miss an exam with an unexcused absence, you will receive a zero for the exam. Accepted excused absences are: 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 at 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 because of an unforeseen reason, you should contact the instructor as soon as you are physically able to pick up the phone or send an email.

*Returning Assignments/Exams and Appeal Procedure*

Assuming that unforeseeable events do not inhibit the grading process, graded assignments/quizzes will be returned within two weeks after their submission. In returning assignments/quizzes 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 who feel that a dispute exists after the grading of a quiz 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/quiz and must be submitted within two class periods 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 was intended to supplement or enhance the student's response to the previously submitted work.

*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. You can make an appointment with an Academic Advisor at the Front Desk in 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)

*Research Pool Credits*

Comm 401 Sections 003, 004, and 005 are not eligible for Research Pool Credits.

**Academic Honesty**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 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 to ensure that his or her actions do not depart, intentionally or unintentionally, from these standards. Information relating to this can be found at [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, I provide the following guidelines for individual and group work. If my expectations still are not clear to you, **please do not hesitate to ask me for additional**

**interpretation and/or clarification.** 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. Again, your submitted individual assignments must be entirely your own individual effort. 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. 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 the 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'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 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.

## Team Set-up

Each student within Comm 401 will participate in the “Capstone” business simulation. In addition, some case exercises may be assigned on a team basis. A team will consist 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 whom they would like to work with.

1. The “Capstone” business simulation requires a cross-functional approach across a number of business disciplines. The simulation demands strong financial competencies, solid general management acumen, a good understanding of business operations, and expertise in marketing, positioning and value proposition development. Historically, teams which have enjoyed greater success in the simulation exercise are those teams which contain ‘resident experts’ across all of the above-mentioned disciplines.
2. As with the business simulation, the case work in Comm 401 requires both qualitative and quantitative analysis. Competencies in financial analysis and forecasting, business valuation and projected valuations, as well as qualitative assessment skills (marketing, HR, etc.) are required to effectively analyze the case exercises given to student teams.
3. Successful competition of the business simulation and the case study exercises 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.
4. Similar to #3 above, the business simulation and case study exercises require 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 are required to form their teams by **6:00 pm on January 15, 2016**. The composition of team members is to be submitted to the Comm 401 course website “Dropbox” 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.

## Case Exercises

During class sessions dedicated to a “Case Analysis”, individual students, a team, or teams, may be required to present their response to specific pre-session questions relating to the case being discussed. The quality of the individual student, or team’s response to questions assigned, will form part of a student’s overall class preparation and/or class participation grade.

## Capsim Management “Capstone” Simulation

### *Why Use “Capstone”?*

The Capsim Management “Capstone” 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 “Capstone” 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.

### *Simulation Overview*

The Capstone simulation places each student team at the helm of a \$100 million company whose focus is the manufacturing of electronic sensors for the original equipment manufacturing (OEM) marketplace. These student teams, comprised of 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 “Capstone” 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 tools and website. Following the initial practice rounds, each team will run the simulation for eight (8) rounds (years).

### *Company performance – KPIs - Key Performance Indicators (10 points/%)*

Each CAPSTONE® 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 CAPSTONE® 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, CAPSTONE® 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 each team member's class preparation grade for each round where a team fails to submit a decision by the auto processing time for a given round.

*Company Strategy Statements (2 @ 5 pts each = 10 pts/%)*

In addition to the decision responsibilities within the simulation, your team is also has two strategy statement submission requirements which occur within the competition rounds of the simulation. Both the quality and communication clarity of these submissions are assessed.

Information relating to the submission requirements and due dates applicable to these two reports/guidance documents can be found on the course website.

*Capstone Team Presentation (10 points/%)...(C-Course Requirement)*

Each team is required to develop and deliver a presentation summarizing its CAPSTONE performance in front of a panel of external judges (faculty members, graduate students, selected guests) acting as your company's Board of Directors. You will have 15 minutes to provide your formal Board of Directors briefing. This will be followed by 15 minutes of questioning by the panel of external judges. Teams will be notified of the sign-up process for these presentations as the semester progresses. **All students must attend and participate in their team's presentation.** A formal outline, detailing presentation requirements and direction, will be posted to the course website.

# COMM 405: NEW BUSINESS DEVELOPMENT

WINTER 2016, MONDAYS 6:30-9:30 P.M., GOODES 101

DETAILS OF THE SYLLABUS MAY CHANGE • FOR UP-TO-DATE INFO REFER TO WEBSITE

## 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 **the commerce portal**. 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. As it is widely available online and as a used paperback I have not ordered copies for the bookstore. 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 book 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: [smith.queensu.ca/about/academic\\_integrity/](http://smith.queensu.ca/about/academic_integrity/).

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

**Please note each assignment clearly indicates whether it is an individual assignment or team assignment and what the expectations are in terms of academic integrity for those assignments.**

## STUDENTS WITH SPECIAL NEEDS

If you are a 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

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### SUBMITTING ASSIGNMENTS

Unless otherwise noted, all **assignments** are to be **submitted as an electronic copy** to the course website **by 11:00 PM** on the date that they are due. Please follow the general formatting guidelines detailed on the class platform.

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### 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 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 ([Please note this is the 2015/16 schedule](#))

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 “letterin/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 Feb 8
Individual	Interview questions Industry Interview	15	Thur Feb 4 Sun Feb 28
Team	Business Model	20	Tue Mar 8
Team	In-class Business Plan Pitch	10	Mon Mar 21
Team	Market research questions Executive Summary Written Business Plan Log book ( <b>update every meeting</b> )	15	Tue Mar 1 Thu Mar 17 Mon Mar 28 Mon Mar 28
Individual	Peer Evaluations	5	Sun Mar 6 Mon Mar 28

### 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, a standard restaurant) 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

Date	Topic	Required readings (in course package unless hyperlinked)	In class team activity	Due (T=team; I=individual)
Jan 4	The entrepreneur & opportunity search	None	Opportunity search	I: Complete online bio
Jan 11	Background for understanding business plans	How to Write a Great Business Plan How Venture Capitalists Evaluate Potential Venture Opportunities	Evaluate an opportunity	
Jan 18	The founding team & other resources	Financing new ventures	Write team contract	Have team finalized (01.18)
Jan 25	Modeling a business	<a href="#">Business Model Design</a> Business Model Analysis	Complete bus model canvas	I: Interview questions (02.04)
Feb 1	Market size and target customers	<a href="#">How to Estimate Market Size</a>	Calculate size of your target market	
Feb 8	In-class midterm	None	None	I: Mid-term (02.08)
Feb 15	NO CLASS – READING WEEK			
Feb 22	Market research & Lean start-up P1	The Lean Start-up: Part 1 (Ch 1-4)	Competitor search	

<b>Feb 29</b>	Lean start-up P2	The Lean Start-up: Part 2 (Ch 5-8)	Critical assumptions & hypotheses	I: Interview (02.28) T: Market research questions (03.01)
<b>Mar 7</b>	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 (03.08)
<b>Mar 14</b>	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 (03.17)
<b>Mar 21</b>	Team presentations	None	Complete pitch	T: Slides for pitch (start of class)
<b>Mar 28</b>	Growing the venture	None		T: Final plan (03.28) T: Log book (03.28) I: Peer evals (03.28)

**Please turn off phones and other devices before class. No open laptops.**

Attendance: I don't take attendance. Please make every effort to attend, as discussion and exchange of views are integral to learning. And the goal is learning, not grades. **NOTE I have noticed that there is a strong correlation between students who attend all the classes and those who attain the highest grades.....**

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*Maximized output (is) a sign of poor management.* – Walter Jolly, Cree hunter, Nemaska, Quebec 1997.

*Because the term "capitalism" evokes a sometimes sour history, the name is in decline. In the reputable expression of economists, business spokesmen, careful political orators and some journalists, it is now "the Market System." The word "capitalism" is still heard but not often from acute and articulate defenders of the system.* – John Kenneth Galbraith, 2004

Is Corporate Social Responsibility an oxymoron? How about business ethics? Is this also a contradiction in terms? This course probes these questions, challenging participants to "reason otherwise" about business and its priorities.

Much business education assumes that the market model produces positive outcomes, reflected in an ever expanding range of goods and services available to all. This course questions conventional business assumptions about growth, self-regulating markets and the corporations that dominate them. It challenges students to rethink basic assumptions, asking (with a nod to a former General Motors CEO), "If it's good for business, is it *really* good for society?" We'll use Karl Polanyi's model of the double movement to examine the tensions between free markets and society as a whole. The course incorporates environmental and class-based critiques, examining supermarkets, Bhopal, Westray, liberalism, globalization, drive-thrus, Wal-Mart, Mexican peasants and Cree hunters of northern Quebec.

We will consider questions such as the following: How is it that discount retailer Wal-Mart can grow so big so quickly, using sophisticated technologies and successful management strategies in a way that symbolizes today's successful capitalism, yet face a mounting barrage of criticism for paying poverty wages and clear cutting the retail landscape? When people react against Wal-Mart, is this an example of Polanyi's theory of society protecting itself against a zealous apostle of unregulated, deunionized labour markets where workers struggle to organize? How did Polanyi's idea of social protection acquire negative connotations – as in trade "protectionism"? How are we to comprehend "climate change," which a groundbreaking report by former World Bank chief economist Sir Nicholas Stern called "the greatest and widest-ranging market failure ever seen"?

The course will examine Canadian law professor Joel Bakan's model of the corporation-as-psychopath. What are the consequences of psychopathic corporate behaviors? Are they "wrong"? How do notions of corporate social responsibility conflict with Bakan's hypothesis?

#### Evaluation

1. Book Analysis 25%
2. In-class presentation 25%
4. Final Essay 50%

**While there is no grade for class participation, students are expected to integrate class discussions into the assignments**

1. **Mid-term paper due: Thursday, February 11, Noon in Comm 407 box in Commerce Office 2.**

Presentations: Begin (date tentative pending final enrolment) early March.

3. **Final essay DUE Wednesday April 13 Noon in Comm 407 box in Commerce office.**

NO EXTENSIONS WITHOUT MEDICAL NOTE

1. Book Analysis: Write an analysis of the *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. This essay will draw on the concepts and readings discussed in the first part of the course. It should present a clear point of view,

drawing on Course Pack sources (consider particularly Gary Teeple, "A Commentary on Joel Bakan's 'The Corporation'..." *Socialist Studies*, Fall 2005, Vol. 1, No.2) AND Karl Polanyi's analysis.

See <http://library.queensu.ca/research/guide/book-reviews/how-write> for ideas about writing book analysis/review. On that page, see especially <http://sass.queensu.ca/writingcentre/wp-content/uploads/sites/3/2013/06/Writing-Critical-BookReviews.pdf> -- under "Additional Resources." Remember to consult additional sources. The essay should be between 1500 and 2000 words.

2. Presentation:

Students will choose from the "case studies" drawn from the Malfeasance Menu (below), researching the issue and making an in-class presentation. They will then lead a brief discussion. This will be done in **teams** starting early March. **Timetable will be finalized after final enrolment is established. Dates and topics will be allocated on a first come/first served basis. Use email to Raynold Alorse (see above)**

Try to cover the case while leaving time for discussion. Try to structure your presentation in a way that provokes questions, comments. You can pause to ask questions; try to provoke questions by making your points forcefully. Try to include analysis/reflection as well as simply describing what happened. Do this in light of what we have read/discussed in class. Themes, if you will. The quality of the presentation is a factor in grading, as is the way your presentation reflects the material to which you have been exposed in the classes and readings. Does your this case illustrate Polanyian theory? If so, why? If not, why not?

### Q3. Final Essay

Naomi Klein's book *This Changes Everything* alternates between a critique of capitalism as a system, and the specific form of unfettered, neoliberal capitalism that emerged in the 1990s. Which of these two assessments is more compatible with Polanyi's arguments in *The Great Transformation*, and why?

Klein highlights the merger of Big Business and Big Green as a fundamental paradox in the fight against climate change, whereby the market logic at the root of climate change is also used to co-opt social movements aimed at addressing the very crisis of climate change. How does this paradox speak to Polanyi's critique of a *self-regulating* market? Is Klein's concept of Blockadia an example of Polanyi's double movement? Discuss with reference to at least two specific examples of opposition to the expansion of fossil fuel infrastructure.

Polanyi argued that to address the destructive impact of laissez-faire capitalism, a range of social actors will respond by protecting society from the negative effects of the competitive, unfettered market. In the context of social movements against climate change, what does this mean for the possibility of future social mobilizations in the fight against climate change? The essay should be 2-3000 words, but there is no particular length required.

Books required: Available at Novel Idea bookstore, Princess @ Bagot Streets

Naomi Klein, *This Changes Everything: Capitalism vs The Climate* (Toronto: Knopf Canada, 2014)

Joel Bakan, *The Corporation: The Pathological Pursuit of Profit and Power* (New York: The Free Press, 2004)

Course Pack required

\*Linda McQuaig, *All You Can Eat: Greed, Lust and the New Capitalism* (Toronto: Penguin, 2001) Pp. 1-39, 125-159, 228-233

\*Joseph Stiglitz (Foreword) and Fred Block (Introduction) to Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press, 2001 edition) pp.vii-xxxviii

\*Gregory Baum: *Karl Polanyi on Ethics and Economics* available as e-book, Stauffer Library (Montreal & Kingston: McGillQueens, 1996) Chapter one "Polanyi's Theory of the Double Movement" pp.3-20

\*David Franz, *Forgetting the Obvious*, Institute for Advanced Studies in Culture, Spring 2009

\*Gail Whiteman and William H. Cooper, "Ecological Embeddedness," *Academy of Management Journal*, Vol. 43, No. 6, 2000

\*B. Traven, "Assembly Line," in *The Night Visitor and Other Stories* (New York: Hill & Wang, 1966) \*Rick

Salutin, *Extreme Giving* "The Walrus," June, 2009

\*Milton Friedman, *Capitalism and Freedom* (Chicago, University of Chicago Press, 1962) pp. 1-36

\*Samantha King, "Doing Good by Running Well," *Pink Ribbons Inc.: Breast Cancer and the Politics of Philanthropy*, Univ. of Minnesota Press, 2006, p 29-59

\*C. Alphonso, "Blue Collar Work Sites Linked to Higher Risk of Breast Cancer," *Globe and Mail* Nov. 19, 2012

\*Nelson Lichtenstein (ed), *Wal-Mart: The Face of Twenty-First Century Capitalism* (New York: The New Press, 2006) Chapter One (Lichtenstein, pp.3-30)

\*Jamie Swift, "A Retail Survivor with Soul," *Kingston Whig-Standard*, February 8, 2003

\*Harry Glasbeek, *Wealth By Stealth: Corporate Crime, Corporate Law and the Perversion of Democracy* (Toronto: Between The Lines, 2002) pp.15-24, 61-89

\*Shaun Comish: *The Westray Tragedy: A Miner's Story* (Halifax: Fernwood) Intro, p.1-3

\*Edwin Black, *IBM and the Holocaust*, (New York: Three Rivers Press, 2001) pp. 7-51

\*Pearse and Tombs, *Toxic Capitalism: Corporate Crime and the Chemical Industry*, (Aldershot: Dartmouth. 1998) p. 194-219

\*Joseph Stiglitz, "Capitalist Fools: The Economic Crisis," *Vanity Fair*, January 2009

\*Gary Teeple, "A Commentary on Joel Bakan's 'The Corporation'..." *Socialist Studies*, Fall 2005, Vol. 1, No.2

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### Malfeasance Menu

Students will choose from the following list of "case studies," researching the issue and making an in-class presentation. They will then lead a discussion. The presentations will be developed by teams for presentation in the second half of the semester.

Shell and Nigeria

The United Fruit Company and Guatemala

The 2010 Macondo (BP/Halliburton/Transocean) blowout

J.P Morgan Chase and the Madoff Fraud

Eli Lilly, CAMH, Prozac. Dr. David Healy  
A.H. Robins and the Dalkon Shield  
Nestlé and infant formula  
ITT and Chile  
The case of Dr. Nancy Olivieri  
The Reed Paper Company and the English-Wabigoon River  
Placer Dome in the Philippines  
Hoffman-La Roche and its vitamins  
Asbestos and Johns-Manville  
The Ford Pinto  
Freeport McMoRan in West Papua, Indonesia  
Merck's arthritis medicine  
Alberta's Tar Sands and Global Greenhouse Gas (GHG) emissions Silent Spring  
The Great American Savings and Loans Scandal of the 1980s The Worldcom Affair  
Dupont, Teflon and the US Environmental Protection Agency  
The Hollinger/Conrad Black/David Radler Affair  
The *Exxon-Valdez*  
The Kalamazoo Vegetable Parchment Company and the Spanish River  
Exxon-Mobil and the climate change issue  
CIBC and its Enron Entanglement

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Commerce 407 Winter 2016 Schedule and Readings (to Reading Week) ([Please note this is the 2015/16 schedule](#))

**Monday January 4** Introduction

\***Wednesday, January 6** All You Can Eat: Reading: "McQuaig "All You Can Eat" p.1-39, 228-233

\***Monday January 11** Cree Hunters of Mistassini; Readings: "Ecological Embeddedness" (Whiteman & Cooper); "Assembly Line" (B. Traven); "Extreme Giving," (Salutin) in course pack

\***Wednesday January 13** Karl Polanyi: Reasoning Otherwise

Readings: "Foreword" (Stiglitz) and "Introduction" (Block) to Polanyi's *The Great Transformation* p.vii-xxxviii; "Karl Polanyi on Ethics and Economics" (Baum) p. 3-19, 39-62 \***Monday January 18** "Capitalism and Freedom"

Reading: Milton Friedman, "Capitalism and Freedom" \***Wednesday**

**January 20** Westray

Reading: Harry Glasbeek, *Wealth By Stealth: Corporate Crime, Corporate Law and the Perversion of Democracy* (Toronto: Between The Lines, 2002) pp.15-24, 61-89 and Shaun Comish: *The Westray Tragedy: A Miner's Story* (Halifax: Fernwood) Intro, p.1-3

\***Monday January 25** Jamie Kneen Mining Watch Canada Reading TBA

\***Wednesday January 27** Joel Bakan Corporate Psychopathology I Reading: "The Corporation" p. 1-84

\***Monday February 1** Joel Bakan Corporate Psychopathology II Reading: "The Corporation" 86-167 \***Wednesday**

**February 3** Uber and Luddism

Readings: <http://www.mindfully.org/Reform/Luddite-History.htm>

<http://www.socialeurope.eu/2015/11/luddism-in-the-age-of-uber/>

<http://www.inc.com/tim-askew/uber-the-gig-economy-versus-the-luddite-status-quo.html>

<http://www.theguardian.com/commentisfree/2014/jun/12/uber-cabbies-slow-lane-london-black-cabs-luddism-digitaladvances>

**Monday February 8** Keith Stewart, Greenpeace Canada Climate and Energy Campaign Co-ordinator (and co-author, with Jamie Swift, of *Hydro: The Decline and Fall of Ontario's Electric Empire*) Reading TBA

**Wednesday February 10** Bhopal The world's worst industrial disaster? Reading: Pearse and Tombs, *Toxic Capitalism: Corporate Crime and the Chemical Industry*, (Aldershot: Dartmouth. 1998) p. 194-219

Mid-term paper due: Thursday, February 11 Noon in Comm 407 box in Commerce Office



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**COMM 414  
MANAGEMENT CONTROL  
COURSE OUTLINE  
WINTER 2016**

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**"Talent is a gift, but you can only succeed with hard work." Jean Béliveau.**

**COURSE CONTENT AND OBJECTIVES**

This is the third of the trio of courses in Management Accounting. We will be focused on the application of management accounting tools and concepts to impose controls on organizations. Management control systems are the backbone of proper operation and accountability within any organization, be it in the private or public sector.

We will be using the Case Study Method to analyze and understand problems that organizations and managers face every day. These cases are intended to illustrate the options that are necessary to consider and the implications of the various choices made by managers in motivating employees to perform at their best.

In any accounting course, the key to success is working through the material and the assigned cases. This course is designed around working through Cases 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 material and prepared to ask questions to clarify the material. If you do not come prepared, you will get very little out of the Cases covered in class.

Each week, I will prepare a PodCast of the lectures 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 at Class is mandatory and I expect to be informed if you are unable to attend class and the reasons why. Since a majority of the class coverage will be of a discussion nature, the PodCasts may not capture all of the discussion.

Those who intend to pursue a professional designation in accounting, will find that the professional examinations are case based and so the exposure to cases in this course will be a significant help in succeeding in the future. We will be discussing, at some

length, the nature of marking cases in professional exam situations. You must participate in the class discussions in order to get the full benefit of this experience.

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.

## **TEXT AND REQUIRED MATERIALS**

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

1. **Management Control Systems**, Third Edition, Merchant and Vander Stede. Prentice Hall, 2012. The book is available from the bookstore. It must be the current edition of the text.
2. **COMM 414 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 414 Web Site. You may want to 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.
3. **Computers In Class**: If you are planning to use your computer in Class, you are expected to use it only for Course related purposes, not for surfing the web, checking Emails, Instant Messaging or other unrelated activities. If I suspect that you are engaging in these activities, I will insist that you close your computer for the balance of the Term. All personal communication devices should be turned off or in silent mode and should not be consulted at all during class.

## **GRADING SCHEME**

During class, we will be discussing, at length Cases related to the course material. You must prepare for class by reviewing and analyzing these cases in sufficient detail that you can lead class discussions. I will expect everyone to participate in the discussion of the Cases, 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 four cases to be prepared and submitted for marking. Two will be done in groups of four students each and two will be on an individual basis. The Case Analyses

should be no more than five pages in length excluding Appendices, which can be no more than three pages. They will be prepared in single spaced format, using 12 point font and one inch borders all round. The page limitation on the format of the submitted cases is intended to force you to be succinct and straight to the point, therefore, going over the limit will be penalized. These Case Analyses, together with Participation Grades, will make up your entire final mark, so you should treat them seriously.

Participation makes up a substantial portion of your final grade and therefore should be a prime component of your activity during the course. Attendance is mandatory and I will be monitoring attendance to make sure that people are involved. Your participation grade will be heavily influenced by your attendance at class. However, during class, quality of contribution will be more highly valued than quantity. Some people believe that by saying something, no matter how irrelevant to the discussion, should count towards their participation grade. This is not the case.

The Cases are due as follows: [\(Please note this is the 2015/16 schedule\)](#)

<b>Individual Thursday January 21st,</b>	<b>Armco , Inc. p. 41;</b>
<b>Group Thursday February 11<sup>th</sup>,</b>	<b>CitiBank Indonesia 323;</b>
<b>Group Thursday March 10<sup>th</sup>,</b>	<b>Raven Capital, LLC. 402;</b>
<b>Individual Thursday March 31<sup>st</sup>,</b>	<b>Kooistra Autogroep, P. 732.</b>

Cases are to be submitted to the Dropbox on the Course Website by 4:00 PM on the due date. We will be using Turn It In to verify that the work is your and your alone. Any breach of academic Integrity will be dealt with very seriously.

There will be no Final Examination in this course.

The grading Scheme is as follows:

<b>Participation</b>	<b>20%</b>
<b>Hand-In Cases (4 x 20% each)</b>	<b><u>80%</u></b>
<b>Total</b>	<b><u>100%</u></b>

### **GROUP FORMATION**

There will be two Cases to be submitted by groups of four students each, the groups will be the same for both cases. You are required to form a Group on your own from members of your section of the Course. Please Email me the list of Group Members by the end of the second week of Classes. You are responsible for ensuring that you are in a Group by the end of the second week of class, so get out and find other people to collaborate with. I insist that Exchange Students be integrated into groups of Queen's Commerce students. Please ensure that one member of your group is an Exchange Student.

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 at least one week 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.

## **CASE ANALYSIS**

Case Analyses for both class discussion and the written submission should follow a similar pattern. Initially, one should explain the context of the case, the nature of the company and its strategy. Next, one should identify the problem(s) involved in this particular situation. This should be limited to the main five points rather than a laundry list of all of the issues that could be discussed. A discussion of the alternatives available to the company should then ensue and this discussion should reflect points covered in the course materials. Finally, recommendations should be made to correct the problems identified in the case analysis. Analysis without a recommendation is worthless.

The discussion of the recommendations should focus on how the recommendations will solve the problems identified.

## **RESEARCH CREDITS**

This course is eligible for Research Credits, through which you will be able to receive a Grade Bump. In this course, the grade bump will allow you to move to the next letter grade but not from a failure to a pass.

## **STUDENT ACCOMMODATION**

The Queen’s Wellness Centre is equipped to assess students who require accommodation and will supply a note to the professor outlining the nature of the accommodation to be received. We respect all accommodation requirements.

If you are ill and cannot submit an Assignment or complete an Exam, you are required to submit a Doctor’s Note to that effect. Please ensure that you obtain such a note in all cases.

## **COPYRIGHT ISSUES**

## **Websites:**

The material on this website is copyrighted and is for the sole use of students registered in COMM 414. 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 414. 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.

### **Tentative Topics for Class Coverage** ([Please note this is the 2015/16 schedule](#))

<b>Week/Dates</b>	<b>Topic</b>
<b>1 Jan 5 - 7</b>	<b>Management and Control; Results Controls</b> Read: Chapters 1 Prepare: Case: Atlanta Homes Loans, P 22;
<b>2 Jan 12 - 14</b>	<b>Results, Action, Personnel, and Cultural Controls</b> Read: Chapters 2 & 3 Prepare: Cases: Axeon N.V., p 105.
<b>3 Jan 19 - 21</b>	<b>Control System Tightness</b> Read: Chapter 4 Prepare: Cases: Bellagio Casino Resort, P 134.

- 4 Jan 26 - 28 Control System Costs; Designing and Evaluating MCS**  
 Read: Chapters 5 & 6  
 Prepare: Cases: Family Care....Med. Group, Inc. P 239.
- 5 Feb 2 - 4 Financial Responsibility Centers**  
 Read: Chapter 7  
 Prepare: Cases: Global Investors, Inc., P 295;
- 6 Feb 9 - 11 Planning and Budgeting**  
 Read: Chapter 8  
 Prepare: Cases: Patagonia, Inc. P 341.
- 7 Feb 15 – 19 Reading Week – Take Your Books**
- 8 Feb 23 - 25 Incentive Compensation Systems**  
 Read: Chapter 9  
 Prepare: Cases: Harwood Medical Instruments, P 386;

**Tentative Topics for Class Coverage (continued)**

<u>Week/Dates</u>	<u>Topic</u>
<b>9 Mar 1 - 3</b>	<b>Financial Performance Measures and Their Effects</b> Read: Chapter 10 Prepare: Cases: Las Ferreterias de Mexico, P 432;
<b>10 Mar 8 - 10</b>	<b>Combination of Measures and Other Remedies; Financial Result Controls and Uncontrollable Factors</b> Read: Chapters 11 & 12 Prepare: Cases: First Commonwealth Financial, P 466;
<b>11 Mar 15 - 17</b>	<b>Corporate Governance and Boards of Directors</b> Read: Chapter 13 Prepare: Cases: Golden Parachutes? P 574;

**12 Mar 22 - 24      Controllers and Auditors; MCS Related Ethical  
Issues**

Read:            Chapters 14 & 15

Prepare:        Cases: Lernout & Hauspie Speech ..., P 675.

**13 Mar 29 - 31      Effect of Uncertainty, Strategy and Multinationality;  
Non Profit Organizations.**

Read:            Chapters 16 & 17.

Prepare:        Cases: Lincoln Elec: Venturing Abroad, P 709;



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## **COURSE OUTLINE**

### **COMM 415 Corporate Governance & Control Winter 2016**

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#### **Course Description**

This course introduces students to the role of corporate governance within organizations and in society. In today's environment, boards are facing increasing pressure to be more accountable to their stakeholders - to be more open and transparent. Boards are being asked to address a wide range of problems and demands, from corporate social responsibility to avoiding credit crashes; from maintaining good jobs to increasing corporate value. These issues, which if left unresolved can put individual board members and their organizations at risk. This course is about the roles and value of various approaches to corporate governance and risk management frameworks through which directors can influence how corporations act. The course will investigate the role of governance in both for profit and not for profit organizations. In addition, this course provides an added practical benefit to those who serve as current or future board members of not-for-profit organizations.

For those who intend to pursue a professional designation in accounting, COMM 415 covers a large portion of the CPA Competency map (Section 2: Strategy and Governance) and so what you learn in this course will be fundamental to your success in professional exams. This course is also valuable to non-accountants who would like to further their knowledge of corporate governance.

#### **Course Learning Outcomes**

By the end of the course, students will be able to:

- Describe and evaluate corporate governance approaches/ models, including how these differ across countries
- Evaluate roles and responsibilities of the board, management, owners and other stakeholders in ensuring good governance
- Apply governance concepts to non-profit organizations
- Understand the role of governance with respect to corporate social responsibility

- Identify how risk management and governance are intertwined □ Develop communication and facilitation skills

There is a heavy reading component to this course, both in terms of required readings and preparation for case discussions. This course is designed to be thought-provoking. Using active learning, we will critically examine the role of corporate governance and control in modern corporations. Generally, class time will be spent actively discussing key aspects of readings and cases, as well as active learning activities. There will be limited reliance on presentation slides; however, any slides used in class will be posted to our course website after class.

## Required Readings and Cases

All students are required to purchase two case coursepacks:

1. Ivey Publishing coursepack
2. Harvard Business Publishing coursepack

Both coursepacks can be purchased online, and include all cases we will cover this term. Instructions on how to purchase these are on our website.

In addition to cases, there will be required readings. Links to required readings will be posted on our website. Students may need to be on campus or signed on the Library website in order to access some articles.

## Evaluation

Ref	Component	Weight	Due Date(s)
A.	Participation and attendance	20%	Ongoing
B.	Case memos (individual)	40%	At start of class each Wednesday that a case is assigned
C.	Presentation and lead discussion of readings (group)	20%	TBD. <i>Each group will present once and lead discussion once</i>
D.	End of term case (individual)	20%	Due Friday, April 1, 2016
	<b>Total</b>	100%	

### A. Participation and attendance (20%)

Class participation will be evaluated based on attendance and active participation in class discussions on assigned readings and cases. Each student will be given a **name card** to be brought to each class and clearly displayed. Students must document their participation and attendance (as follows), and **hand in** their namecard:

- Write your initials by each date that you attend class.
- In the right hand column, indicate how you participated in the class discussion that day.

## **B. Case memos – individual (40%)**

Most Wednesday classes will involve preparing for, discussing, and analyzing a case together during class time. Case studies allow students a more experiential learning experience which accommodates a wider range of diverse learning styles.

Students are required to hand in, at start of class each Wednesday that a case is assigned, a maximum **two page** memo (paper hand-in). **Case memos are to be completed individually, without consulting other students.**

The memo should outline key points in the case and should address the background questions posted for that case on our website. The **best eight memos** will each count for 5%, making up 40% of the total grade. This allows for students to miss a few case memos due to illness, travel, job interviews, etc. without being penalized.

## **C. Presentation and lead discussion of readings—group (20%)**

We will open each week with a presentation of the required readings by a group of three students. A second group of three students will be responsible for lead discussion of those readings. Both groups' efforts will be peer-evaluated each week. The group presentation of readings will count for 10% and the group discussion lead will count for 10%. Each Monday will follow this structure:

- Group presentation of reading, including presentation slides: 20 to 30 minutes
- Second group leads discussion of reading: 20 to 30 minutes
- Active learning activity or large group discussion, time permitting.

**IMPORTANT:** All students need to complete all readings and participate in class discussions in order to earn participation marks. Please help out the lead discussion group by being prepared and eager to participate in the discussion.

**Schedule:** A schedule for groups to sign up as Presenters and Discussion Leads will be posted on our website. Groups must sign up by **Wed, Jan. 13** or will be assigned.

**Group formation:** You are free to choose your own groups of 3 by the start of class **Mon, January 11, 2016**. Email your professor with the names of students in your group, and your group name. If you need help finding a group, please let me know.

## **D. End of term case – individual (20%)**

An end of term case to be completed individually, due on April 1, 2016, will be assigned. Details will be posted on our course website.

## **POLICY AND PROCEDURES**

## **Copyright Issues**

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## **Technology in Class**

Students are encouraged to bring computers to class, in order to access class materials and complete in-class activities. 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 web browsing, email or social networks. Please be respectful of the learning opportunities of other students, and turn off your phone and any other devices that may disrupt others.

## **Missed or late cases or group work**

For a missed group presentation or assignment, no make-up will be arranged. No late case memos will be accepted.

## **Accessibility**

Queen's University is committed to achieving full accessibility for persons with disabilities, including arranging academic accommodations for students with disabilities. Any student requesting academic accommodations based on a disability is required to register with the Disability Services Office (DSO) every academic year. A letter of verification for approved accommodations can be obtained from the DSO. **It is your responsibility to deliver the letter to me as early in the semester as possible.**

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<http://library.queensu.ca/help/citesources> .

### **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.

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## **LECTURE SCHEDULE**

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 415 Weekly Schedule** (Please note this is the 2015/16 schedule) **Section 001**

**Instructor: Erin Webster**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Monday: Required Readings</b>	<b>Wednesday: Case (Prepare case memo)</b>
1	Jan 4, 6	Course introduction What is a corporation?	See Reading List (Models of CG, HBS)	n/a
2	Jan 11, 13	Perspectives on governance: Agency theory	See Reading List (Shleifer+Vishny; Fama+Jensen)	Jonathon Elderslie and the Board Decision (9B03M031 Ivey)
3	Jan 18, 20	Perspectives on governance: International models	See Reading List (Models of CG, HBS)	Olympus and the Whistleblower President (9B12M012 Ivey)
4	Jan 25, 27	Board roles and composition	See Reading List (Ch 3: Board Roles, HBS + Leblanc, Gillies excerpt)	CCL Industries Inc (9B02M045 Ivey)
5	Feb 1, 3	Perspectives on governance: Organizational behaviour	See Reading List (Ch 3: Board Roles, HBS + Leblanc, Gillies excerpt)	Corporate Governance at Martha Stewart Living Omnimedia (KEL776 HBS)
6	Feb 8, 10	Governance and risk management	See Reading List (Cadwell; Ballou & Heitger)	Enterprise Risk Management at Hydro One (A) (9-109-001 HBS)
7	<b>READING WEEK, FEB 15-19</b>			
8	Feb 22, 24	Not-for-profit governance	See Reading List for Weeks 8 & 9	Sun State Soccer Part I, pages 133-145 (posted on our website)
9	Feb 29, Mar2	Not-for-profit governance, continued	See Reading List for Weeks 8 & 9	Sun State Soccer Part II, pages 145-150 (posted on our website)
10	Mar 7, 9	Risk management and the financial crisis of 2008/09	See Reading List (Kirkpatrick; Mulbert)	Risk Management at Wellfleet Bank: All That Glitters is Not Gold (9-110-011 HBS)

11	Mar 14, 16	Corporate Social Responsibility (CSR) and corporate governance	See Reading List (Strandberg; Roc & Searcy)	Talisman Energy Inc. (9B03M028 Ivey)
12	Mar 21, 23	Corporate governance and financial reporting quality	See Reading List (He et al; Gajevszky)	Alleged Accounting Fraud at Nortel Networks (9B12B023 Ivey)
13	Mar 28, 30	The future of corporate governance	See Reading List for Week 13	<i>Review, discussion, activity</i>

**Smith School of Business at Queen’s University**  
**Comm 431 Advanced Topics in Marketing Strategy**

<u>ITEM</u>	<u>Page</u>
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**I. Course Overview**

**Course Philosophy and “Big Ideas”**

This course has a simple objective: to help you (and your company or clients) make money. The vehicle is “marketing strategy”. But don’t be misled by the name. We could just as easily have called this “business strategy”: that is, while it is billed as a “marketing” course, this moniker has less to do with the concepts covered and more to do with the approach we’ll take to “making money”.

Specifically, two key concepts form the foundation for this course: collectively, they address the “what” and “how” of strategy. The “what” of strategy are the different approaches available for generating value for customers: that is, we distinguish alternative strategies on the basis of the “type of value” the strategy is designed to provide. We do this under the belief that we **make** money by creating value for customers; we **keep** making money by sustaining or enhancing that value over time and; we **lose** making money when we stop, in absolute or relative terms, creating value. In this regard, we will cover the key considerations in choosing from the palette of alternative (value-driven) strategies.

The “how” of strategy relates to what management must do to translate that strategy from intention into action. This course adopts a perspective based on the belief that when a business “promises” to provide its clients with value via its communications, the business is then committed to keeping that promise. Thus, it must be structured and managed to keep that promise in the most efficient way possible. This implies an alignment of business infrastructure, culture and process with the strategy being followed: as we move from one strategy to another, we must also adjust its structure, culture and processes to maintain that alignment. We refer to this as “the brand as a business system” or the “branded business”. This is the essence of general management

As such, this is NOT a course about advertising and promotion. It is a course about business strategy and how we create a sustainable platform from which brand identities, advertising campaigns, social media and all other areas of customer interaction can be launched. While that may not seem to give attention to the so-called “creative” side of marketing, in actuality, it provides the strategic context for all creative endeavours. After all, there is little value in being “on the edge”, “breaking through the clutter” or anything else unless your campaign is “on strategy”.

By course end, you will know what “on strategy” means and you will be able to recognize the alternative ways to operationalize that concept, depending upon the strategy being followed.

## The Course in Brief

In keeping with the above, the course begins by examining how marketing can create, destroy or lose customer value. The central organizing paradigm - a framework entitled “Mission Critical Marketing”<sup>1</sup> (MCM) - holds five premises at its foundation:

1. There is no single “best” way to market that applies to all situations;
2. Rather, there are different “mission critical” outcomes that must be achieved for customers to recognize and reward our value – as measured by profitability - under different market and competitive conditions (i.e. under different strategies);
3. Marketing enhances value by helping make those mission critical outcomes happen;
4. Thus, all marketing-related decisions can be evaluated in terms of whether they foster or inhibit the presence of the mission critical outcomes facing the business.
5. Marketing is not alone in effecting whether an organization can “keep its promises”: what applies to marketing (see 1-4 above), also applies to every other business function. Thus **both** business and marketing strategy must be aligned with the appropriate infrastructure, culture and organizational processes for success to ensue.

We’ll dedicate eight class sessions (#1-5 and #7-9) to the explanation and application of this perspective. In the process, we will study – in some depth – the linkage between the the types of value being created and the firm’s “profit vehicles (i.e. the four variables that define profitability - price, cost, market share and market size). We’ll identify the forces that significantly impact on prices, costs, share and size. We’ll explore what managers can do to impact on those drivers and identify the most common mistakes made by managers in those areas. Throughout that coverage, we’ll discuss the implications for the practice of marketing and other functional areas. While we will not use case studies per se, we will apply these concepts continuously as we discuss examples taken from the business press on a weekly basis.

We’ll dedicate another class (#6) to a methodology called “market profiling”. “Market Profiling” is an analytical device which can be used to take a strategic “snapshot” of a business’ competitive standing and to identify required remedial and maintenance actions. By the end of classes 1 thru 8, you should be able to conduct a rudimentary “marketing audit” or evaluation of the goodness of any enterprise’s marketing efforts at a point in time.

Class 10 is closely related to the issue of market size: the focus will be how markets change over their lifetime and how the inevitable changes in market size create new challenges for business management

In class 11 we will then show how the materials covered to date can be integrated into a marketing plan. Our final class will be dedicated to your preparation of the final project

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<sup>1</sup> Mission Critical Marketing is the working title of a book and seminar series currently under development. As such, there is no text available on this topic. In lieu of a text, readings will be provided.

In summary, by course end, you should

1. be able to identify the alternative generic competitive strategies available to a firm,
2. have a general management perspective on the requirements for successful use of those strategies;
3. be able to evaluate the degree to which those conditions are met;
4. be able to lead a discussion of the tactics required to overcome deficiencies in connection with (3) above;
5. understand the inevitable stages of market evolution and the kinds of pressures it creates for each functional area.

## **II. Course Materials**

**There is no required textbook for this course, per se.** This is because you have already seen most of the concepts we'll be using. Our goal is to integrate what you already know

You will see references to "**Market-based Management 6<sup>th</sup> edition**" by Roger Best (referred subsequently as the "Best book")<sup>2</sup>. While chapter assignments are noted for some class sessions, these are for information only and are not required for the class nor assignment/exam completion (I think you are beyond such tactics). Nonetheless, the book should be seen as a "must read" for anyone aspiring to senior management – whether in marketing or not. It focuses on managing the relationship between marketing and other functional areas, and, in the process, presents an explanation for why so many seemingly foolproofed strategies fail in execution.

Selected readings will be posted to the course website as needed. These too are optional and for your reference. We have also arranged for "**Techno-Ready Marketing**" to be placed on Reserve at Stauffer Library. This book is rich in detail on how and why customers vary in their willingness to adopt new technology. It provides great background on both why some product launches achieve more rapid and deep market penetration and how and why market conditions change over time. It is worth a read if you have career interests in entrepreneurship or the marketing of higher-technology-based products or services.

## **III. Grade Allocation**

Your grade will be based on two assignments (one individual, one team-based) a "participation grade".

### *1. Team Final Project (45%)*

Your final project is a team exercise under the guidance of the management of **two consulting clients: given the size of this year's class, your team will be assigned to one of these.** The project will focus on a realtime marketing issue currently facing the client: the data will be real and the priority will be high. This is the seventh year we have done such a project and each year we have seen the class' recommendations reflected in the actions ultimately taken by the

<sup>2</sup> At the time of this writing, the 6<sup>th</sup> edition was just being released. Therefore, the page numbers noted in this document likely will not align perfectly with the text. I will

update page references in a separate document once I secure an inspection copy of the 6 edition.

client organization. The client will present to the class at one of our January sessions: at that time you will receive an outline of the project and other background data and information.

Team grades will be determined by myself and the executives from the client firm (details to follow) and based upon a group presentation with supporting written materials. The presentation date has not yet been set but will be inside the period April 9 – 25.

Individual grades from the team project will be subject to peer review: **a pool of marks is allocated amongst team members based upon the team's wishes.** For example, a 5 member team scoring 80 would have 400 marks which could be allocated equally or differentially based upon effort etc. **I consider deviations from even allocation to be a serious action: as such, I would expect groups to report likely "situations" well before the final presentation.**

## *2. Mid-Course Assignments (45%)*

The mid-course assignments (due somewhere around classes 6 and 7) will test your knowledge of the generic strategies, their mission critical outcomes and marketing's role in making them happen.

The first assignment is INDIVIDUAL and worth 25% of your course grade.

The second assignment, is an optional group assignment, worth 20% of your grade: if it is not done the 20% will be re-allocated to your final project (increasing its value to 65%).

You can begin rough work on the assignments starting after our first class but, due to the timing of the course's coverage of material, will not be able to complete them until the class before the due date.

## *3. Participation Grade (10%)*

**The idea of a participation grade at this stage of your studies is laughable:** if you didn't want to be here, you didn't need to be. Still, I have maintained a 10% discretionary component. Each member of the class receives the class average of the midterm and final. Points are then added or subtracted from that to reflect relative contribution.

**ATTENDANCE IS GRADED. No marks are given for attendance BUT missing classes without prior notification or medical support carries a penalty of 2% off your FINAL mark, up to maximum of 20% (nb. That's 20% of your final mark, NOT 20% of your participation grade).**

The rationale for this is that 65% of everyone's grade depends on team performance. Since there is no text and an enormous amount of material to cover, classroom sessions are your only opportunity to hear certain themes. If you are not present, you implicitly diminish the team's resources in doing assignments and projects. **I cannot allow any one student to jeopardize the experience of others: hence this non-negotiable policy.**

**I do want to stress that it is understood that students may have to miss a class from time to time for very legitimate reasons.** All I ask is that you be professional enough to provide advance notice and make arrangements for the coverage of material discussed that day.

Where possible, digital audio recordings of the class will be made and uploaded to the course portal

Finally, I have no problem with people bringing technology into the room. Nor do I even object if one **occasionally** uses that technology to engage in activities unrelated to the course (e.g. email, texting, etc). However, people doing this to an excess will be considered the equivalent of absent from the class without advance notice. Repeated offenses will result in a ban on bringing the technology to class.

#### **IV. Instructor Availability**

You are my priority. However, I do have a number of other responsibilities both within and outside the School. You should feel free to call my office – if I am in and you need to see me, I will make myself available. If I am not in the office, you can either leave a voice mail or send an email: either way, I'll get back to you within 24 hours.

If your need is not urgent or you require an extended (as in one hour) meeting, please try to give me at least a week's notice so that I can clear the decks and give you my undivided attention.

## V. An Overview of the Course Schedule

**NOTE:** We shall be covering LARGE...I MEAN "VERY LARGE" amounts of material in a relatively short period of time...and they will only be covered ONCE. In addition, while hard copies of slide decks will be made available in class, they are only distributed once: be certain that you ask someone to pick up copies of any handouts if you are to miss a class.

You should also check the course website every Monday night for the latest details on the next class, assignments etc.

**CLASSES WILL START PROMPTLY AT THE ASSIGNED TIME.** The door to the classroom will close within 2 minutes of the "sounding of the bell". While there is no formal penalty for tardiness, the instructor reserves the right to assess penalties for flagrant abusers.

- |                 |  |
|-----------------|--|
| 1. Wed., Jan 6  | Course Overview                          |
| 2. Wed., Jan 13 | Competing FOR Price                      |
| 3. Wed., Jan 20 | Price (con't) AND Application Exercise 1 |
| 4. Wed., Jan 27 | Cost Containment and Reduction           |
| 5. Wed., Feb 3  | Infrastructure/Culture                   |
| 6. Wed., Feb 10 | Profiling                                |

**<NOTE: Assignment 1 is due on or before Feb 15>**

Feb 17 no class – Reading Week

- |                  |                 |
|------------------|-----------------|
| 7. Wed., Feb 24  | Market Share I  |
| 8. Wed., March 2 | TBA             |
| 9. Wed., March 9 | Market Share II |

**< NOTE: OPTIONAL Assignment 2 due on or before March 15 >**

- |                    |                                      |
|--------------------|--------------------------------------|
| 10. Wed., March 16 | Size:Market/ProductDevelopment       |
| 11. Wed., March 23 | Market Dynamics and Market Evolution |
| 12. Wed., March 30 | TBA                                  |

LIKELY DATES FOR FINAL PRESENTATIONS:

Option 1: week of April 3 (only with class consent)

Option 2: April 11 and April 13

Option 3: week of April 18-22

NOTE: Sessions labelled TBA are left open to insure that we have adequate sessions to cover course material and allow time for the client presentation in connection with the final project

## VI. Course Schedule in Detail

### Sessions 1-5

#### **Theme: Mission Critical Marketing Managing Margins**

1. Course Overview
2. Pricing and The Value Proposition
3. Defending Your Price: The Four Bases of Differentiation
4. Marketing when Cost Mgmt Underlies Your Competitive Advantage
5. Brand As A Business System – Strategy, Structure, Culture and Process

### **OVERVIEW**

Marketing, is a way of thinking about a business and what it needs to do in order to succeed. It is also a set of tactical processes for performing a set of activities in accordance with “best practice”. This is not a minor distinction. ANYONE CAN LEARN “HOW” TO DO AN ACTIVITY: the big money comes from knowing the “when” , “why” and “for whom”.

For example, even adjusting for the recent economic conditions, it is becoming increasingly difficult to sustain profit performance as market maturity, rapid technological change, and competitive entry and attack take their toll. That said, during down economies, many firms will undoubtedly slash marketing budgets. As a result, marketers will be asked to do more but spend less.

But while it is clear that firms need to do more, it is less clear “what” specifically they should do. Some businesses are responding via a business model based on securing superior margins; others by focussing on top line revenues. While either approach can be successful, not all firms nor industries are equally well-disposed to them. Our objective in these first classes is to provide you with some tools to make such evaluations

We begin our discussion (classes 2-5) by exploring the variations in “marketing for margin”. We’ll review the key success factors in marketing under a premium price and contrast that approach to the keys to marketing under a low price/low cost strategy. That discussion will include implications for the management of non-marketing functions and for overall corporate processes and culture: without knowledge of those linkages, you run the risk of developing strategies that cannot be implemented. Once we have that foundation, we’ll consider the nuances of “marketing for volume” (classes 6-10).

The teaching method for this portion of the course will be largely lecture-based, with the exception of our two (ungraded) Application Exercises, to be taken up INCLASS. The first of these will focus on the application of Pricing principles to yourself: in other words, “how can you position yourself to get the highest wage (price) possible?” Our second exercise will focus on a key issue in many sectors - how to compete against (or with) big box operations. Despite the lecture format, a large

degree of class participation will be encouraged via questioning and you should always feel empowered to ask for clarification or examples of concepts in application. **This is also an excellent opportunity for you test hypotheses, based on your personal reading or experience, as to why certain businesses did certain things in a certain way.**

### ***PREPARING FOR SESSIONS 1-5:***

If you have the Best book, skim Chapters 2 and 6 (especially pages 149-157).

The article **Strategies to Fight Low Cost Rivals** covers what its title implies. You will find it helpful in thinking about Application Exercise 2. It will be posted to the course website

A second article, **Strategy and Your Stronger Hand** shows a analogous approach to aligning infrastructure and culture to strategy. It has particular relevance to the **hightechnology** and service-based industries

## Session 6: MARKET PROFILING

### 6. Profiling

#### **OVERVIEW**

In these classes we'll overview the basics of the profiling methodology and how its analytics relate to the MCM concepts, segmentation and positioning. We'll also overview a methodology for relating profiling results to concepts in operations and information technology: an essential practice when you wish to use new marketing/IT techniques in lieu of more traditional practices.

#### **PREPARING FOR SESSION 6:**

**READ:** The Profiling methodology covered in this class is a variation and extension of some work done at the Strategic Planning Institute in Cambridge MA. As such, there is no documentation specific to it.

However, the original work done at SPI has been laid out in Bradley Gale's "**Managing Customer Value**". **You've been provided with two chapters from that book: Ch 1 "The Four Steps to Customer Value Management" and Ch 2 "Moving Customer Satisfaction from Slogan to Science" (both posted to the Web)** . You may also wish to review Ch 4 of the Best book, focusing on pages 91-101.

The HBR article "**Creating New Market Space**". While it doesn't employ the profiling methodology per se, but it does show an interesting application based on the same data.

You'll also find a handout entitled "**Selecting Market Targets**". Pay special attention to Ex 8-10 (and the supporting text) to see how the segmentation can be accommodated in building the financials to support a business plan. "**Market Structure Profile Analysis...**" shows similar calculations for expanding market size.

**Session 7-8: Mission Critical Marketing  
Managing Volume – Market Share I and II**

7-8. Market Share I

9. Market Share II AND

Application Exercise 3 – The Challenge of Market Segmentation

***OVERVIEW***

The strategies of pursuing premium price and lowest cost lie at opposite ends of a spectrum of strategies. In between are strategies that neither focus on being the “best” nor the “cheapest”. Instead, these strategies seek to provide “best value”, where value is the ratio of price to quality.

The challenge in winning this segment is NOT finding ways to increase value to the customer. Rather it is in finding ways to increase value WITHOUT destroying profitability in the process. As you’ll see, the required process has two stages. First, segmentation and selection. Second, dedicated tactics or, as it is sometimes called, the exercise of customer intimacy. We’ll spend one session on each of these stages.

In these classes you’ll be reminded of the importance of segmentation (review your introductory marketing notes) and you’ll be exposed to the concept of niche and multi-niche strategies. You’ll also be shown a simple device for planning tactical campaigns, forecasting sales and developing the business case to support a marketing expenditure.

***PREPARING FOR SESSIONS 7-8***

If you haven’t already done so, you might want to flip through Chapters 3-5 of the Best Book for a review of key concepts.

You will also find two very good white papers on the course website. These were written by the folks at IBM – **Customer Segmentation** and **CRM Done Right**. Both of these relate directly to Application Exercise 3.

**SESSION 9 MARKET SIZE**

10. Product/Market Development

***OVERVIEW***

Earlier in the course we noted the existence of four “profit vehicles”, price, cost, share and size. However, we have already covered the three generic strategies. What about size?

The reason is that a strategy based on market size is, in fact, a two part strategy. First is the selection of the growth opportunity. Second is the application of one of the three generic strategies

within the growth arena. As such, it is not a strategy per se but rather a special class of application of strategy.

In **session 9** we'll focus on understanding the characteristics of growth opportunities that not only fatten the top line (sales) but also the bottom line (profits). we'll identify the alternative methods of growth and the characteristics of desirable growth opportunities. Our goal is to identify the sources of competitive advantage that make one type of growth better than another for a particular company. In addition, we'll study a special case of situation where growth does not result from competitive advantage but rather is the source of competitive advantage.

Our vehicle is a case study entitled "Sealed Air Corporation" (SAC). A synopsis of the case will be provided in the slide deck that accompanies this class. You do not need to read the whole case.

Sealed Air competes in the ostensibly low-tech area of "flexible packaging materials". However, SAC's entry is a high-tech packaging material which has enjoyed great commercial success... or at least it was until competition arrived and the industry starting showing some signs of aging. Now SAC must determine how to respond to a host of competitive challenges and grow the business at the same time.

We'll use this case to do three things:

1. Via comparison to Shopfair, show how, despite the industry differences, there are many similarities between Shopfair and SAC. These similarities can be thought of as "generic" considerations in competitive strategy;
2. Segue into Session 9 (market evolution and competitive dynamics) by considering how market and competitive changes can undermine a once powerful and well-aligned marketing effort;
3. Review the four generic responses to competitor's initiatives; and
4. Review the key practices that cut across great marketing companies (i.e. branding and positioning) REGARDLESS of their strategy.

## SESSION 10 MARKET EVOLUTION

### 11. Market Evolution

#### OVERVIEW

The one great weakness with the MCM approach – and, for that matter, with any approach that maintains a contingency approach to management – is that it risks building marketing and other processes that are excessively rigid. Normally this occurs because, as a natural consequence of our desire to heighten productivity, we try to formalize procedures and the supporting structures. This works well if you are competing in a mature segment that isn't changing rapidly. However, "high tech" often means "high change" and thus policies and procedures would seem to need constant review.

Is there a better way to do things? In this session we introduce the kinds of changes that inevitably arise over the lifetime of a product/market (ie. A product sold into a specific market). More importantly, we'll consider the impact that has on the supplier organization and the kinds of management challenges it presents.

Our vehicle is a case study entitled Lotus Development Corporation (LDC). Lotus pioneered an industry and achieved great success for itself and its distributors. (Case synopsis in the slide deck) However, changing circumstances now suggest that Lotus' initial infrastructure may be less than optimal as a platform for the future. Our task will be to both "predict" the future and determine the adequacy of Lotus' current distribution policies.

While our principal interest in Lotus will be as a backdrop to the topic of market evolution, the case also provides a rare opportunity to explore some of the challenges facing successful entrepreneurs, regardless of industry. To that end, we'll be viewing a video from the PBS series "The Entrepreneurs" that looks at Lotus around the time of this case study.

### **Preparing for Sessions 10-11**

This is the perfect time to read Techno-Ready marketing (at Stauffer). Chapters 3-5 (background on technology customers) and Chapters 7-8 (how to acquire and retain them) are particularly good.

You may also want to read Chapters 1-2 of Inside the Tornado (web). These chapters draw on the widely referenced "Crossing the Chasm", a book which many people feel does the best job of describing the challenges facing higher technology companies as their products/technologies move from Introduction to Maturity.

I have also provided a reading on the Diffusion of Innovation. This is a background piece that we will cover in class. Diffusion theory underlies much of what is covered in "crossing the Chasm" and in understanding Product Life Cycles.

### **Assignment 1 (2 pages)**

*NOTE: The purpose of this exercise is to use the concepts covered in class. **You are NOT rewarded for any insights that aren't tied to that material.** If you wish to reference a slide from class, note its number: you do not have to reproduce the slide. The notes below are from a series of interviews with insurance companies at an industry trade association regarding marketing problems in that industry.*

Seek Uritee (as in "sec-urity"), the President of Reliable Insurance was reviewing this year's annual business plan. Reliable was a property and casualty insurer, selling home, auto and liability insurance. They did not sell life insurance nor any form of health or medical insurance. Reliable did not have its own salesforce. It relied upon independent agents.

Uritee's primary concern was for his profitability. Customers were becoming increasingly price-sensitive and Reliable, as the number four firm in market share, was far from being the low cost producer in the industry.

As Uritee considered the options, he reflected on how the industry had changed in recent years. What had once been a highly fragmented industry with no truly dominant player was rapidly consolidating. A number of mergers and acquisitions had created some relative giants. Brokers were joining franchises, forming buying consortia to reduce costs and increase bargaining power vis-à-vis insurance companies. Add to this the threat of both lower cost (than agent) Internet-based distribution and new competition from other financial institutions, like banks, and the outlook appeared bleak.

- a. Assuming that people today are no less security-minded (or Seek Urite-minded) than they were in earlier times, what does the consumers' new-found focus on lower prices imply about how suppliers have marketed their product (i.e. what sorts of things **haven't** suppliers been doing)? (15 marks - 75 words or less)
- b. What sorts of things could Urite do if he wishes to successfully offer a premium priced product? Be certain to comment both on the nature of the product offering and the supporting infrastructure. (35 marks- 400 words, double-spaced not including exhibits)
- c. What sorts of things might Urite consider doing if he discovers that he cannot do the things required to support a premium price? Be certain to comment both on the nature of the product offering and the supporting infrastructure. (35 marks – 400 words , doublespaced not including exhibits)
- d. What should Urite do? If your answer is "it depends...", tell me what it depends upon by listing the five MAJOR things you would like to know. You should provide a short (**as in one sentence defense**) for how each item of information will assist you in making the decision. Please be specific (i.e avoid generalities like "will people buy it?") – no page limit but brevity appreciated (15 marks)

## COMMENTS

1. This assignment is not a test of your knowledge of the insurance business. You do not need any information either than that covered in the class or contained in the assignment. In fact, knowing too much about the industry may make it hard for you to see the forest for the trees. Go with the information before you.
2. This assignment is not a test of your intelligence. It is an evaluation of your ability to distill class notes and slides into their key messages/themes. **EVERY CONCEPT YOU NEED TO DRAW UPON TO HANDLE THIS ASSIGNMENT WAS COVERED IN CLASS.** This does not mean you need every concept to answer the questions but it does mean you do not need to go outside the course material. It also means that you

should be able to relate your answers to course concepts: if, after re-reading your answer you feel “he didn’t talk about any of this”, it suggests you need to revisit the slide deck.

3. Remember the task faced by your grader and me. We will be reviewing a large number of assignments in a short period of time. Please observe the following courtesies to insure that you get all the marks you deserve.
  - a. EDIT for typos and spelling errors
  - b. Tell us the question you are answering. A good practice is to repeat the question as a section heading.
  - c. Use bullets, subheads etc as required. Make it easy for us to understand what you are telling us.
4. KNOW YOUR READER You can assume we are conversant with the course materials. Thus, in referring to exhibits and the like, you do not need to explain the chart/concept to us. Simply tell us the chart number (if appropriate) and the conclusions you draw from it.
5. THE BEST TEST of your paper’s presentation of an answer is to summarize the answer into a sentence or two. Then reread your answer (or better yet have someone else read it) and ask “does my answer support this summary”?

## **Assignment #2 Marketing Strategy and Profiling**

### **The Situation**

Jessie Wright, managing partner of ACE CONSULTING was frustrated. “The theory is for the birds”, said Wright. “First of all, supposedly, over the long run, you cannot dominate two segments with a single product. Second, premium quality products are supposed to command premium prices. Neither of these theories is borne out in our industry. We have the best product available but we don’t seem to be winning the premium business. By contrast, our major competitor, BEATER CONSULTING, dominates both the low- AND premium-priced segments despite having the lowest quality rating in the industry. Even CHASE CONSULTING, which should be “stuck in the middle” beats us. I just don’t get it.”

### **Your Task**

1. (15 marks – 400 words max) Advise Jessie Wright on the accuracy of her comments. Is “theory for the birds” or is Wright misinterpreting the theory. Your answer should explain why each firm is currently realizing the results they are. (see Appendix for Data and Assumptions)
2. (60 marks -1200 words max) In framing a response to the current situation, Wright needs to understand what each firm **should** be doing in terms of their focal market segment, product/service design and overall value proposition (i.e. positioning) over the long term (i.e. everything is variable). Assuming that each firm is rational and that each is limited to offering only one basic consulting “product”:

- a. What should Chase Consulting do? Be specific (10 marks)
  - b. What should Beater Consulting do? (10 marks)
  - c. Identify three **strategic** options available to Ace, discuss the **tactics** required to support each and evaluate Ace's capacity to win under those options. (30 marks)
  - d. Develop a full "value proposition" (see slide pkg 2) for Ace Consulting and explain the rationale for your recommendation. (10 marks)
3. (10 marks – 200 words max) Ace Consulting has sufficient resources to undertake only **one** major tactical initiative in the next year. Based upon our answer to question 2c, advise Jessie Wright as to whether Ace should (and why):
- a. invest in a new computer system
  - b. hire a recently graduated, 39 year old, Ph.D. as a new consultant
  - c. hire an experienced line manager, who lacks a graduate degree, as a consultant
  - d. launch a major advertising campaign emphasizing current capabilities

N.B. Assume all options cost the same amount and all have roughly equivalent "lifespans".

4. (15 marks – length to be as concise as possible) The following table gives the relative importance of decision criteria from a survey of senior executives in client firms: each cell represents the emphasis – out of 100, reading down the column – placed on that criteria by person in question. For example, in evaluating alternative consulting firms, Presidents consider professionalism to represent 35% of the "score" assigned to any consulting firm; whereas a VP Ops only considers it worth 20% of their score. Assume results by position are similar across all customer segments.

Importance of Decision Criteria

CRITERIA	President	Vice Pres. Marketing	Vice Pres. Human Resources	Vice Pres. Operations	Vice Pres. Finance
Professionalism	35%	20%	20%	15%	35%
Rapid Response	15%	30%	10%	15%	15%
Ease of Implementation	20%	40%	25%	50%	20%
Quality of Billing Services	0%	0%	0%	0%	15%
Staff Qualifications	30%	10%	45%	20%	15%
<i>TOTAL</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

- 4a. (6 marks) Who do you think would be the one or two most dominant people in each buying role (i.e. initiator, gatekeeper, decision-maker, buyer, end user) in the decision to hire a consultant for:
- i. Development of a new corporate mission and objectives?
  - ii. Analysis of business unit profitability and strategic priority?

iii. Analysis of distribution logistics?

4b. (9 marks) Ace has developed a new software package which allows it to conduct sophisticated analyses of distribution logistics. Based on your answer to (iii) above, outline how you would go about communicating this to clients. Whom would you contact and with what information?

-30-

**APPENDIX**  
**Assumptions and Data**

1. Table 1 shows the relative importance of various customer buying criteria by market segment. Table 2 shows customer ratings of the three competitors on those criteria: assume all customers in all segments share a common perception of each competitor's performance. Market shares and the relative size of each market segment are noted in Table 3. These data, taken from customer surveys, may be considered accurate.
2. All buyers reported following a trade-off rule in making their purchase decisions.
3. On all attributes, it costs roughly \$1,000 to achieve a rating improvement of one point (e.g. moving from a "5" to a "6") regardless of how the change is achieved. Similarly, reducing ratings by one point saves \$1,000. Thus the total cost of each firm's operation is equal to \$1,000 times their total quality score.
4. The minimum rating required on an attribute is "3": anything less than this represents so minimal an effort that critical mass is not achieved.
5. In pricing the service, assume a standard markup of 50%. Thus, the price of a consulting product is ( $\$1,000 \times 1.50 \times \text{total quality score}$ ).
6. The price variations between competitors are known to customers and considered "large enough to matter". No competitor offers any price promotions or volume discounts.
7. The attributes noted in Tables 1 & 2 are independent and may be described as:
  - a. Professionalism: how the consultants conduct themselves on the job.
  - b. Rapid Response: time required to move from initial inquiry to report generation. While driven in part by the size of the consulting staff, it is also impacted by the number and quality of support staff and equipment.
  - c. Ease of Implementation: the degree to which the firm provides project management advice on how their recommendations should be implemented; provides post-report assistance on implementation. It is driven largely by the consultant's orientation, training and experience

- d. Quality of Billing Reports: the level of detail contained in billing statements for professional and support services; the ability to track study progress; flexibility of billing arrangements, etc.
- e. Staff Qualifications: the educational background of consultants, especially Ph.D.s

**Table 1: Relative Importance of Decision Criteria**

<b>Criteria</b>	<b>Segment A</b>	<b>Segment B</b>	<b>Segment C</b>
Professionalism	20	30	20
Rapid Response	20	50	5
Ease of Implementation	20	10	60
Quality of Billing Services	30	10	5
Staff Qualifications	10	0	10
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Level of Price Sensitivity</b> (higher indicates a greater concern for price)	<b>high</b>	<b>medium</b>	<b>low</b>

**Table 2: Performance Data (10=excellent)**

<b>Criteria</b>	<b>ACE</b>	<b>BEATER</b>	<b>CHASE</b>
Professionalism	9	7	6
Rapid Response	6	7	10
Ease of Implementation	6	8	6
Quality of Billing Services	6	6	6
Staff Qualifications	9	6	7
<b>TOTAL</b>	<b>36</b>	<b>34</b>	<b>35</b>
<b>AVERAGE RATING</b>	<b>7.2</b>	<b>6.8</b>	<b>7</b>
<b>PRICE (for a standard job)</b>	<b>\$54,000.00</b>	<b>\$51,000.00</b>	<b>\$52,500.00</b>
<b>COST (of a standard job)</b>	<b>\$36,000.00</b>	<b>\$34,000.00</b>	<b>\$35,000.00</b>
<b>CONTRIBUTION (per job)</b>	<b>\$18,000.00</b>	<b>\$17,000.00</b>	<b>\$17,500.00</b>

TABLE 3: MARKET SHARE DATA			ACE	BEATER	CHASE	Segment \$ Share	Segment Unit Share
	Segment A		10%	60%	30%	33%	33%
	Segment B		10%	40%	50%	33%	33%
	Segment C		40%	50%	10%	34%	33%
	<b>Share (\$) of company</b>					100%	
	21%		49%	30%			
	<b>Share (units) of company</b>		20%	50%	30%		100%
* each cell refers to a firm's \$ share of the segment (i.e. rows add to 100)							

**WEIGHTED AVERAGES BY SEGMENT**

SEGMENT A	(1)	(2)	(3)=(1)X (2) w x r	(4)	(5)=(1)X(4) w x r	(6)	(7)=(1)X(6) w x r
Criteria	Weight	ACE		BEATER		CHASE	
Professionalism	20%	9	1.8	7	1.4	6	1.2
Rapid Response	20%	6	1.2	7	1.4	10	2
Ease of Implementation	20%	6	1.2	8	1.6	6	1.2
Quality of Billing Services	30%	6	1.8	6	1.8	6	1.8
Staff Qualifications	10%	9	0.9	6	0.6	7	0.7
<b>TOTAL (Wgt. Average)</b>	100%		6.9		6.8		6.9

SEGMENT B	(1)	(2)	(3)=(1)X (2) w x r	(4)	(5)=(1)X(4) w x r	(6)	(7)=(1)X(6) w x r
Criteria	Weight	ACE		BEATER		CHASE	
Professionalism	30%	9	2.7	7	2.1	6	1.8
Rapid Response	50%	6	3	7	3.5	10	5
Ease of Implementation	10%	6	0.6	8	0.8	6	0.6
Quality of Billing Services	10%	6	0.6	6	0.6	6	0.6

Staff Qualifications	0%	9	0	6	0	7	0
<b>TOTAL (Wgt. Average)</b>	100%	6.9		7		8	

<b>SEGMENT C</b>	(1)	(2)	(3)=(1)X (2)	(4)	(5)=(1)X(4) <i>w x r</i>	(6)	(7)=(1)X(6) <i>w x r</i>
<b>Criteria</b>	<b>Weight</b>	<b>ACE</b>	<i>w x r</i>	<b>BEATER</b>		<b>CHASE</b>	
Professionalism	20%	9	1.8	7	1.4	6	1.2
Rapid Response	5%	6	0.3	7	0.35	10	0.5
Ease of Implementation	60%	6	3.6	8	4.8	6	3.6
Quality of Billing Services	5%	6	0.3	6	0.3	6	0.3
Staff Qualifications	10%	9	0.9	6	0.6	7	0.7
<b>TOTAL (Wgt. Average)</b>	100%	6.9		7.45		6.3	

# COMM 433: Marketing Analytics

## **Course Description**

Marketers are truly living in the era of “big data.” Technology and marketing innovation has enabled a deluge of information and data points about consumer behavior and consumer relationships with brands. Organizations today expect their marketing executives to come equipped with skills to transform information to insights and insights to shrewd judgment. This course is designed to provide participants with a solid understanding of marketing analytics concepts and how these tools can be used to make better strategic and tactical marketing decisions using models developed by academic and consulting communities over the years.

Through an entirely hands-on approach participants, by the end of the course, will be able to make sense of the information and knowledge available and create marketing strategy and programs based on both quantitative and qualitative factors. Via cases and real-life applications, you will 1) generate operational plans on important marketing decisions such as segmentation, targeting, positioning, marketing resource allocation, forecasting, advertising and sales promotions; 2) master the selection and use of various models and industry standard commercial software, and 3) develop confidence and skills to successfully justify your strategic and tactical marketing decisions using the correct metrics.

## **Required Course Materials**

1. Textbook: Principles for Marketing Engineering (2012, 2nd Edition), Gary L. Lilien, Arvind Rangaswamy, and Arnaud De Bruyn, ISBN: 978-0985764807
2. Cases
3. Other materials and readings provided on the course website.

## **Software**

Marketing Engineering for Excel v2.0.5

“R”

Textbook, ME-XL software and the cases can be obtained from <http://decisionpro.biz/>. See the Guidelines on the course webpage for the step-by-step instructions.

## **Course Evaluation Overview**

<b>Item *</b>	<b>Value</b>
Executive Marketing Challenge (Team)	40%
Analytics Workshop (Team)	15%
Data on-the-Spot (Duo Team)	15%
Analytics Insight Report (Individual)	15%
Participation (Individual)	15%
Total	100%

\* All assignments are to be submitted by midnight on its due date via Dropbox unless otherwise specified.

## **GENERAL COURSE POLICIES**

### **General Communication and Slides**

The announcements and updates about the course and the slides before each session will be posted on the course webpage. Therefore, make sure you visit the webpage prior to every class to ensure that no important material is missed.

Since marketing is continuously migrating to the online platforms and digital is the cradle of “big data,” I will encourage the use of social media throughout the course to share content, ideas and thoughts with each other. When I find content related to analytics applications, data-driven insights, or marketing measurement in general I will share links through Twitter. I will also post course specific announcements and updates with the hashtag #COMM433. Follow @cpluskn on Twitter (<https://twitter.com/cpluskn>) for the feed. You are encouraged to comment, like, retweet, etc relevant content. You should also feel free to share anything you find on the web that is interesting and relevant to your classmates and use the #COMM433 hashtag where necessary. Your social engagement will serve as a bonus for your participation mark. In other words, it is not required but if you find it more comfortable to engage in online discussions you are more than welcome!

### **Office Hours**

I have an open door policy and I am mostly in the office when I am not teaching. You are always welcome to drop by for brief meetings! If you need more than 20 min. it is a good idea to call, email or tweet for an appointment so I can clear out my schedule and dedicate the necessary time.

### **Readings**

Every student is expected to have completed all the readings designated for each session **prior to coming to class**. Some of the material will be from the textbook and some will be additional articles relevant to that day’s topic. Please refer to the schedule of this syllabus (p. 7&8) for reading assignments for each session. Your learning will be **severely inhibited** if you have not done the readings, since I will use the class time to **complement the readings** and do hands-on exercises rather than repeat what they already cover.

## Appealing Grades

To appeal to a grade, you will need to write a memo outlining why you think your assignment answered the question better than the mark you received indicated. Appeals can be no longer than **1 page, double spaced** and should state your argument as succinctly as possible. Appeals can be submitted within **2 weeks** starting **1 week after** the assignment has been handed back. Since your assignment will be graded in its entirety, the overall mark could go up or down.

## Group Work and Peer Evaluations

More than half of your grade from this course will be based on group work. During the first few weeks of the semester, you will form groups of size 5 or 6. These groups, once formed, cannot be changed and members will work together throughout the semester on EMC and analytics workshop assignments. Your final grade for all group assignments will be based on two things: (1) the quality of the assignment and (2) peer evaluation (i.e. peer evaluation form can be found on the course webpage). Specifically, at the end of the semester you will be asked to rate the contribution of each member of your group. These scores will be used to calculate the weight that will be applied to each individual student's group work grades.

## COURSE EVALUATION DETAILS

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### *Executive Marketing Challenge (EMC) - Team (40%)*

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For the term project, each team will be studying a marketing challenge faced by a real organization. You will apply marketing analytics techniques to address the problem, help with a managerial decision with an aim to improve market performance. Your team is responsible for finding the data for their EMC and is flexible to choose any industry, organization and problem for the project. I am always available if you need help narrowing down your choices or other suggestions. The goal of the EMC project is three-fold: 1) apply the marketing analytics techniques learned in class in a real setting, 2) justify your decision using a proper marketing metric and 3) discuss the potential value of taking your "analytics" approach to address the problem.

You are expected to submit a **1-page proposal** for your EMC project by **Saturday, February 7<sup>th</sup>**. It should outline the problem, data (source and brief description) and proposed approach. The proposal will not be graded but will be your chance to get approval of your idea. The final deliverables for the EMC is a report and a presentation. Below are the main guidelines for each deliverable.

#### Report:

Each group is expected to submit a report (in pdf form) that includes both the technical and the managerial aspects of your work. The following is a suggested outline for your written submission.

1. Executive Summary
2. Introduction: Industry & organization overview; description of the marketing challenge; significance of the decision on firm performance.
3. Data Description: Variables, timeline, source, with descriptive statistics, figures and graphs to enhance your description. Access to real data is preferred; however, you can also use simulations to enrich your dataset (e.g. extend the timeline, add variables etc.).
4. Method: Model selection, model description, estimation details such as software, assumptions etc.
5. Results: Discussion and interpretation of the results; managerial implications (i.e. the "so what?" part) supported by proper marketing metrics.
6. Analytics of "Analytics": Quantify the value of the analytical approach to the problem (i.e. compare its market performance outcome to that of a potential benchmark (e.g. an alternative analytics method or a heuristic)).

In addition to the report, you will submit an excel file that includes your cleaned-up data and a clear outline of the steps you followed in your estimation (e.g. your program files, if you use SAS, R; the completed excel template if you use the ME-XL software).

Submissions are due on Saturday **April 4<sup>th</sup>, 2015** and written part should be no more than **20 double spaced pages** (plus the Exhibits) with **12 point TNR font** and **1” margins** on all four sides. Feel free to include tables and figures to help you summarize and organize your findings. Communication of your findings and editorial elements of the report will be part of the assessment.

Please write the names of group members and your group number on the report. Save your report, data and estimation files or codes in the following format: “**Group Name**”.COMM433.EMC. **xlsx (pdf or .R)**.

Presentation:

Each group will give a 15 minute presentation (plus 5 minutes for Q&A) of their Executive Marketing Challenge (EMC). Unlike the reports, presentations should be completely managerial, avoiding all jargons and technical lingos. When preparing assume you will be presenting to an audience that has little to no knowledge of analytics (i.e. Can your grandmother understand it?)

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### ***Analytics Workshop –Team (15%)***

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For each main topic, we will have class exercises as well as hands-on data activities in a workshop format. Teams will work on the workshop task - a data-driven marketing decision on that day’s topic **in class**. The data for each workshop will be provided prior to that session. I will visit each team during the workshop to offer guidance, assistance and generally observe how well you approach the problem. Each workshop challenge will be assigned to 2 to 3 teams, which will act as *consultants*. All teams will participate in all workshop sessions but the *consultant* teams will come to the session having prepared a **5-min. presentation** of the results of their analysis, insights and recommendations to the rest of the class. Think of the presentation as a tool to convince the class that your recommendation is the best. Your grade for the workshops will mainly be based on your presentation, analysis and actionable insights for the challenge you are assigned to (don’t forget to submit your slides); however, my observations of your team during all workshop sessions will also factor in. The workshop topics will be assigned on a first-come first-served basis; I will have the sign-up sheet available on my door from the first week of classes.

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### ***Data on-the-Spot (DOS) – Duo Team (15%)***

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We will have three hands-on in-class data exercises throughout the term. No preparation is necessary for these and you will be given instructions about the nature of the assignment the day of. You will need to choose a classmate to partner up with beginning of the term and these **duo teams** will be constant for all DOS exercises. You will work on the exercise with your partner in-class and submit a short **1-page reflection** of your description of the exercise, your main takeaways and how/where it can be useful in a business context. The reflection reports are **due on the day of** the exercise. The dates for the DOSs are specified on the tentative schedule on pages 7&8. In extenuating cases where one of the *duo team* members is unavailable to join the class on a DOS date, their partners will be allowed to take the lead for that DOS and represent the team.

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### ***Analytics Insight Report (AIR) - Individual (15%)***

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One of the learning outcomes of this course is to train ourselves to become more knowledgeable about good and not-so-good real-life applications of analytics in marketing. To serve this purpose, every student will write a brief report on a topic of their choice, discussing a corporate application of marketing analytics. In your research, you are encouraged include newspapers, trade journals, professional and/or

academic articles. Be careful about the credibility of your sources; anybody with online access can become a blogger or an expert!

Your reports should be tailored towards professionals but also include the basic details of the analytic methodology/model implemented. Comment on your thoughts about the feasibility of the described approach, its real business impact, its prevalence (or lack of it) in the industry, potential value and challenges facing widespread application.

I will provide “best practices” examples of AIR reports on the course webpage to serve you as a reference. The AIRs are due on **Saturday, February 21<sup>st</sup>**. Each report should be no more than **3 double spaced pages with 12 point TNR font and 1” margins** on all four sides.

### ***Participation – Individual (15%)***

Active participation is an important determinant of your individual performance. Most of your learning happens as a result of our class discussions; therefore your goal in each session should be to help foster a positive, open-minded and a learning-focused environment. Try to make comments that advance the class discussion so that we can all learn from each other. Quality is obviously more important than the quantity of your comments; although quantity is necessary to reliably judge the general quality to give you a participation grade. I will expect you to attend all sessions with the exception of circumstances outside of your control (e.g. serious health issues, death in the family).

The following grading scheme will be used in this class:

<b>%</b>	<b>Letter</b>	<b>Point</b>	<b>Description</b>
90-100	A+	4.3	Indicates truly 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	Indicates outstanding performance that meets 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.
80-84	A-	3.7	Indicates 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	Indicates 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	Indicates good comprehension of the course material. The expectations set for the course have been met.
70-72	B-	2.7	Indicates reasonably good comprehension of the course material. Most expectations set for the course have been met.
67-69	C+	2.3	Indicates an acceptable comprehension of the course material, meeting and in some cases exceeding basic standards.
63-66	C	2.0	Indicates a generally acceptable comprehension of the course material, meeting basic standards.
60-62	C-	1.7	Indicates a 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	Indicates that the minimum standards have not been met. Credit has not been granted.

## 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 these standards:

[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 problems. The names of each group member must appear on the submitted assignment. 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 Commerce Office to be recorded in the student file.

## Tentative Course Schedule WINTER 2015

Session	Date	Concepts Covered	Deliverables/Notes	Readings
1	Mon, Jan 5 <sup>th</sup>	Course introduction: Content, method and administration		
2	Thu, Jan 8 <sup>th</sup>	Big Data & Analytics	<b>Download and Install ME-XL Software</b> HOA: Optimizing MMix in Excel	“Applying advanced analytics in consumer companies” “To Keep your Customers Keep it Simple” “Views from the frontlines of the data-analytics revolution” Allegro Smart Sheet Exercise
3	Mon, Jan 12 <sup>th</sup>	Market Response Models	<b>Personal Information Form Due</b> DOS – 1: Response Model Simulation in Excel	LRB, Chapter 1
4	Thu, Jan 15 <sup>th</sup>	Data-driven Marketing & Marketing Metrics	HOA: The Next Big Show <b>Deadline for Groups!</b>	
5	Mon, Jan 19 <sup>th</sup>	Moneyball Sports Analytics (R Intro)	DOS – 2 Predicting Wine Quality	R Tutorial (Install R and go thru hands-on)
	Thu, Jan 22 <sup>nd</sup>	Guest Lecturer, Steve Bolliger <i>Senior Vice President of Marketing at Constellation Brands</i>		
6	Mon, Jan 26 <sup>th</sup>	Customer Lifetime Value (CLV)		LRB, Chapter 2
7	Thu, Jan 29 <sup>th</sup>	Logistic Regression CLV Workshop	Workshop 1 & AW Presentations	CLV ME-XL Tutorial & Office Star Example “Northern Aero CLV” Case
8	Mon, Feb 2 <sup>nd</sup>	Customer Choice	HOA: Choice Probability Calculations in Excel	Customer Choice ME-XL Tutorial & Office Star Exmp
9	Thu, Feb 5 <sup>th</sup>	Segmentation and Targeting	HOA: Segmenting the Grocery Market <b>EMC Proposal Deadline (Saturday, Feb 7<sup>th</sup>)</b>	LRB, Chapter 3
10	Mon, Feb 9 <sup>th</sup>	Positioning Customer Choice Workshop	Workshop 2 & AW Presentations	LRB, Chapter 4 Customer Choice ME-XL Tutorial & Office

Queen's Commerce Program

				Star Exmp
11	Thu, Feb 12 <sup>th</sup>	Positioning – 2 EMC Q&A	HOA: Positioning in the Grocery Market	Positioning ME-XL Tutorial & Office Star Ex.
	<b>Feb 17-20</b>		<b>AIR deadline (Saturday, February 21<sup>st</sup>)</b>	
12	Mon, Feb 23 <sup>rd</sup>	New Product Design (NPD)	HOA: New Frozen Meal	LRB, Chapter 6 Conjoint Design ME-XL Tutorial & Office Star Example
13	Thu, Feb 26 <sup>th</sup>	Forecasting	HOA: Bass Model Simulation	LRB, Chapter 5
14	Mon, Mar 2 <sup>nd</sup>	Resource Allocation & Forecasting Workshop	Workshop 3 & AW Presentations	“Ford Hybrid Car” Case . Bass Model ME-XL Tutorial & Office Star Example
15	Thu, Mar 5 <sup>th</sup>	Marketing-Mix Analytics	DOS – 3 ROI Simulations	LRB, Chapter 7 “Advertising Analytics 2.0.” “Who Benefits from Price Promotions”
16	Mon, Mar 9 <sup>th</sup>	Advertising and Advertising Workshop	Workshop 4 & AW Presentations	LRB, Chapter 7 “Blue Mountain Coffee” Case Resource Allocation ME-XL Tutorial & Office Star Ex
17	Thu, Mar 12 <sup>th</sup>	Digital Analytics – 1: Text Analytics	HOA: Sentiment Analysis in R	Guest Lecturer, Peter Danforth <i>Senior Director of Loyalty &amp; Customer Analytics at Loblaw Companies Limited</i>
	Mon, Mar 16 <sup>th</sup>	Guest Lecturer, Peter Danforth <i>Senior Director of Loyalty &amp; Customer Analytics at Loblaw Companies Limited</i>		
18	Thu, Mar 19 <sup>th</sup>	Digital Analytics-2: Paid Search Advertising		
	Mon, Mar 23 <sup>rd</sup>	Presentations – 1		
	Thu, Mar 26 <sup>th</sup>	Presentations – 2		
	Mon, Mar 30 <sup>th</sup>	Presentations – 3		
	Thu, April 2 <sup>nd</sup>	Presentations – 4	<b>EMC Report Deadline (Saturday, April 4<sup>th</sup>)</b>	

**Queen's School of Business**  
**COMM 434 Sales & Sales Management**  
**Course Outline**  
**FINAL as of Dec 5th, 2015**

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## **Course Overview**

Do you think you could sell a \$3Million CRM deal to a team of experienced executives at a Fortune 500 Multinational? Do you think you have what it takes to convince a C-level prospect to choose your startup company over an established competitor? Do you think you have the communication skills that will enable you to sell your entrepreneurial ideas, services, products, and most importantly yourself! 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 see if you have what it takes. 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

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<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 inclass 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

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 → better first job
- Experience in B2B selling will make you a more competent marketer → shorter learning curve / faster promotion/faster time to first revenue if you are thinking of a startup or new venture
- Awareness of professional selling will make you a more well-rounded and aware business professional (accountant, consultant, financial ...) → more management responsibility, faster
- More confidence and stronger communicator means more opportunity at school, socially and at work. → stronger more influential network □ Course projects/evaluation will force you to take positions on topical areas → grow reputation by building thought leadership in select areas.

### **How do you ensure the return is realized?**

- Prepare for, come to class, listen 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 ...

### **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 Monday 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.

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\$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

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## 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	20
2. Sales Call Project	30
3. Special Topic Group Project	20
4. <u>Class Participation</u>	<u>30</u>
Total out of	100%

You will notice that at least 70% of your grade is individually determined and 30% 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/participation) or just to talk about ways to improve, please set up a time to see me.

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### 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, and insights into the future of professional selling. It is worth 10% of your final grade.

Dates are as follows:

- Assignment #1 (in-class and worth 10%) – Thurs Week 4
- Assignment #2 – posted March 22<sup>nd</sup> and due April 5th

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. However, please note that,

historically these makeup times typically must be early morning (e.g. 630 to 800am) to ensure no conflict with the school wide 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 25% of your final grade. A written reflection/assessment of your videotaped role play is worth 5% of your final grade for a total of 30% for this project.

### **Special Topic Presentation** (*see Appendix2 , more details provided in-class*)

During the semester a list & schedule of topics will be made available. Each student will be responsible for selecting a topic of interest from the list. There is a planned number of 4 people 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 second annual **COMM434 Global Sales Summit**. (more details to come, but suffice it to say that they could be made public and promoted to your classmates and an external audience).

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### **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 the test or midterm (or any other aspect of the course), please notify me in writing before the end of September.

- **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 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 proof of illness or other medical emergency. 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/Tests/Exam:** If you show up late for a test, exam or in-class assignment without prior arrangement, you will not be granted extra time to finish
- 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 Spring 2016)**

- "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:**

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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 434 SCHEDULE** (Please note this is the 2015/16 schedule)

**Neve Spring 2016**

Wk	Date	Session 1	Session 2	Reminders
1	Jan 4-8	Review Course Outline	Overview of Professional Sales	Please make sure registered
2	Jan 11-15	B2B Sales Framework	Sales Cycle and Complex Sales Process	Last week to drop (no \$ penalty);
3	Jan 18-22	Siebel Case <u>Briefing</u> : Special Topic Project	Prospecting, Social Selling and Getting to First Revenue	
4	Jan 25-29	<u>Briefing</u> : Sales Call Project <u>Workshop</u> : Special Topic Project <b>Approach into Discovery</b>	<b>ASSIGNMENT #1 (In-class, 10%)</b>	Teams and Topics Confirmed in first class for Special Topic Projects
5	Feb 1-5	<b>Discovery Workshop PART1</b>	<b>Discovery Workshop PART2</b>	
6	Feb 8-12	<b>Demonstrating Capability Handling Concerns &amp; Gaining Com</b>	<u>Competition</u> : "So You Think You Can Sell"	<b>Reading week Feb 15-19</b>
7	Feb 22-26	<u>Workshop</u> : Preparing for the Sales Call	<b>GUEST: Jeremy Einhorn/Salesforce.com</b>	<b>1:1 Role Plays Begin (30%)</b>
8	Feb 29-Mar 4	<b>1:1 Role Play Comp (mod schedule)</b>	<b>1:1 Role Play Comp (mod schedule)</b>	Last week to drop (no academic penalty)
9	Mar 7-11	<b>1:1 Role Play Comp (mod schedule)</b>	<b>1:1 Role Play Comp (mod schedule)</b>	
10	Mar 14-18	Sales Strategy Framework	Sales Management Framework	<b>Special topic videos are due (20%)</b>
11	Mar 21-25	<u>Workshop Mini-cases</u>	<u>Workshop</u> : Mini-cases including Lundberg	<b>Reflection Paper (5% ) Due March 25th</b>
12	Mar 28-31	Easter Monday no-classes	Consolidation, Awards and Party	<b>ASSIGNMENT #2 (10%)</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 30% of final grade split 25% 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 or FieldWorker Products Ltd.. 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 or FieldWorker 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 Friday Mar. 25th 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 1, 1.5 inch spacing is fine, no cover page, just student #, COMM434, Sales Call Reflection Paper, Spring 2016.

## **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. 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. Alternately, you can download the FieldWorker demonstration, link to be provided.

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 60 seconds left to complete the sales call. When the one minute is up you are finished.

**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 21 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 21 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	<b>/15</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

		and confirmed for each objection; used proof devices reasonably well	used proof devices reasonably well		
<b>Gaining Commitment</b>	Distinguished 10 9 8 Effectively summarized the business case for why buyer should move ahead; requested commitment that was reasonable, practical and appropriate from buyer;	Proficient 7.5 7 6.5 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	Basic 6 5 4 0 Some attempt at business case for why buyer should move ahead; requested commitment was a significant stretch given the current situation	<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>	Distinguished 10 9 8 Very effective listening skills; excellent non-verbal communication; very appropriate verbiage	Proficient 7.5 7 6.5 Good listening most of time; good nonverbal communications; verbiage was appropriate most of the time	Basic 6 5 4 0 Listening was OK some of the time; non-verbal communications lacked impact; verbiage was appropriate some of the time	<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

<p><b>Overall Effort</b></p>	<p>Distinguished 5 4 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 Definite signs of practice; good effort from beginning to end; good energy and enthusiasm most of the time</p>	<p>Basic 2 1 0 Some signs of practice, OK effort from beginning to end; energy and enthusiasm some of the time.</p>	<p>/5</p>	<p><input type="checkbox"/> Great effort</p> <p><input type="checkbox"/> Good effort. Little more energy.</p> <p><input type="checkbox"/> Ok. More focus on energy.</p> <p><input type="checkbox"/> Need to focus on being better prepared.</p>
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## 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 4-6 students from within their section. Groups across sections must be approved by the professor.
2. Select Topic for Approval
  - a. Complete Topic Approval Form and submit in hard copy to Professor at the beginning of the first class of Week 4 . Failure to submit the completed approval form on time may result in a deduction of 10 points off your total score 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. 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 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 "opener" 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.
4. Submission: A YouTube video link via dropbox account on course website.
5. Due date: The video dropbox submission must be completed no later than Friday March 18 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 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 it is late including weekend days.
6. Grading Rubric: This assignment is worth 20% 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 & selfcontrol. 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. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Topic Title (fit to space): \_\_\_\_\_

Topic Description (fit to space below):

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Intended Audience (fit to space below) – describe the sales professionals/managers who you think will find this topic most valuable and why.

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Why Did Your Team choose this Topic (fit to space below)

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**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: \_\_\_\_\_

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**Signed** by each team member (this signature confirms your agreement with the above information)

\_\_\_\_\_

Print name

\_\_\_\_\_

Signature

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**Approved by Professor Neve:**

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

### **Topic Examples**

Below are some example topics (not comprehensive at all) 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>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

## Preparation for Each Class

### 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***

n/a

## ***Role Play Prep***

n/a

## **Preparation for Each Class**

### **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

#### ***Class Prep***

Review Slide Deck (Week 3)

#### ***Case Prep***

Siebel Case 1/A & 2/B (part 3/C handed out in class)

Discussion Questions: <Embedded within case>

Cloverleaf Case (posted to course website)



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.

## **Preparation for Each Class**

### **Week 4 (Workshops and Assignment)**

#### ***Agenda***

During this week we will focus on achieving the following outcomes:

1. Briefing on Individual Sales Call Project
2. Finalize teams and topics for Special Topic Project 3. Review material for Assignment 1
4. Complete Assignment 1 in-class.

#### ***Class Prep***

Review all material to-date.

**NOTE: Assignment #1** will be completed in-class in second session of this week. Please bring your computers. The assignment is to be uploaded to the course website by end of class time.

## Preparation for Each Class

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### Week 5 (B2B Sales Framework in Action)

#### **Agenda**

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. 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**

Playing the role of yourself as FieldWorker Sales Representative, you will be conducting a sales call on Larry at Queen's Maintenance Department (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 Larry
- × Transition from building rapport/social relationship to business discussion
- × Communicate the purpose of your visit; Gain agreement on agenda
- × Quickly introduce Company (FieldWorker Mobile Solutions)
- × 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)

## Preparation for Each Class

- ✘ Bring to the buyer's attention what happens (the implications) to company when problems continue unresolved
- ✘ Gain pre-commitment to consider how FieldWorker Mobile could assist you  
Your objective is to fully develop 2 problems that FieldWorker Mobile can address/solve.

### Week 6 (B2B Sales Framework in Action – So You Think You Can Sell)

#### **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**

Playing the role of yourself as a Fieldworker sales exec., you will be conducting a sales call on Larry Pattison, Director of Facilities Maintenance, Queens University.

#3 -- Building off Role Play #2, your task is to assume that the Discovery Phase has just been completed. You are to summarize discovery, assume that the demonstration has been viewed and probe for specific areas of interest to Larry. Attempt to secure an indication that Larry sees value for his operations. Look for overlap between Larry's interest and your product capabilities.

#4 -- Building off Role Play #3, your task is to assume that the Demonstration Phase has just been completed and mutual interest exists. You are to summarize the demonstrated values and then handle objections. The objections can be related to the FieldWorker Mobile, to competition, to the company FieldWorker, 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

## Preparation for Each Class

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commitment to a close or other meaningful course of action. You can expect 2 to 3 objections.

### Week 7 (Preparing for the 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.
3. GUEST SPEAKER

#### ***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).

**Reminder of Guest Speaker in Thursday class.**

## Preparation for Each Class

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### **Weeks 8 & 9** (Individual Sales Presentations)

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 agreement for next steps. This is an individual assignment and it will be videotaped.

There are no scheduled classes during this two week period. For the class time that you are not conducting your role play it is expected that you and your team will use the time to work on finalizing the special topic videos.

*Please Note:* 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.

## Preparation for Each Class

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### 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)

#### **Case Prep** n/a

**NOTE:** Special topic videos are due to be submitted to the course website. Please check dates on the course website.

## Preparation for Each Class

### 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)

## Preparation for Each Class

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**NOTE:** Assignment #2 will be posted to course website on weekend of Nov 22nd and must be submitted to course website by no later than 6pm on Sat Dec 6<sup>th</sup>.

## **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 495: PROJECT MANAGEMENT**  
**Course Syllabus - 2016**  
**Queen's School of Business**

*Draft – last updated December 30, 2015. Details are subject to change prior to the start of the course.*

**COURSE OVERVIEW**

Project Management is a core function in any organization, whether the business is product- or servicebased. As innovations continue to accelerate, and customer demands for enhanced products and services continue, all firms are launching new initiatives on a regular basis. Good project management helps organizations make these changes effectively. Organizations that launch and manage projects well can create a significant advantage over their competition.

Effective project management is quite complex, covering many disciplines and possible techniques. Each project, to some degree, is unique, requiring the project management team to define what is appropriate for their project. This course will help students understand the basic processes that should be considered in all projects, regardless of the specific industry or the desired product/service/resulting project outcome. The pace of change in today's business environment often leads to increased uncertainty and increases the complexity of projects. Knowledge about how to effectively manage these types of projects is currently evolving and we will also learn about current project management approaches designed to effectively address complex and uncertain projects.

**Teaching Philosophy and Methods**

The teaching approach for this course will be a blend of interactive lectures, discussions, cases and exercises/simulations. The primary learning process will rely on pre-class preparation (on your part) and then in-class discussion in order to share perspectives on course material, casework and experience. Students are required to prepare the material listed on the course website prior to class. It is expected that students complete all readings/exercises and be prepared to participate and discuss the material in class. Contact hours for Project Management Institute (PMI) purposes (see below) will reflect attendance (tracked via namecards). Quality participation is defined as comments or questions that clarify issues, bring the class discussion forward, and identify new concepts or ideas – generally, anything that adds to the learning that occurs in the classroom.

## REQUIRED COURSE MATERIAL

There are two required books, a case package and other resources/material that we will be using in this course.

1. “A Guide to the Project Management Body of Knowledge (PMBOK® Guide)”, Fifth Edition. Published by/authors the Project Management Institute. 2013.  
Make sure you get the newest edition – the Fifth edition. There are several options to obtain this book (it is not in the campus bookstore).
  - Join the Project Management Institute (PMI). This is the **recommended route** since, as part of joining, you get an electronic copy of their PMBOK Guide and access to many other publications and resources. The cost to join as a student is US\$32 (<http://www.pmi.org/Membership/Membership-Types-of-Memberships.aspx>).
  - You can also get an electronic version of the book (Kindle) or a paper version from Amazon.ca. The cost is about \$50 (<http://www.amazon.ca/>)
  - You can buy a paper copy of the book from PMI (about US\$66 for a non-member; \$50 for a member, plus tax & shipping).Also, if English is not your native language, the PMBOK Guide is available in many other languages. Search the PMI webstore to see other language options.
2. “Project Management Jumpstart, 3<sup>rd</sup> Edition”, by Heldman, K., Wiley Publishing, 2011. This book has been used for the past three years in a required first year Commerce course (Comm153) so there should be many used copies available and I have asked the bookstore to stock used copies. A new copy costs about \$35 on Amazon.ca. The Kindle version is somewhat less and Wiley has an ebook version for \$24 (<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-0470939192.html> ).
3. Case Package (available from the QSB Materials Management caseroom – Goodes LL132). There are about five cases we will be using that are in this case package. The cost for the package should be around \$15.

We will be using a project simulation product from the Fissure company called SimProject (<http://www.simulationpoweredlearning.com> ). The cost per licence is \$45 (US). We will be doing this project as a team so the cost will be shared among your teammates (i.e., we will have one account/licence per team). Therefore, the rough cost will be \$10 to \$15 per student (depending on team size and exchange rates).

The course website is another important source of information for the course. Additional materials may be posted on this site and details about each class session (e.g., specific topics and objectives, required preparation, etc.) will be available at least a few days before each class. Some readings will also be available via links to the Queen’s library and the Queen’s library electronic reserve system (obtaining the articles this way reduces the expense of the case package).

**COURSE ASSESSMENT COMPONENTS (Please note this is the 2015/16 schedule)**

	<b>Requirement</b>	<b>Due Date</b>	<b>Grade Weight</b>
<b>Individual Assessment</b>			
1	Participation and contributions - During class – 8% - Peer evaluations from your team members – 7%	On-going throughout the semester. Peer evaluation is due prior to April 1, 4:00 pm	15%
2	Exercise hand-in submissions	Several of these throughout the term. The best 3 are counted (5% each)	15%
3	In-class Project Planning Test	February 4th	10%
4	Final Exam	Tentatively scheduled for April 7 <sup>th</sup> at 9:00 am	35%
<b>Team-Based Assessment</b>			
5	Team Project Plan Report	January 29 before 4:00 pm	10%
6	Alliance Simulation Team Project – 3 deliverables 1. Execution 1 plan 2. Execution 2 plan and reflection on Execution 1 3. Final report	Due at three points throughout the term: - Prior to the start of Execution 1 - class 11, Feb. 8 - Prior to the start of the Execution 2 - tentatively scheduled for class 19, March 14 - Approximately March 25	15%

Marking in this course will adopt the Queen’s letter grade system (A, B, C, etc.).

**1. Participation and Contributions to Team and Class Learning (15%)**

**In-Class Contributions:** During the term, in-class participation will be tracked and assessed for each class (with a couple of exceptions, such as the first class). Why is your active participation in class so important? If you are engaged and 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 less 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 are the key goals of class participation).

Grading participation is a source of concern for some students. Here is how it will be done. At the end of each class (with a few exceptions), notes will be made about who was actively participating and who wasn’t (using your namecards and providing a picture facilitates accurate recall). Notes will also be made regarding specific high quality participation that day. A specific mark is not determined for each class. At the end of the term, the class notes are reviewed to 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, potentially adversely affecting your mark.

**Peer Evaluations:** You will be assigned to a Learning Team in this course. Assignment will be mostly random. In many classes, you will spend some of the class working with your team on a specific assignment or discussion question. You will also do the team projects with this team. Your participation in your Learning Team during class and outside of class is important for your learning and the learning of your peers. It is expected that you will contribute effectively to your team's activities, and all your teammates will do the same. Knowing how to work well in a team, and manage effective team interactions is a very important skill for all project managers.

At the completion of the team-based components of this course, your teammates will numerically rate the extent to which you have behaved in ways consistent with being an effective team member. Ratings will be done on five dimensions: contributing to the team's work, interacting positively with teammates in class and outside of class, keeping the team on track, pursuing high quality work, and having relevant knowledge skills and abilities. Ratings from your teammates will be averaged to determine an assessment of your contributions and effectiveness. You will also rate all your fellow teammates. 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 by the due date, you will receive a zero (0%) on this assignment unless alternative arrangements were made with your professor *before* the due date. An electronic system may be used to conduct the peer assessments. Late submissions are not acceptable for this course component.

## **2. Submissions of exercises (15%)**

These are to be submitted through the dropbox function on the course website. There will be approximately four of these and your best three will be counted. All of these are due by 8am on specific days, to be defined on the course website (and explained in class). Note, late submissions will not be accepted. This is because we will be discussing the questions/exercises in the classes held that day.

## **3. Project Planning Test (10%)**

This will be an in-class test comprised of a small project planning case similar to the team project plan report.

## **4. Final Exam (35%)**

The final exam will be a combination of short answer and mini-case analysis questions. It will cover concepts from throughout the course.

## **5. Team Project Plan Report (10%)**

In your learning team, you will be required to develop a project plan for a company described in a short case (the case will be distributed in class). You will submit your printed report to the Commerce office (there will be an assignment box for Comm495). Include a title page with the names and student numbers of all your team members, and your section number.

## **6. Alliance Simulation Team Project (15%)**

In your learning team, you will be required to plan, execute, monitor & control, and close a simulated project. We will do this twice (execution 1 and execution 2) and there is a deliverable for each execution and one at the end of the second execution (final report). More details on this assignment will be discussed in class and posted on the course website.

## **POSSIBLE/OPTIONAL CAPM CERTIFICATION**

PMI administers several project management professional certifications. One of these is called the Certified Associate in Project Management (CAPM). At the end of this course, you will be able to pursue this credential, if you wish to (this is an optional possibility, not connected to the course or Queen's). To get this certification, you need to write and pass an exam that is administered by PMI (or more specifically, by their testing affiliate Prometric). This exam is outside of this course (i.e., not part of the course and not affiliated/offered by QSB) and there is a PMI fee to write the exam (US\$225 for PMI members; \$300 for non-members). To be eligible to write this exam, you need a minimum of 23 contact hours of project management education/training. Successfully completing Comm495 *and* attending at least 23 hours of classes will give you this requirement and make you eligible for the exam and potentially obtaining this certification. The CAPM certification is widely recognized by employers. For more information about the CAPM, visit the PMI website (<http://www.pmi.org/Certification/Certified-Associate-in-Project-Management-CAPM.aspx> ). They also have a good handbook explaining the process of taking the exam (<http://www.pmi.org/~media/PDF/Certifications/handbooks/certified-associate-project-managementhandbook-capm.ashx>).

While taking the Comm495 course will set a solid foundation for successfully passing the CAPM PMI exam, the Comm495 course by itself will not likely be enough to ensure exam success. There are specific details regarding the inputs, outputs and tools/techniques for each of the 47 PMBOK processes that you need to know (many will be covered in Comm495, but not all). Therefore, it is strongly recommended that, if you choose to take the CAPM exam, you self-study the PMBOK Guide thoroughly. There are also many guides to help prepare you for the CAPM (e.g., search Google) and one author that is highly thought of is Rita Mulcahy. Search for her on Amazon and you will see several options (make sure you get a book that covers the 5<sup>th</sup> edition of the PMBOK as your exam will be based on that). While these prep books are a bit pricey, they can be quite helpful.

## **OTHER COURSE GUIDELINES**

### **Respectful Engagement**

We all benefit from each other's participation in class so it is important that we work together to create an environment that facilitates everyone's learning. Respectful engagement involves many different behaviours 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 the preferred mode of communication. I aim to respond to all email messages within 24 hours; however, messages sent over the weekend may not get a reply until Monday. Also, I will post any relevant assignment, project and exam-related questions on the course website so I expect you to check announcements there regularly.

### **Personal Technology**

There can be good pedagogical reasons for laptops to be used in class. You may use your laptop, if you wish, 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 your laptops should be put away. You should not use your phone in any way during class. If I see you using your technology in ways that may be distracting you or others, I will ask you to stop doing so or

to leave the class. It is also worth noting that research evidence is growing indicating we learn better by not being distracted by electronic devices and also retain more if we write it down (versus type it).

### **Penalty for Missing Deliverable Deadlines**

There are penalties for turning in work late and some assignments will not be accepted after the due time has passed (resulting in a grade of zero). For assignments that are allowed to be turned in past the due time, a late penalty will be assessed of a full letter grade (e.g., A+ will become a B+) for *each* 24hour period past the deadline. Make sure that you submit your assignments *before* the official deadline.

### **Grading Appeals**

I will make every effort to fairly grade your work and provide you with meaningful feedback (although feedback for component 2 will be minimal). 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 is a computational error, please bring it to my attention and I 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 and specifically where (which parts of the assignment). You must also sign the request. Verbal and emailed requests will not be considered. The written request should be submitted between 2 and 7 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.

### **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 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/>

### **Commerce Research Pool**

Comm495 is an eligible course to apply research credits toward, if you earn these and wish to do so. There are the following constraints on doing so: (1) a research credit cannot raise your mark from a fail position to a pass, and (2) a research credit cannot raise your mark from an A to an A+.

### **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/Team 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 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.

**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**