



MGMT*1000

Introduction To Business Course Outline Fall 2011



Hi. Welcome to **MGMT*1000**—Introduction to Business. My name is Trent Tucker and I'll be your professor this term. You will also have a Teaching Assistant (TA) whom you'll meet in your seminar section. Together the TAs and myself will be creating the **learning environment** for this course. The purpose of this course outline is two-fold: first, to provide you with everything you ever wanted to know about MGMT*1000, and second to act as a “contract” between the teaching team and you—setting the expectations for this course. Please keep in mind that MGMT*1000 is a 1.0 credit course—double the weight of other courses you will be taking this term, hence it is important to keep up with this course! Like I said, this is *everything* you ever wanted to know about MGMT*1000 so this document has its own...

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1 People

1.1 Professor



Dr. Trent Tucker

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Telephone: (519) 824-4120 x56120

Office: Macdonald Stewart Hall (MACS) Room 126

Office Hours: See CourseLink for times of online “virtual office hours.”

F.A.Q.: “What do we call you?” Professor Tucker or Prof. Tucker is fine.

1.2 Undergraduate Teaching Assistants (TAs)

Undergrad TA	Email Address	Sections
Mike Ackland	mackland@uoguelph.ca	0102, 0217
Mathew Baptista	mbaptist@uoguelph.ca	0216, 0218
Erin Campbell	ecampb01@uoguelph.ca	0101, 0214
Andrea Cormack	acormack@uoguelph.ca	0211, 0215
Stephanie DePass	sdepass@uoguelph.ca	0109, 0210
Mark Durigon	mdurigon@uoguelph.ca	0219
Jedd Gardner	jgardner@uoguelph.ca	0103
Joshua Leyte-Jammu	jleyteja@uoguelph.ca	0106, 0112
Edward Llewellyn-Thomas	ellewell@uoguelph.ca	0108, 0220
Heather Scrannage	hscranna@uoguelph.ca	0105, 0213
Natalie Weir	nweir@uoguelph.ca	0104, 0107

☞ Please follow this **communication protocol** when looking for answers... ☞

1. If your question is something the *entire class* could benefit from, please post it at the discussion board at CourseLink. E.g. “Can we use calculators on the final exam?”
2. If your question is related to something that happened in your *seminar section*, please contact your TA directly. E.g. “In the seminar today I messed up the straight-line depreciation example; what was the fixed asset cost again?”
3. If your question does not fall into either category or is of a personal nature, please contact me directly via email: ttucker@uoguelph.ca. Please start the subject line of your email with “MGMT*1000—” so I can easily identify student requests from other emails. The TAs and myself will correspond **only** with @uoguelph.ca email addresses—sorry, no Gmail or HotMail or other domains.

While I check my email daily, you can reasonably expect a response from me within 24 to 48 hours.

2 Class Times and Locations

2.1 Lectures

Mondays at 7:00 PM in Rozanski Hall room 101 (ROZH 101) for sections **0101–0112** and Mondays at 8:00 PM in ROZH 101 for sections **0210–0220**. Each lecture is 50 minutes long.

☞ NOTE: Due to the large number of students in the lecture sections it is imperative that you only attend the section you are registered in! ☞

2.2 Seminars

Seminar sections meet once a week for 2 hours. Start times vary depending on which section you are registered in. Please refer to WebAdvisor (<https://webadvisor.uoguelph.ca/>) for any last minute timetable changes. Here is a quick overview of the meeting times / locations for the seminar sections:

Start	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM		0101 • MACK 236 0215 • MINS B17	0218 • MINS B17	0214 • MINS B17	0210 • MCLN 101
10:30 AM		0102 • MACS 129 0216 • MINS B17	0105 • MCLN 101 0219 • MINS B17	0108 • MACS 129	0112 • MACK 228 0211 • MCLN 101
12:30 PM		0104 • MACS 129 0217 • MINS B17	0220 • MINS B17	0109 • MACS 129	
2:30 PM				0213 • MCLN 101	
:	:	:	:	:	:
7:00 PM	Lecture 0101–0112	0103 • MCLN 101	0106 • MCLN 101		
8:00 PM	Lecture 0210–0220		0107 • MACS 129		

3 Course Description and Objectives

According to the undergraduate calendar, *this course is intended for B.Comm. students in semester one. It provides students with an understanding of the evolution of forms of business organization and their role in social and economic development. The main focus is on current economic, social and environmental issues that impact business organizations and which, in turn, are impacted by business decisions. Ethical considerations and the concept of sustainability are essential components. Students develop oral and written communication skills in small seminar groups.*

There is more (much more!) to this course than the calendar blurb. The vision of the College of Management and Economics is to develop and be **Leaders for a Sustainable World**. This foundations course in the first term of your undergrad degree is integral to achieving that vision. Here's how...

This course is MGMT*1000—the MGMT being shorthand for “management.” So, what then is ‘management’? According to the Oxford English Dictionary (OED), **management** is a noun that originally meant “the working or cultivation of land.” The usage was later expanded to “the maintenance and control of a forest, environment, nature reserve, etc.” Our textbook defines management as “the process of planning, organizing, **leading**, and controlling an enterprise’s financial, physical, human, and information resources to achieve the organization’s goals of supplying various products and services.”

Hopefully you can see the tie-in between the concept of management and the CME vision. Management includes leadership as a key component. Management is all about making the most of finite and precious resources, be they financial resources, human resources, or the very earth itself. This course is the first step toward developing you into a *leader for a sustainable world*.

In addition to the CME vision, think about *why* you are in this program. Why the B.Comm. program? Why the University of Guelph? What do you want to achieve for yourself in this course and over the next four years? What’s in it for *you*? There is a requirement for thoughtful reflection in this course, so start with these questions.

Lastly, the notion of leaders for a sustainable world extends beyond your university experience—after you graduate and join the workforce. Consider this quotation from an internationally recognized leader in

education, creativity, and innovation:

Employers say they want people who can think creatively, who can innovate, who can communicate well, work in teams and are adaptable and confident.” —Sir Ken Robinson in *Out of Our Minds*.

This course isn't like other first year introduction to business courses at other business schools. This course is designed to help you do exactly these things—think creatively, communicate well (both written and oral), and work effectively in a team setting. These are the high-level, big-picture objectives for this course. Here are the individual learning objectives we will be pursuing. . .

3.1 Learning Objectives

By the end of this course, you will be able to. . .

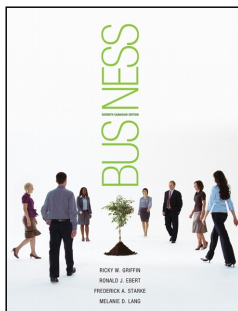
1. Demonstrate a general working knowledge of business in Canada and globally.
2. Analyze a business decision / business problem for meaningful discussion.
3. Work effectively and efficiently in face-to-face and virtual team settings.
4. Communicate effectively through written work and oral presentations.
5. Demonstrate the ability to integrate and combine information from multiple business perspectives (e.g. marketing, human resources, accounting, etc.) into a cogent strategy.
6. Demonstrate the ability to identify and evaluate social, political, ethical, environmental and legal issues related to business problems and proposed solutions.

4 Course Materials and Resources

This course uses a variety of materials and resources. One of your primary resources will be the **course website** (CourseLink @ <http://courselink.uoguelph.ca>). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Use it to post questions and answers at the discussion board, look for course announcements, take online quizzes, and so forth. Check this site often. This is the “official source” of all things MGMT*1000. However, this is the age of social media after all so. . .

If you're a **Twitter** user, the course's twitter feed is **@MGMT1000**. A **YouTube** channel has also been created at <http://www.youtube.com/MGMT1000Videos>. The same content that appears at YouTube and Twitter will be on CourseLink as well.

4.1 Textbook



The required textbook for this course is:

Business, Seventh Canadian Edition
By Griffin, Ebert, Starke, and Lang
ISBN-10: 0135119138 • ISBN-13: 9780135119136
Publisher: Pearson Education Canada

This textbook was used last year as well so you may be able to find used copies through the Co-op Bookstore or [TheCannon.ca](#) textbook classified ads. It is available as a textbook rental from [Chegg.com](#). You might be able to find it on other textbook rental sites or online classified ad sites like [Kijiji.ca](#). A few copies of the text will be on reserve in the library as well.

☞ Note: A new hardcover textbook from the bookstore (~\$156) comes bundled with “MyBusinessLab” for free. MyBusinessLab has practice quizzes, an electronic version of the text, and other features. You will **NOT** be at a disadvantage if you buy a used book or use the text on reserve. An electronic-only version of the textbook (~\$91) is also available through the bookstore (Stand-alone access card ISBN: 9780135111383).

4.2 Tophat Monocle: monocleCAT

Monocle Computer Assisted Teaching (monocleCAT) is a classroom response technology that allows you to answer questions and interact in the lectures and seminars in real time via your laptop, smart phone, cell phone, or other web-enabled device like an iPod Touch or a BlackBerry PlayBook. The subscription fee is \$20/term or \$38 for five years and allows you to use it for multiple courses over the time of the subscription. Subscription keys are available at the university bookstore or directly on the Top Hat Monocle website at <http://www.tophatmonocle.com/register/>. Once registered, the website for MGMT*1000 is <http://www.tophatmonocle.com/e532422>. You can use text messaging and SMS your responses to phone number: (647) 728-7779.

☞ If you are in dire *financial need* and cannot afford a subscription, please contact me no later than Sept. 16th and I will negotiate with Tophat Monocle about getting you complimentary access to their system. If you do not wish to pay the fee, the weight (7%) can be transferred to your final exam—to exercise this option, you must notify me in writing no later than Sept. 16th.

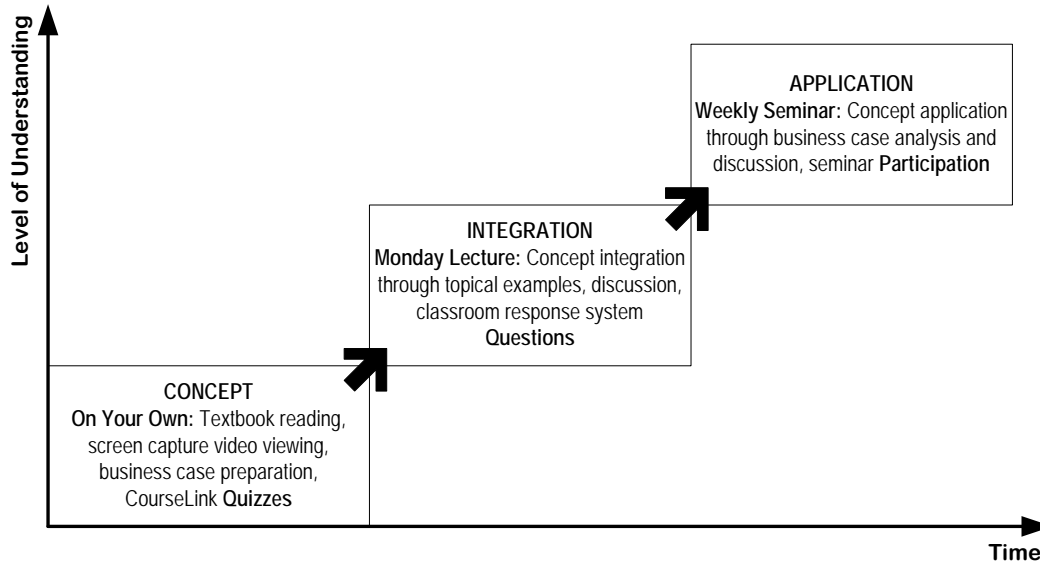
4.3 Course pack

This course will also introduce you to teaching and learning with business cases. A “course pack” consisting of a Harvard Business Review note and five cases (Cool Moose Creamery, Forest City Tennis Club, Mattel Toy Recalls, Mountain Man Brewing, and Whirlpool) is available at the bookstore. I estimate the cost of the course pack to be around \$30. The business cases in the course pack make up an essential part of the seminar sessions.

☞ The Government of Ontario requires that students be provided a no-extra-cost option for obtaining a course credit. Therefore, if you do not wish to purchase the course pack you can access these materials on reserve in the library. Be aware that it is an infringement of copyright legislation to make copies of this material. ☞

5 Course Philosophy and Approach

My philosophical approach to teaching goes by the acronym “C.I.A”, for Concept, Integration, and Application. Here is how the textbook, CourseLink, course pack, and classroom response system all fit together in a typical week of MGMT*1000...



We have a lot of material to cover this term! Most of the basic concepts you can get from reading the textbook. Concepts that require some additional explanation will be covered with screen capture videos at CourseLink and YouTube. Quizzes will be done through CourseLink. The quizzes will close on the Saturday evening **before** Monday’s lecture. This is done for two reasons. First, it provides an incentive to ensure that the textbook reading actually occurs! Second, by looking at the quiz results, it allows me to update and tailor Monday’s lecture to cover off points that appear to be confusing or not well understood. This approach is called “Just In Time Teaching.”

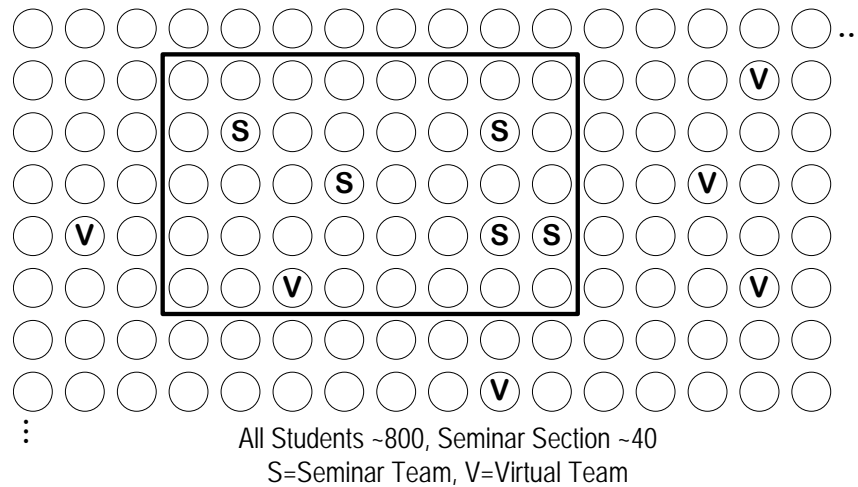
Quiz Windows Quizzes will be available on CourseLink for you to take starting on Thursday mornings starting at 10:00 AM. Quizzes will close at 8:00 PM on Saturday evenings. Give yourself ample time to complete the quiz! You will receive an incomplete grade if you start the quiz at 7:30 Saturday night (say) and CourseLink kicks you out at 8:00! There is no penalty for completing the quizzes early!

In the Monday lecture, I’m **not** planning on covering the basic concepts from the textbook. Instead, I’m planning on *integrating* those concepts which you have learned on your own with other concepts from the course and recent topical examples in the news. I will be using monocleCAT in the lecture so it is important that you attend. Again, two reasons—a marks incentive to get you to come and a way of determining which concepts the class is struggling with to inform the TAs for the seminar sessions. The use of classroom response technologies like monocleCAT is tied to a teaching technique called “Peer Instruction.”

The weekly seminar session will give you the opportunity to *apply* the concepts learned in a business setting through discussion of the business cases in the course pack. The most effective and efficient use of the seminar time is to **read and prepare** the business case in advance of the seminar. The seminar session is a great learning opportunity—don’t squander this time with your TAs by coming to the seminar unprepared! Participation grades will be assigned in the seminar sessions. Please understand that a participation is not an *attendance* grade. You need to attend the seminar to participate, but there are no grades for just showing up. The TAs from time to time may use monocleCAT in the seminars so bring your devices with you.

The paragraphs above describe the *individual* components of this class. You will also be working in two different teams for other parts of this course.

5.1 Teams Structure



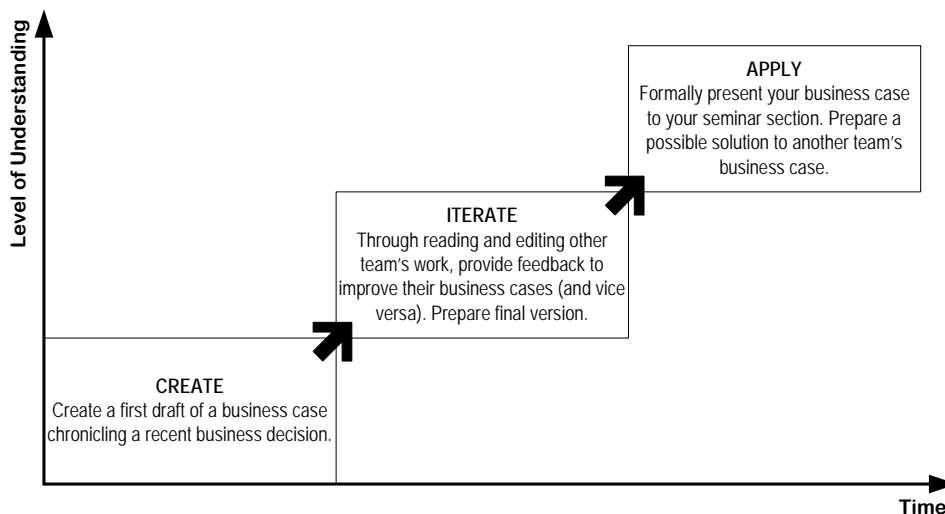
You will be randomly assigned to **two** teams, a “seminar team” and a “virtual team.” This approach is reflective of the modern workplace where the seminar team represents those people you see face-to-face at the office, while the virtual team may be those co-workers at far flung locations you converse with via email, voice, etc.

The different teams create different course deliverables throughout the term. The seminar team is more structured than the virtual team. You will include commentary on these two team settings in your final reflection paper.

5.1.1 Seminar Teams

Seminar teams will be revealed in the first seminar meeting and will consist of 5 or 6 students in the *same* seminar section. The first task of the team is to produce a team contract. The contract should discuss the roles and expectations of the members of the team and describe courses of action if those expectations are not met. All team members must agree to the terms of the contract and sign off on it.

Seminar teams will develop **business cases** (much like the cases you will do in the seminar sessions). More details on this assignment will be available shortly at CourseLink, but in a nutshell here is another C.I.A. model to illustrate the process...



Find a business *decision*. This is the easy part, just read any newspaper or online news service and pull one out of the headlines. For example. . .

“RIM stock takes a hit over news of 2,000 layoffs” ([URL](#)). An executive or team of senior folks at Research In Motion made a **decision** to trim their workforce by 11%. What were the factors leading up to the decision? What is the impact of this decision, not only for RIM but for Waterloo Region (say)? Are their plausible alternatives (e.g. one strategy might have been to keep their workforce the same size but cut everyone’s pay by 11%)?

Seminar teams will *research* the industry and the company and document the decision in a business case style write-up. The teams will then trade their work with another team who will critique it—checking the facts and details in order to provide solid feedback. The final version of the case will be written up and swapped again—this time the team develops a possible solution for the case. Teams will do formal presentations of the cases to the seminar section.

A more detailed description of the business case assignment will be posted at CoureLink shortly, but in general the business case documents (first iteration, feedback, final version, and solution) will be saved as PDF files and uploaded to CourseLink **before** the deadlines. The business case presentation file (PowerPoint or Keynote or Prezi or. . .) will also be uploaded to CourseLink before the deadline. This ensures that teams presenting in the second week are not at an advantage over teams presenting in the first week.

Business Case Deadlines The components of the business case deliverables by the seminar teams have the following deadlines (again, no penalty for early upload of deliverables ☺):

First Iteration Friday, October 21st at 5:00 PM

Business Case Feedback Friday, October 28th at 5:00 PM

Business Case Final Version Friday, November 4th at 5:00 PM

Business Case Solution Friday, November 11th at 5:00 PM, and

Business Case Presentation Friday, November 11th at 5:00 PM

5.1.2 Virtual teams

Virtual teams will also consist of 5 or 6 students from different seminar / lecture sections. Virtual teams will also do research and write-ups but instead of analyzing a business decision, the focus will be on a **business plan**. The business plan must deal with a new, real, tangible product. New in the sense that the product is relatively recent and not pervasive in the marketplace. Real in the sense that it already exists, versus a personal teleportation device say. And tangible in that it is a physical product (versus a service, or an internet based ‘product’ say). Here are a couple of examples:

- Baguette Vending Machine ([URL](#))
- Vancouver tricycle deliver system ([URL](#))

The virtual team will be responsible for one deliverable—a business plan detailing the expansion of their new, real, tangible product into a new market. A more detailed description of this assignment will be available at CourseLink shortly. I would suggest sticking to a local geography like the University of Guelph, Guelph, Wellington County, or South-Western Ontario. The virtual team will have discussion space set-up in CourseLink to track their findings as the term progresses. All members of the team are expected to

contribute to this discussion. All other students will have “read only” access so they can see what other teams are doing and learn from their approaches. Unlike the seminar team, there is no formal contract (but there is also nothing stopping a team from developing a contract!). There will be a formal peer evaluation process to resolve any ‘free-rider’ issues where a member of the virtual team is not pulling his or her weight. Table 4.3 in our textbook (*A Business Plan*) lays out a 10-part approach to writing up a business plan.

Business Plan Deadlines The components of the business plan deliverables by the virtual teams have the following deadlines for upload to CourseLink:

Business Plan Overview Friday, September 30th at 5:00 PM

Business Plan Excel Analysis Friday, October 7th at 5:00 PM

Business Plan Final Version Friday, October 14th at 5:00 PM

👉 There is no penalty for early submission! 📧

Wow. You’re in the middle of the *ninth* page of course outline describing online quizzes and team deliverables and so forth, but you still don’t know how you’re going to be evaluated! Wait no longer. . .

6 Evaluation Scheme

Point Values [X] Points 200 Points Total	No Contact (Self Study / Online)	Low Contact (Lecture)	High Contact (Seminar)
Individual Work [120] Points 60% of Course Work	Online Quizzes [20] Final Reflection [10] Final Exam [60]	Classroom Response System [14]	Participation Rubric [16]
Team Deliverables [80] Points 40% of Course Work	Virtual Team Business Plan [20]	N/A	Business Case [60] (Write up [30], Sol'n [10], Pres'n [20])

Each of the deliverables for the course is assigned a **Point Value**. Since this is a 1.0 credit course the points add up to 200. For example, the online quizzes are worth 20 points. Since there are 10 quizzes throughout the term, an individual quiz is worth 2 points. If you get 75% on a quiz, you get 1.5 points of the possible 2 for that quiz. Easy stuff. When I refer to “course weight” this is the number of points for the deliverable divided by the total number of points. So the course weight for online quizzes is going to be $20 \div 200 = 0.10 = 10\%$ of the course.

You will note different values (e.g., [1] and [2] points) showing up for the lectures. This isn’t to say that one lecture’s monocleCAT responses are worth more or less than another, but it was easier than showing fractional points in the schedule. The points for classroom response and participation are *aggregated* together across the term.

I haven’t talked about the Final Reflection or Final Exam components yet. The Final Reflection will be a short reflective paper in response to a statement that will be posted toward the end of the semester. It is due in your seminar section the week of Nov. 14th–18th. A two-hour final exam has been scheduled for December 12th at 7:00 PM. More details and exam room locations will be announced later in the term.

The course schedule and key dates appear as the last two pages in this document. In the schedule, the two-hour seminar times are broken up into two one-hour blocks. Usually the discussion in the first hour will be a precursor to the discussion in the second block.

Note: There are **no** seminars on Sept. 8th & 9th or Nov. 28th–30th. MGMT*1000 formally begins with the lecture sections on Monday Sept. 12th and ends with two lectures in one week: Nov. 28th & Dec. 1st. It is expected however, that you complete the first online quiz during the first couple days of classes *before* the first Monday lecture. The Dec. 1st lecture will be a final exam review session.

Note: Even with the massively detailed schedule which follows, there may be a requirement to modify content or ordering from time to time. Any changes will be announced in class and on CourseLink.

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

6.1 Congruence: Learning Objectives and Assessments

The following chart illustrates the congruence between the learning objectives described in §3.1 above and the various assessments that will be used to evaluate your performance in this course.

Learning Objectives / Evaluation Scheme Congruence		Individual Deliverables					Team Deliverables			
●	High Congruence	Online Quizzes	Final Reflection	Final Exam	Classroom Response	Seminar Participation	Virtual Team Business Plan	Seminar Team Business Case	Biz Case Sol'n	Seminar Team Biz Case Pres'n
○	Medium Congruence									
	L01 Demonstrate a general working knowledge of business in Canada and globally.	●		●	○		○	○		
	L02 Analyze a business decision / business problem for meaningful discussion.				○	●	○	●	○	
	L03 Work effectively and efficiently in face-to-face and virtual team settings.		○			○	●	●		
	L04 Communicate effectively through written work and oral presentations.		○				●	●	○	●
	L05 Demonstrate the ability to integrate and combine information from multiple business perspectives into a cogent strategy.			○			●	●	○	○
	L06 Demonstrate the ability to identify and evaluate social, political, ethical, environmental and legal issues related to business problems and proposed solutions.	○		○	○	○	●	●	○	○

6.2 Course Policies

Team deliverables (e.g. business case, presentation, etc.) will have set deadlines which are immutable. There are **NO EXTENSIONS** for team deliverables. If a team member is ill or unable to contribute to a particular deliverable, it is expected that the others on the team will pick up the slack, complete the work, and get it handed in on time. Then the missing team member can contribute more on other deliverables. All members of a team will receive the same grade for the team deliverable *unless* there are significant issues and the provisions of the Team Contract are triggered. For virtual teams where there is no team contract, an optional peer review process will be available to deal with issues of inequality in the workload. 🗨️ My advice is **do not** take a “divide & conquer” approach to the work, but rather, actually work as a *team* on these team deliverables!

Individual deliverables The policies for individual deliverables vary depending on the number of points impacted. Low value deliverables (e.g. missing an individual online quiz [2 of 200 points] or missing an

individual lecture and foregoing the classroom response questions [1 of 200 points]) will **NOT** be made up. My rationale is two-fold: with nearly 800 students this is a large administrative burden for a couple of points that basically amount to rounding error. It also reduces the “costs to the system” in terms of your time to go to the doctor, the doctor’s time to write a note, my time to validate the note, etc. So while the point *cost* of missing one quiz or one lecture might be nearly negligible, missing multiple lectures or quizzes can quickly add up and impact your overall mark!

In the case where you have a prolonged illness or personal circumstances where you will be missing out on 12 or more points from the individual deliverables, please supply me with proper documentation (doctor’s note, death certificate, etc) attesting to your situation. I will address each request on an individual basis.

The final exam [60 points] is a special case and requires its own process. Please refer to the “Managing the Classroom Experience—FAQ” at: <http://www.uoguelph.ca/business/academic-advisor-faq-classroom-experience.shtml> for more details.

Drop date: the drop date for this course is the fortieth class day (Nov. 3rd). By that time you will have completed 43% of the total work for the course.

If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.

Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.

6.3 University Policies and Regulations

All students are expected to abide by the University’s academic regulations in the completion of their academic work, as set out in the undergraduate calendar ([URL](#)). Some regulations are highlighted below:

Academic Misconduct The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community—faculty, staff and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar ([URL](#)). You are also advised to make use of the resources available through the Learning Commons ([URL](#)) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar ([URL](#)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks (i.e., by Sept. 26th) of the distribution of this course outline so that alternate arrangements can be made ([URL](#)).

Code of Conduct—The Top Ten As a student in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed—all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career. The following conduct is expected of all of our students:

1. ★ Come to class **prepared** to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity—avoid all forms of academic misconduct. If you have ANY questions about whether or not something is above board or not, please ASK for clarification!
3. ★ Arrive **on time** and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. ★ While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

The three points highlighted with a star (★) will be discussed in the first class. They boil down to these ideas: Be prepared. Be on time. No distractions. In a nutshell—be a *professional* in all you do.

6.4 Course Schedule and Key Dates

●————— Fall Term Timeline —————>

	Week #0 Sept. 5 th – 9 th	Week #1 Sept. 12 th – 16 th	Week #2 Sept. 19 th – 23 rd	Week #3 Sept. 25 th – 30 th	Week #4 Oct. 3 rd – 7 th	Week #5 Oct. 10 th – 14 th	Week #6 Oct. 17 th – 21 st
THEME:	Preparation for MGMT*1000	Learning about learning	Ethics & Responsibility • The Business Case	The Entrepreneur • The Business Model	Takin' Care of Business	International Business	The Business Enterprise
Pre-Read	Visit the bookstore for "Business 7 th CE" text, case pack	Inventory of Learning Styles Document	Business 7CE Chapters 1, 2, & 3	Business 7CE Chapter 4	Business 7CE Chapter 14	Business 7CE Chapter 5	Business 7CE Chapters 6 & 7
Online Quiz (Closes Sunday night before Monday lecture)	Register with Tophat Monocle, get into CourseLink	Learning Styles + Demographics Quiz #1 [0]	Online Quiz #2 [2]	Online Quiz #3 [2]	Online Quiz #4 [2]	No quiz this week	Online Quiz #5 [2]
Weekly Timeline	MONDAY Lecture	NO Lecture (Labour Day)	Introduction to MGMT*1000 [0]	Ethics, Academic Integrity [2]	Business Tools: Excel [1]	Envisioning Data & Information [2]	NO Lecture (Thanksgiving Day)
	Seminar Block #1	NO Seminars on Sept. 8 th or 9 th	Intros & Icebreakers	Academic Integrity	Learning the Case Method	Accounting Basics	The Annual Report
	Seminar Block #2		How to Brainstorm	How to Problem Solve [2]	Cool Moose Creamery [2]	Forest City Tennis Club [2]	Mattel Toy Recall [2]
Seminar Team Deliverables		Seminar Team Contract [1] ¹		Business Decision	Industry Research	Company Research	Business Case First Iteration [10]
Virtual Team Deliverables		Virtual Team Introductions	Find new, real, tangible product [0]	Business Plan Overview [6]	Business Plan Excel Analysis [6]	Business Plan Final Version [8]	
Other Individual Deliverables							
Cumulative Points (of 200 total)	0	0+1=1	1+6=7	7+11=18	18+12=30	30+10=40	40+15=55

¹Note: the Seminar Team Contract has no grade assigned to it, but is worth 1 point.

Other Fall Term Courses	ECON 1050 Topics*	What is Economics?	The Economic Problem / Demand & Supply	Elasticity	Efficiency & Equity	Government Action in Markets	Global Markets in Action Midterm Exam (22 nd)
	MATH 1030 Topics*	Review of Fundamentals	Continuity of Functions and Limits	Sequences, Series, and their Limits	Review and Exam 1	Definition of Derivative and Basic Rules	Higher Order Derivatives, Curve Sketching, etc.

*unofficial

●————— Fall Term Timeline —————>

	Week #7 Oct. 24 th – 28 th	Week #8 Oct. 31 st – Nov. 4 th 40 th class day: Nov. 3 rd	Week #9 Nov. 7 th – 11 th	Week #10 Nov. 14 th – 18 th	Week #11 Nov. 21 st – 25 th	Week #12 Nov. 28 th – Dec. 1 st	
THEME:	People	Product	Information Management	Off to Market	Pricing & Distribution	Finance & Banking	
Pre-Read	Business 7CE Chapters 8, 9, & 10	Business 7CE Chapter 11 & 12	Business 7CE Chapter 13	Business 7CE Chapters 15 & 16	Business 7CE Chapter 17	Business 7CE Chapters 18, 19, & 20	Evaluation Scheme Totals
Online Quiz (Closes Sunday night before Monday lecture)	Online Quiz #6 [2]	Online Quiz #7 [2]	Online Quiz #8 [2]	Online Quiz #9 [2]	Online Quiz #10 [2]	Online Quiz #11 [2]	Online Quizzes [20] Points 10% Course Weight
Weekly Timeline MONDAY Lecture	Management vs. Leadership [2] ²	Sustainable Operations Mgmt. [1]	M.I.S. in a Nutshell [2]	Marketing in a Nutshell [1]	Finance in a Nutshell [1]	Review Lectures Nov. 28 th & Dec. 1 st [1]	Classroom Response [14] Points 7% Course Weight
Seminar Block #1	Flair Bartending Video Case	Sustainability Video Cases: Tree Planters [2]	Presentation Zen & Resonate [1]	Presentations	Presentations	NO Seminars Nov. 28 th thru 30 th	Seminar Participation [16] Points 8% Course Weight
Seminar Block #2	Mountain Man Brewery [2]	African Accountants	Security Breach at TJX (text C-26)				
Seminar Team Deliverables	Business Case Feedback [10]	Business Case Final Version [10]	Business Case Solution [10]	Business Case Presentations 1 [10]	Business Case Presentations 2 [10]		Seminar Team [60] Points 30% Course Weight
Virtual Team Deliverables							Virtual Team [20] Points 10% Course Weight
Other Individual Deliverables							Final Exam Dec. 12 th @ 7 PM [60] Points 30% Course Weight
Cumulative Points (of 200 total)	55+16=71	71+15=86 43% of course grade by drop date	86+15=101	101+23=124	124+13=137	137+3=140	140+60=200

²Note: Classroom response and Seminar Participation are *aggregated* for the term; that is, week #8's lecture counts the same as week #9's. The points are for illustration purposes.

Other Fall Term Courses	Utility, Possibilities, Preferences & Choices	Organizing Production / Output & Costs	Perfect Competition	Monopoly	Monopolistic Competition	Oligopoly / Externalities & Environment	ECON 1050 Topics*
	Optimization of Univariate Functions	Review and Exam 2	Anderivatives (Integrals) and Applications	Systems of Linear Equations	Systems of Linear Equations	Review for Final Exam	MATH 1030 Topics*

*unofficial

6.5 Tips for Success

Just a few tips for success in this course. First, keep up with the readings and the quizzes. Readings includes the textbook and the cases. Next, participate. The more you put into this course, the more you will get out of it—not just in terms of marks but learning and understanding for future courses. Lastly, don't be afraid to ask questions. As the old cliché goes, there is no such thing as a stupid question. Chances are there are many other students wondering the same thing so speak up and ask. Myself and the TAs won't know if a concept is muddy unless you let us know. Did I mention keep up with the readings?! I'm looking forward to having a great Fall Term. All the best in MGMT*1000!

—Prof. Tucker and the Teaching Team.