



Gustavson
School of Business
University of Victoria

Course Outlines Fall Term

Gustavson School of Business
University of Victoria
2021-2022

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Fall term

- > The 400 level courses are specialization courses, which students take in the last year of their Business degree program. These top-quality courses are taught by professors who are leaders in their respective fields and build on their expertise.
- > Students can take advantage of our International Business Specialization by taking IB 415, IB 416, IB 417, and COM 400. Students completing all 4 courses will receive the International Programs Certificate in International Business.

Course	Title
Com 400	Strategic Management
Com 402	Legal Issues: Management (Credit will be granted for only one of 402, 302)
Com 410	Leadership Strategies
Com 426	Management Accounting II (Pre-requisite: Com 316 or Com 317)
Com 445 (tentative)	Corporate Finance (tentative)
Com 446	Investments (Pre-requisite: Com 240 or Com 371)
Com 450	Selected Topics in Management: Topics To Be Announced
Ent 402	Entrepreneurship & Small Business for the Non-Specialist
IB 415 **	Cross-National Management (Pre-requisites: IB 301 and Com 220 or Com 361 and Com 32)
IB 416 **	International Marketing (Pre-requisites: IB 301 and Com 250 or Com 351 and Com 361).
IB 417 **	International Finance (Pre-requisites: IB 301 and Com 240 or Com 361 and Com 371. IB 417 must be taken with IB 415, 416, and Com 400 concurrently)
International Business Specialization: **	Please note that all four of the following must be taken together to complete the International Business Specialization: IB 415, IB 416, IB 417, and Com 400 concurrently.

**Please note, course lists and outlines are for reference only and are subject to change.*

**The Certificate in International Business provides students with a rich framework that will enable them to successfully contribute to the development of international business practices within an organization. The certificate will be granted upon the successful completion of Com 400 and the three International Business courses: IB 415, IB 416, and IB 417.

IB 415 and IB 416 have an elective section whereby the students can take either course or both courses without being in the specialization. COM 400 can be taken without taking the IB specialization courses as well.

Com 400

Strategic Management

Prerequisites: (All third year Commerce core)

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

Texts:

There is NO prescribed textbook for the course. All the relevant readings will be included in the course pack (see below). Following are some books that you may refer for additional knowledge and understanding other than the readings and cases given in the course package.

Hitt, M.A., Ireland, R.D., & Hoskisson, R.E. *Strategic Management: Concepts: Competitiveness and Globalization, Eleventh Edition*, Cengage Learning, Stamford, 2015, ISBN-13: 978-1-285-42518-4.
Grant, R.M. *Contemporary Strategy Analysis, Eighth Edition*, John Wiley & Sons, West Sussex, 2013, ISBN 9781119941880.

An open textbook of Strategic Management (Canadian Edition) can be found here:
<https://open.bccampus.ca/find-open-textbooks/?uuid=91cdf18-273d-44cc-8432-865d09005fda&contributor=&keyword=&subject>

Cases and Readings:

The course pack will include all reading materials for the course, which include case studies and readings. In addition, short videos may be used in the class to illustrate or strengthen some of the conceptual ideas discussed. COM 400 Course Pack is available at the Bookstore.

Course Objectives and Description:

This course seeks to discuss concepts and tools for designing and implementing effective competitive strategies in the rapidly changing global business environment. Strategy is about the direction of organizations (most often, business firms) and is aimed at understanding why some organizations succeed while others do not. It includes those issues which are of primary concern to senior management, or to anyone seeking reasons for the success and failure among organizations. Students are placed in the role of key decision makers and asked to address questions related to the creation or reinforcement of competitive advantage. Firms, if not all organizations, are in competition; competition for factor inputs, competition for customers, and ultimately, competition for revenues that cover the costs of their chosen manner of serving their customers. Firms have choices to make if they are to survive and thrive. Those which are **strategic** include: the selection of goals, the choice of products and services to offer; the design and configuration of policies determining how the firm positions itself to compete in product-markets; the choice of an appropriate level of scope and diversity; and the design of organization structure, administrative systems and policies used to define and coordinate work. It is a basic proposition of the strategy discipline that these choices have critical influence on the success or failure of the enterprise, and, that they must be integrated. It is the **integration** (or reinforcing pattern) among these choices that makes the set a **strategy**. Specifically, the course objectives are as follows:

- To assist you in acquiring the skills necessary to analyze, assess, design and implement business strategies and programs particularly those that transcend national boundaries.

- To challenge you to think critically and in an integrative fashion about various facets of global competition.
- To foster an appreciation of the external forces that influence and shape the competitive advantage of businesses.

Course Format and Pedagogy:

A combination of case discussions, and interactive lectures will constitute the key pedagogic methods. The skills this course aims to develop are best acquired through practice and repeated exposure to real world strategic scenarios. As the case method has been found to be the most suitable teaching method in this regard, there will be a high emphasis on case discussions as a pedagogic device. It is expected that all participants will read and thoroughly analyse the assigned case before coming to the class. It is useful to hold discussions in small groups (such as your group for the group project) before coming to class. The readings assigned along with the cases are intended to provide conceptual frameworks though not necessarily applicable for each session and for the paired case. The case discussions generally involve a wider range of issues than covered in the designated articles.

The case situation provides a realistic context within which one can identify the major issues facing the firm and reason one's way through to appropriate strategic responses and recommendations for action. All the data necessary for reaching a decision about required courses of action are presented in the case. The data are not complete, but nor are they in a real world situation. You simply have to make the best judgment you can on the basis of the available information. This is the reason too that cases can rarely be 'outdated'. The specific time period (or company or product) covered in the case is often no more than an interesting sidelight. Rather, the principles illustrated by the case are the key to learning. Since adequate preparation is essential for the case method to be effective, it is important that you prepare thoroughly for each class. You may be called upon to start the class or contribute to class discussions on any day. If for some reason you have been unable to prepare adequately, please inform the professor before class. However, I urge you to attend all classes, even if inadequately prepared. Use the discussion questions listed under each session as a guide to case preparation. These questions will not necessarily be discussed in class.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

Individual Case Assignments: There will be three individual assignments, the weights for each of which will be 10%. The assignments will be related to the case discussion questions assigned for each class in the course outline. Out of the case studies assigned for sessions 2 through 10 (a total of nine), you can submit the analyses of any three (and only three) for grading purposes. Please see the Table above for more details on the case assignments.

Class Participation (15%): Grading of class contribution will be based on the impact you have on the class discussion during the course. The scoring pattern for the class participation grade is indicated in the Table above. As the case method will be the primary pedagogical tool for the course, you will be expected to actively participate in class discussions. However, as you would be familiar by now, it is quality rather than mere quantity that will be rewarded. Simply monopolizing 'air time' without adding to the learning of the group will not garner credit and may even detract from it. Regular attendance will count toward the participation grade. If you are unable to attend class for any reason, please let me know ahead of time. Lack of preparation for the class, failure to listen, defensive behavior (e.g. aggression or withdrawal) and so on, drain energy and distract from class goals and hence such activities will attract even negative marks.

Group Project Report and Presentation (25%+10%):

Guidelines for the Group Project

An important part of the course is the completion of a group project. Students are asked to form groups of 5 to complete a strategic analysis of an organization or a specific strategic problem within an organization. The chosen organization can be a for-profit or a not-for-profit organization. One of the key purposes of group work is to enhance your skill in working collaboratively. The project, which will involve the strategic analysis of the chosen problem/issue, will give you the opportunity to apply the methodologies, skills, and techniques you learn to real-world business contexts. In addition, the project is designed to help develop skills in unearthing and evaluating business

information from multiple sources. Therefore, the group project helps in developing critical and integrative thinking.

Proposal Due: June 2, 2017

Each group should submit a brief outline (one page or less) for the project by June 2 2017 that includes the name of the firm or firms to be studied, the research question, why it is interesting for the group and the group's research plan. This sheet should also be attached to the final project report to be submitted later.

You may choose a topic from the following illustrative list. You could also choose a comparable topic in consultation with the instructor.

- A study of the strategy involved when a company has gained or lost competitive advantage
- Competitive interaction and strategic moves by various selected players in a global industry
- Entry strategies by multinational firms into various local markets (e.g., emerging markets such as China)
- Entry and globalization strategies of a Canadian firm competing in global markets.

Please note: Companies that have been used in the course as cases are off limits for the group project.

Presentation: July 21, 2017

Report Due: July 28, 2017

Begin your report by presenting a one-page executive summary. Although each project will vary, there should be segments of the paper on strategy identification, on the effectiveness of strategies observed, and on implementable conclusions. There should be a strong attempt to link the project with course concepts. The broad criteria for evaluation would include logical flow and integration, use of appropriate conceptual tools, organization and clarity of writing (and presentation), clear recommendations and/or implementable conclusions, and the research rigour and support. The maximum length permitted for the project report is 15 double-spaced pages (excluding the title page, exhibits, and references). Please use 12-point font, with 1" margins on all sides and all pages numbered. Be sure to clearly reference your data sources, using footnotes or end-notes. Cite web addresses in full where web-based information has been used. In case of verbatim quotes of a sentence or more, it is usually necessary to use quotation marks and cite page numbers. Deviations from these guidelines will be penalized.

All members of the group will generally receive the same grade. However, an adjustment for relative contribution may be made, at the discretion of the instructor, if the remaining members of the group state that one or more members did not participate in any meaningful way.

I will be happy to assist you in any way possible to help maximize your learning from the project and encourage you to interact with me on your projects as often as you like.

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. As you are expected to participate in class discussions of the case assigned for each class, lack of attendance will have an effect on your class participation grade.

Late arrival, attending only a part of a session, etc. are disruptive to the learning environment and you are expected to refrain from such activities.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School. Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Com 402

Legal Issues: Management

Course Objective

From the *University of Victoria Calendar*:

"This course examines several aspects of commercial law that are particularly relevant to those who own, manage, or are employed by a business enterprise. Subjects that will be addressed include common law doctrines (such as contract and negligence), legislation (such as the Employment Standards Act and the Company Act) and other legal principles that affect business decision making in a global environment."

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

Methodology

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

Textbook

Contemporary Canadian Business Law, Principles and Cases, Willes, John A., Q.C., and Willes, John H. (11th or latest edition) available from bookstore. Earlier editions from any source are also recommended and very good value.

Evaluation

Student grades in Commerce 402 will be determined on the basis of performance in the following components

1. 15 minute case presentations (groups of four students) 10 % of final mark
2. One-hour, open-book, mid-term examination 30 % of final mark
3. Mooting exercise (court simulation - groups of three students) 20 % of final mark
4. Two-hour, open-book, final examination 40 % of final mark

Total: 100%

Case Presentations

Students must form groups of four students either themselves or on the basis of the instructor's random assignments. The groups must be formed by the week following the last day to drop the course. Each group will be given a trial or appeal court decision to present. Following a format which will be explained, each group must brief the case and then present it to the whole class. Case presentations to the class will be scheduled in class in February.

Case briefs summarise the essential elements of a case, including its procedural history (the path of

the dispute through the legal system), the relevant facts, the legal issues for resolution by the court, the decision reached by the court and, most importantly, the reasons for decision.

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

Group case presentations should take approximately 10 minutes and involve each member of the group in a speaking role. The typewritten case brief must be submitted to the instructor before the presentation and indicate the part or parts contributed by each member.

Mooting Exercise - Court Simulation

Students will form groups of seven students (different from the case groups) themselves or on the basis of the instructor's random assignments. The groups will be formed before the mid-term examination. One student in each group will assume the role of "Counsel for the Plaintiff", one student "Counsel for the Defendant", and the remaining member of the group will be the appellate Judge. Each member of the group will prepare its respective position in the moot exercise for oral presentation to the whole class. These presentations will take place between March 29 and April 5, 2018.

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

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

University Calendar

Students are encouraged to read the regulations applicable to the course found in the *University of Victoria Calendar*.

Attendance

The Senate of the University states that "Students are expected to attend all lectures in each course for which they are enrolled". Regular attendance and preparation will enhance students' contribution and success in the course.

Assistance with your work

If a student intends to seek help or receives help from anyone on any coursework that will be evaluated in this course (ie help from another student, a tutor or anyone), **you must get my permission in advance to submit that work for evaluation**. Failure to do so will be treated in accordance with the university and faculty policies on plagiarism.

Academic Integrity, plagiarism and cheating

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure the highest standard of academic integrity. Instances of cheating or plagiarism will be referred to the Chair of the B.Comm. Committee. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- a. using the exact words of a published or unpublished author without quotation marks and without referencing the source of the words.
- b. Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- c. Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communication, ideas from a verbal presentation) without referencing the source.
- d. Copying the answers of another student in any test, examination, or take-home assignment.
- e. Providing answers to another student in any test, examination, or take-home assignment.
- f. Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- g. Stealing or mutilating library materials.
- h. Reviewing a test or examination prior to the time and date set for the test or examination.
- i. Changing names or answers on an assignment, test or examination after that assignment, test or examination has been graded and returned.
- j. Submitting the same paper or portions thereof for more than one assignment, without prior approval from the instructors involved.

Group Projects and Group Work

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members may be held jointly accountable unless the violation can be attributed to a specified individual or individuals.

Some courses, while not requiring group projects, encourage (or at least do not prohibit) students to together in groups before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

Provisional Reading and Topics List

Week Beginning Topic

4 January *Introduction to the Canadian Legal System*: Text Chs. 1-3
9 January *Video - Sources of Constitutional and Statute Law*
11 January *Introduction to the Canadian Legal System (continued)*: Text Chs. 1-3
16 January *Video - Sources of Common Law*
18 January *Introduction to the Canadian Legal System (continued)*: Text Chs. 1-3
23 January *Tort Law; Negligence and Professional Liability*: Text: Chs. 4 & 5
25 January *Tort Law; Negligence and Professional Liability: (continued)*
30 January *Contract: Offer and Acceptance*: Text: Ch. 6
31 January *Contract: Consideration, Capacity & Legality of Object*: Text: Chs. 7-8
8 February Practice Mid-Term

12-16 February **Reading Break (no classes)**

TBA February Midterm Examination

20-22 February *Case Presentations Begin - Information on Mooting Exercise - Court Simulation*
27 February *Contract: Assignment and Discharge*: Text: Ch. 11
6 March *Contract: Performance and Breach*: Text: Ch. 12-13

13 March Agency: Text: Ch. 15
3 April *Mooting Exercises Begin*
5 April **COM 402 Last Class**

TBA *Final Examination*

Com 410

Leadership Strategies

Prerequisites: Organizational Behaviour and Design

Texts:

Harvard Business Review, HBR's 10 Must Reads on Leadership, (Harvard Business School Publishing Corporation, 2011, 978-1-4221-5797-8.)

Course Objectives and Description:

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

- Understand the difference between management and leadership, and the importance of mastering both processes.
- Develop and identify the skills needed to lead people in an organization.
- Create an awareness of what constitutes effective leadership.
- Enhance both oral and written skills - both essential to the modern leader.
- Understand the theoretical underpinning of transformational leadership based on the research and writing of James Macgregor Burns, Warren Bennis and Bernard M. Bass.

Course Format:

A variety of teaching approaches are used in this course. Several movies are shown to demonstrate a variety of approaches by leaders in a variety of situations. These films are to be analyzed by the students using the theoretical framework, provided by the previously mentioned scholars. A 1500 to 2500 word analysis is required incorporating all of the movies, due one week after the last film is shown.

Experiential exercises are conducted in the class to demonstrate some of the challenges regularly faced by leaders. These exercises demonstrate decision making, conflict management and communication problems typically faced by leaders in the workplace.

In order to further develop their verbal skills, students must prepare and deliver three "stump speeches" to his or her small group. A written critique of each speech from fellow students is reviewed by the instructor at the end of the course.

Evaluation includes a written examination, a small group project report and presentation, as well as a participation mark. Approximately 70% of the mark is based on the individual's performance, and 30% on group work.

Evaluation Elements:

Students will be evaluated according to the following:

Movie Reports 20%
Midterm 40%
Group Report 20%
Group Presentation 10%
Class Participation 10%

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

Attendance in this course is compulsory. Students absent from more than 20% of the classes without medical documentation may not successfully complete the course.

All written assignments are due on the last day of classes. Movie reports are due within one week of the class in which the movie was shown.

Academic Integrity:

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- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of

another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.

- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Schedule:

Will be distributed on the first class of the semester.

Com 426

Management Accounting II

Texts:

Horngren et al., Cost Accounting: A Managerial Emphasis, 7th Cdn Edition (Pearson, 2016, ISBN #978-0-113-31384-3)

Available in Hardcover, Binder Format, and eBook. As there are no open book in class assignments, any version is fine; however, the electronic version only gives you access for one year. As management accounting does not change much you may find the textbook to be a useful resource for many years both at work and in the CPA program.

Course Objectives and Description:

This course will build upon the concepts introduced in continuation of either Commerce 315/316 or Commerce 270. The emphasis is on why and how the various concepts learned in the previous accounting courses are applied in the business environment.

This course is transferable and satisfies the requirements for a second level management account course as required by the CPA PEP entrance requirements. It is also applicable to any general manager who needs to know more about how accounting information is used to make daily business decisions.

Major topics covered will be the terminology and objectives of management accounting, flexible budgets, variances, variable and absorption costing models, cost allocation decisions, joint and by-product costing, process costing, inventory management and transfer pricing.

As specific learning outcomes, students who successfully complete this course will be able to:

- Prepare and analyze a Cost of Goods Manufactured schedule and related Income Statement
- Understand and apply the various types of cost definitions (fixed, variable, mixed, direct, indirect, period, product) when constructing budgets
- Prepare and interpret flexible budget and identify their limitations
- Understand, calculate, and analyze variances (material, labour, overhead and sales) using both the formula and columnar approach.
- Understand and prepare variable and absorption costing income statements
- Analyze and perform cost allocations and grasp suitable scenarios for application of each approach
- Understand and calculate joint and by-product costing
- Understand and calculate process costing using the standard worksheet approach.
- Understand and calculate product cost using the job cost approach
- Understand and articulate pricing strategies and the related impacts

Course Format:

This course is taught with lectures on the relevant accounting theory (following the text book) and analysis and discussion of business problems to reinforce this theory. Students are expected to attend lectures, read the assigned chapter(s), and prepare solutions for the assigned “in class” problems for discussion (before class). Problems and cases will be then be discussed in class to highlight and clarify key concepts.

Accounting is best learned by practicing and so for each chapter a number of problems from the end of chapter materials in the textbook have been assigned (see Schedule). Those listed as “Self Study” are expected to be completed by students as

homework. There will be no requirement to hand in those problems, nor are grades assigned to them. However, for evaluation purposes, it will be assumed that those problems have been completed and the concepts demonstrated in the problems have been understood. Solutions to these problems will be made available on CourseSpaces.

Optional questions have been provided should additional practice be desired. They may also be used as review questions for exam preparation. I will not assume that every student has seen or attempted these questions.

Those questions listed as “In-class” will be discussed in class. Students are expected to have attempted these questions before the class in which they will be discussed. The discussion of these problems will form part of your contribution grade (see below for more information). Solutions to these problems will only be provided in class.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (Due Date	Weight / % of grade	Description
COM 426: Quiz	Individual	Quiz	Sept 25	5%	In-class quiz
COM 426 Midterm Exam	Individual	Exam	Oct 23	30%	In-class exam.
COM 426: Contribution	Individual	Contribution	Throughout course	10%	See below
COM 426: Quiz	Individual	Quiz	Nov 8	5%	In-class quiz
COM 426: Final exam	Individual	Exam	TBA	50%	3 hour multiple choice and problem-based exam
Total				100%	

Requirements for Graded Work:

Examinations:

There are two exams in this course. They are structured to be similar in style and difficulty to the types of professional exams for this material. As such, you will need to have a non-programmable calculator for the exams. Cell phones will not be permitted in exams. Marking of the exams will include assessing your logical problem-solving process (ie. How you arrived at your answer, not just the answer). This means that part-marks will be available and it will be important for you to show the work that went into solving the problem, not just your final result.

If you miss the midterm for an acceptable reason according to University policy, the weight of the midterm will be added to the final exam. There will be no other make up work or evaluations available.

Quizzes: Quizzes will be administered at the beginning of class on the days scheduled and will be 25 - 35 minutes in length. Quizzes will be administered following the same policies as exams (ie. No cell phones, non-programmable calculator, etc.)

If the first quiz is missed for an acceptable reason, the weight will be added to the midterm; if the second quiz is missed for an acceptable reason, the weight will be added to the final exam.

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

Your contribution grade will be based on your analysis, discussion of the problems, and questions that you ask. Students will be asked to prepare solutions to the problems and present these

solutions to the class. Consequently, it is imperative that you prepare your problems before class and be ready to discuss them and ask questions about areas that are not clear to you.

Marks will not be awarded for mere class attendance; active participation in these activities and class in general is expected. Both the quantity and quality of your participation in class will be considered.

Students with unexcused absences* from more than four (4) class sessions will be graded out of 6 marks. If you miss more than six (6) classes you will not get any mark for the class contribution component of your grade and may be disallowed to write the final exam.

**unexcused absences = absences without appropriate documentation as per the University Calendar*

There will also be time for problem solving in class in a team. You should come prepared with your textbook, calculator and note-taking materials for each class.

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson website for details.

Com 445

Corporate Finance

Course Material:

Textbook: *Introduction to Corporate Finance*, 4th edition, ISBN: 978-1-119-17128-7 by Laurence Booth, Sean Cleary, Ian Rakita.

Online Coursepack: see Coursespaces for link.

Course Objectives and Description:

This course serves as a continuation of the introductory finance course to more advanced applications of the techniques, concepts, and tools of corporate finance. Main topics include short-and long-term financial management, cost of capital, capital structure, financial leverage, dividends policy, working capital management, leasing, mergers and acquisitions, and the use of derivatives for risk management.

The course objectives are to:

- Understand corporate finance terms and methodologies;
- Be able to use Excel for a variety of calculations and analyses including time value of money, capital budgeting and valuation.
- Enhance analysis, oral and written communication skills.

Course Format:

The course takes place in the classroom and computer lab and includes lectures, flipped classroom activities and guest speakers.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
COM 445: Ratio Analysis	Individual	Hand-in Assignment	5/24/2018	10%	Details in Coursespaces
COM 445: Exam I	individual	Exam	6/5/2018	25%	Online in Lab
COM 445: Options Analysis	Individual	Hand-in Assignment	6/26/2018	5%	Details in Coursespaces
COM 445: Exam II	Individual	Exam	7/5/2018	25%	Online in Lab
COM 445: Final exam	Individual	Exam	TBA	25%	Online in Lab; comprehensive
COM 445: Contribution	Individual	Participation	Ongoing	10%	Details in Coursespaces
Total				100%	

If you disagree with the assessment received on a grade component, you may request in writing, that the work be reviewed. You need to cite why you think it deserves a different grade, based on your work, relevant course materials and the assignment's grading rubric. Note that I may chose to review the work in its entirety, not just the portion in question and that the review may lead to a higher, lower or unchanged grade.

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Description of evaluation standards for evaluation elements.

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

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

Students with unexcused absences from 3 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions will not be permitted to write the final examination.

*unexcused absences = absences without appropriate documentation as per the University Calendar

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
90 - 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is selfinitiating, exceeds expectation and has an insightful grasp of the subject matter.
85 - 89	A	8	
80 - 84	A-	7	
77 - 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
73 - 76	B	5	
70 - 72	B-	4	
65 - 69	C+ C	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 - 64		2	
50 - 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
0-49	E		Conditional supplemental
0-49	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

“N” (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

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

Academic Integrity:

As our programs help to create business and government leaders, the Peter B. Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean, Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student’s record in the Registrar’s office.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.

- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the [Standards of Professional Behavior](#) on the Gustavson website for details.

Com 446

Investments

Course Material:

Textbook: *Fundamentals of Investments*, 2015, ISBN: 9781259459160, McGraw-Hill CreateTM custom textbook based on Jordan, Miller, Dolvin, 7th edition, 2015.

Problem sets, assignments and projects: Downloadable from CourseSpaces.

Course Objectives and Description:

This course will deal with the fundamental principles and issues that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, asset allocation, valuation and trading of stocks, bonds, options and futures.

The objective of the course is to assist students to acquire knowledge of investments. Upon completing the course, students should be able to define the basic terminology, to understand theoretical relationships, and to apply the analytical techniques covered in the course to various investment decision-making situations. Students are also expected to acquire knowledge of the relevant Canadian institutional environment in which investment decisions are made.

Course Format:

In keeping with the objectives of this course, lectures will be given to each topic. Problems and readings will be assigned. Students are expected to come to the class fully prepared for discussion of assigned material. Questions will be asked and discussed in class and students are expected to actively participate in these discussions. *Cold calls may be made.* Students are encouraged to read business newspapers, such as Wall Street Journal and Financial Post. We will discuss current events in class.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Due Date	Weight / % of grade	Description
Class Participation	Individual	Other	Every class	10%	
Exercise 1 and 3	individual	Hand-in Assignment	Exercise 1: May 15 Exercise 3: July 10	1% 1%	
Portfolio Simulation Report	Group	Hand-in Assignment	July 26	13%	
Stock Valuation Report	Group	Hand-in Assignment	July 19	15%	
Mid-term Exam	Individual	Exam	June 7	20%	
Final Exam	Individual	Exam	To be announced by the Office of the Registrar	40%	
Total				100%	

Requirements for Graded Work:

Class Participation includes: attendance at the beginning of class; participation in class discussions by adding new information and competently answering questions; providing solutions

to the multiple choice questions in the teaching notes and other assigned problems; exhibiting ethical behavior, professionalism and integrity.

Students are expected to come to the class fully prepared for discussion of assigned material. Participation and class attendance are important parts of the learning process in this course. Attendance exposes you to material not covered in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

Attendance will be taken at the beginning of class. If you arrive late, you will miss that portion of the CP assessment but can still achieve CP marks with active participation once you arrive. Excuses accepted are medical or UVic representation in competition.

Exercise 1 and 3: Students will work independently on the assigned problems and submit their answers on the due date at the beginning of class. Late assignments will not be accepted.

Global Portfolio Simulation: Students will organize themselves into groups (maximum of six members). The group will act as decision-making units to participate in the simulation of trading stocks, bonds, options and futures in global markets. Each group will submit a written report, including investment strategy, trading history, ending portfolio and a summary of learning from the simulation. Details will be discussed in class.

Stock Valuation Report: Students will work in groups (maximum of six members) to prepare a stock valuation report on a stock chosen by the instructor. The report will include an analysis of the industry outlook and security valuation. Details will be discussed in class.

Global Portfolio simulation and stock valuation report must be done in groups. As new investors, students should learn from their team members.

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

Examinations: Both exams are closed-book and consist of multiple-choice questions and short answer problems. There will be no make-up exam for the mid-term. If you miss the mid-term exam for a legitimate reason, the corresponding weight will be transferred to the final exam. ***Do not book your travel plans before you know the final exam schedule (determined by the Office of the Registrar).*** No final exam will be given outside of the UVIC schedule.

Academic Integrity:

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials into an examination or term test (crib notes).
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing test prior to the time and date of the sitting.
- changing name or answer(s) on a test after that test has been graded and returned.

- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

Com 450

Selected Topics in Management

Topics vary from term to term.

ENT 402

Entrepreneurship & Small Business for the Non Specialist

Prerequisites: Organizational Behaviour and Marketing

Texts:

Required readings are posted on CourseSpaces. There is no assigned textbook for this course. However, I would like to suggest (but not require) you to read the following books.

- ✓ Good, W. S. (2003). *Building a dream: a Canadian guide to starting a business of your own*. McGraw-Hill Ryerson.
- ✓ Hisrich, R. D. (2012). *International Entrepreneurship: Starting, Developing, and Managing a Global Venture: Starting, Developing, and Managing a Global Venture*. Sage.

A few other sources for entrepreneurial thinkers include:

www.canadianbusiness.com (Canadian magazine)
www.profitguide.com (Canadian Profit Magazine)
www.fastcompany.com (U.S. magazine)
www.forbes.com (U.S. magazine)
www.fortune.com (U.S. magazine)
www.inc.com (U.S. magazine)
www.cfib.ca (Canadian Federation of Independent Business)
www.cvca.ca (Canada's Venture Capital & Private Equity Association)
www.wec.ca (Women Entrepreneurs of Canada)

Course Objectives and Description:

ENT 402 is an exciting course that is guaranteed to change the way you think about entrepreneurship, and the way you look at yourself and the opportunities around you. Through a variety of delivery methods including lectures, in-class activities, interactive assignments and discussions, you will explore the developmental stages of a firm, particularly emphasizing on opportunity recognition and venture creation. An important philosophy of this course is to learn from entrepreneurs who have started, grown and/or exited their ventures through entrepreneurship stories and guest speeches. This course is not limited to those who want to start their own business, as entrepreneurial practice also exists inside large organizations.

After you finish the course, you should be more successful at the following:

- ✓ Applying entrepreneurship concepts and theories to better understand real-world entrepreneurial activities.
- ✓ Analyzing entrepreneurial situations to separate good opportunities from good ideas and developing entrepreneurial business plans by using a variety of abilities and skills.
- ✓ Assessing an entrepreneurial business plan to determine the valuation of a new venture from both the entrepreneur's and investor's perspectives.
- ✓ Starting your own enterprise or adding value to an existing organization.

Course Format:

This course involves lectures, in-class activities, class discussions, case studies, guest speakers, individual and group assignments. If you are fully committed to the learning process, ENT 402 has the potential to be an important part of your development as a successful entrepreneur.

In order to make this course a positive learning experience for both yourself as well as your peers, I encourage you to come to class with the following guidelines in mind:

- ✓ Complete readings before class, and use those readings as a basis for your active participation during in-class activities and discussions. Developmental, theory-based comments are valuable for moving the discussion forward.
- ✓ Ask questions that add to your understanding of the course material as well as the knowledge base of your classmates. Encourage your classmates to get involved. Avoid repeating what has already been said.
- ✓ Be considerate - come to class on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking.
- ✓ To limit distractions for your peers and to facilitate active learning, this course has a policy of no web/email/texting during class.
- ✓ Have an opinion and respect others' rights to hold opinions and beliefs that are different from your own, recognizing that there are many different ways to view the material.
- ✓ Allow everyone the chance to talk. If you have much to say, try to hold back so that your peers might have an opportunity to participate. If you are hesitant, look for opportunities to contribute.

Evaluation Elements:

Students will be evaluated according to the following schedule:

ENT 402	Individual or Team	Type	Due Date	Weight / % of grade	Description
Class Participation	Individual	Participation	Ongoing	15%	Based on in-class contributions.
Entrepreneurship Stories	Team	In-class activity	Ongoing	15%	Details to be discussed on May 2.
Draft Opportunity Pitch	Individual	Presentation	May 30 June 1	10%	Individual presentation (3-minutes).
Opportunity Pitch	Individual/team	Submit to CourseSpaces	June 13	20%	2-page limit.
Draft Business Plan	Team	Submit to CourseSpaces	July 6	NA	10-page limit.
Business Plan Presentation	Team	Presentation	July 20 July 25 July 27	40%	Team presentation (15 minutes + 5 minutes Q&A).
Total				100%	

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Unexcused absences from any class session will have a significant impact on the class participation grade.

Class participation: Students are expected to actively participate in class discussions by attending each class, undertaking assigned readings, offering questions, insights and comments on the material presented and participating fully in class discussions.

Assignments: Assignments are due on the date scheduled. Any additional questions should be brought to the attention of the instructor.

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

Requirements for Non-Graded Work:

The draft business plan will be required to be submitted even though there is no grade assigned. This will allow the instructor to add value to the team's individual plan development process.

Academic Integrity:

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Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

Acts of academic dishonesty include, but are not limited to, the following:

- ✓ Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- ✓ Paraphrasing a published or unpublished author without referencing the source.
- ✓ Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- ✓ Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- ✓ Copying the answers of another student in any test, examination, or take-home assignment.
- ✓ Providing answers to another student in any test, examination, or take-home assignment.
- ✓ Taking any unauthorized materials (crib notes) into an examination or term test.
- ✓ Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- ✓ Stealing or mutilating library materials.
- ✓ Accessing a test prior to the time and date of the sitting.
- ✓ Changing the name or answer(s) on a test after that test has been graded and returned.
- ✓ Submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the Standards of Professional Behavior on the Gustavson School of Business website for details.

IB 415

Cross-National Management

Prerequisites: Organizational Behaviour and International Business

Texts:

Cross-Cultural Management: Essential Concepts (3rd edition) by David C. Thomas and Mark F. Peterson, Thousand Oaks, CA: Sage Publications, 2015.

A CoursePack is also available for purchase at the UVic Bookstore, which contains required cases. Other materials (readings, additional cases, exercise instructions, powerpoints) will be posted on CourseSpaces as needed, or are available on-line through UVic libraries <http://www.uvic.ca/library/>.

Course Objectives and Description:

The decades after World War II have witnessed an enormous increase in the movement of goods, services, ideas, information, and expertise across national boundaries, and a tremendous growth of transnational organizations, including multinational corporations (MNCs) and other forms of international alliances. The world has begun to resemble a global village. At the same time, dramatic demographic changes in the workforce are occurring in Canada and many other countries, both developed and developing. Tomorrow's managers, in domestic or overseas assignments, will increasingly work with people from different countries, cultures, and ethnic groups.

This course is intended to build on your direct international experience with theoretical perspectives, and prepare you for continuing your journey in international business, with a particular focus on strengthening your knowledge and skills in managing and interacting with people from different cultural backgrounds and countries of origin, and thus be able to operate effectively in our globalized environment.

Course Format:

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

Evaluation Elements:

Students will be evaluated according to the following elements:

Midterm exam	25%
Final exam	30%
Team project	20%
Class preparation assignments	15%
Class participation	10%
TOTAL	100%

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience

in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Evaluation standards for each evaluation element are described below.

Team Project (20%): You will be assigned in groups of 3-4. The team project requirement is described in a separate document. The team project is to be submitted by **5 pm Mar. 26 (Monday)** via CourseSpace. Submissions after the deadline will be given a 2% deduction from the assigned percentage grade per day that it is late; submissions after 5 pm Nov. 27 will no longer be accepted.

The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. However, adjustments may be made for relative contribution through peer evaluation. Each team member must rate the participation of their teammates. Rate each teammate on the following statement: "This team member did their fair share of work in a timely and high quality manner." Use the following rating scale: 1= *Strongly Disagree*; 2 = *Disagree*; 3 = *Neither Disagree nor Agree*; 4 = *Agree*; 5 = *Strongly Agree*. Please **submit through CourseSpace on April 5** a list of each of your team members along with your assigned rating.

Please note Gustavson's standard of professional behavior when it comes to group activities: [Standards of Professional Behavior](#).

- Credit work to all members of the group, especially when using the work for other purposes (e.g. when submitting a group report to a potential employer as a sample of your writing ability, you should cite the names of the other students who worked on the paper).
- It is unprofessional to let one or two members of the group do most of the work when the final grade or reward will be shared by the entire group as it circumvents the learning process. The group should attempt to resolve any misallocation of workload early in the process, and if difficulties persist, should seek advice from the professor or instructor as soon as possible.
- Collaboration on class assignments is only permitted with the instructor's permission and then only to the extent stipulated by the instructor. Be sure you understand the acceptable level of collaboration in each of your courses.
- We should each be a responsible and professional part of the group. This means delivering on work commitments, being prepared and on-time for meetings, and carrying an equitable workload share.
- We all deserve respect, consideration and common courtesy as members of the Gustavson School of Business. Deal with anger, tension and personality conflicts in constructive ways. Rude, insulting or disrespectful language or actions is neither professional nor appropriate.
- If group members reveal anything about themselves in confidence to other group members, and do not wish this information to be divulged outside the group, this should be respected. This would also apply to any confidential information about a third party or organization (e.g. a previous employer) that a member may divulge for group work purposes only.

Class Preparation Assignments (15%): These are written submissions in preparation for class (both individual and team). Specific instructions for each assignment will be posted on CourseSpace as needed. Unless otherwise specified, all submissions are to be done by **12 noon the day before class** through CourseSpace. Submissions after the deadline will have a 50% deduction from the awarded

points; submissions after the class starts will not be accepted.

Assignments that show care, thought, insight and effort in completion will be awarded more than one point (up to a maximum of 3 points). Keep your submissions short (no more than 3 pages, single line spacing).

Class Participation (10%): Class participation is an effective means of understanding the concepts, principles and processes covered in the course. There are two components: (1) contribution during general class discussion, and (2) submission of in-class exercises.

1. Contribution during general class discussion includes answering questions, raising points, sharing insights that contribute to a better understanding of the required readings or better awareness of the implications and issues involved; asking thought-provoking questions; sharing personal experiences to illustrate concepts and principles; sharing current news items from your reading of business periodicals relevant to the topic being discussed; volunteering for class activities. Needless to say, to actively participate requires coming to class prepared (having read all required reading assignments for the class, as well as exercise or case materials that need preparation). *Please note that you may be called upon during class to answer questions or share your thoughts and experiences.*

2. From time to time, there will be in-class exercises that will require submissions at the end of class. *Only written submission in class will be accepted as part of class participation, as they are a product of participating during the class.* Submissions in-class can be done by e-mail; no submissions will be accepted after class has ended.

Examinations (55%): There will be two exams, both closed-book and in-class. The first exam worth 25% is 1.5 hours long. The second exam is cumulative, worth 30% and 2 hours long. Exams will utilize different formats, such as multiple choice, fill-in-the-blanks, true-or-false, and short essay questions.

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

Students with unexcused absences for more than three (3) classes may be penalized with a course grade reduction of 3%. Excused absences are those that are due to illness, accident or family affliction; documentation may be required.

Academic Integrity:

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Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

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- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- paraphrasing a published or unpublished author without referencing the source.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal

presentation) without referencing the source.

- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials (crib notes) into an examination or term test.
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing a test prior to the time and date of the sitting.
- changing the name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without prior discussions with the instructor(s) involved.

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The course materials used in this course (electronic and paper) are the intellectual property of the instructor and students cannot share the materials without the instructor's consent and cannot sell or profit from the instructor's intellectual property.

Students should be aware of the expectations surrounding their professionalism. Please refer to the [Standards of Professional Behavior](#) on the Gustavson website for details.

IB 416

International Marketing

Prerequisites: Marketing and International Business

Texts:

- Optional Textbook: Warren J. Keegan and Mark C. Green, *Global Marketing*, 9th Edition, (Person, 2016, ISBN#. 9780133545005)
- Required Material: Casepack

(accessible at Ivey Publishing: <https://www.iveycases.com/CoursepackView.aspx?id=12262>)

Course Objectives and Description:

The course objectives are to help students:

- Understand the basic global marketing process model;
- Appreciate the differences and similarities of consumers from different parts of the world;
- Develop a clear picture on how global and local forces jointly shape marketing activities;
- Apply basic marketing mix into global context;
- Enhance analytical skills for case study and learning.

Expectations

As your instructor, I expect that you will:

- Take full responsibility for your own learning (e.g., come on time, well prepared);
- Be an active participant in class discussions;
- Complete all work on time with proper thought;
- Perform your share of team work;
- Treat your fellow students and instructor with respect;
- Ask questions when you don't understand;
- Contribute to building a positive learning community by helping others learn.

Course Format:

This class is designed to teach you not only the basic concepts involved in international marketing, but also how to apply the knowledge in your life or career. Lectures, case study, in-class group discussions and exercises, and out-class group projects are designed to lead you to a better understanding of the applicability of the discipline.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type	Weight / % of grade	Description
Participation	Individual	Participation	20%	
ICEs	Individual	Quiz	15%	
Case Presentation	Group	Presentation	10%	
Mid-Term Paper	Individual	Hand-in	20%	
Schneider Project	Group	Hand-in and Presentation	35%	25% for the hand-in paper, 10% for the final presentation
Total			100%	

Course Experience Survey:

The BCom Program and its instructors value your feedback. As with all of our courses, you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience in this class. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Program make improvements.

Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Individual Class Participation (20%): You are expected to actively participate in classroom discussion and presentations. During the semester, I will evaluate the students after each session regarding your contributions to the overall learning experience. Students who do not show up will receive no point; students who show up but do not participate (i.e., ask and answer no question, provide zero comment) will receive about 25% of the grade; students who do participate in a very limited level (i.e., provide general comments, repeat what others have already said) will receive about 50% of the grade, students who show good participation (i.e., provide reflective comments, give valid support for a conclusion) will receive about 75% of the grade, and students who show excellent participation (i.e., provide insightful comments, show critical thinking, provide alternative ways) will receive about 100% of the grade. Your final grade on this part will be the average of the scores you get throughout the semester. As part of the participation, students are required to attend each class meeting. Students with unexcused absences from 3 class sessions will have their participation grade reduced by 25%, in addition students with unexcused absences from more than 5 class sessions may not receive any participation grade.

ICEs (In-Class Exercises, 15%). You are expected to review your notes regularly to assist effective learning. To achieve this, there will be multiple ICEs during the semester to check whether you have learned what we have discussed before. The dates of the ICEs will be randomly determined. Your final grade will be the average of the scores you get throughout the semester.

Case Presentation (10%). At the beginning of each session with a case to be discussed, an assigned

team will present their analyses and conclusions. The presentation needs to be brief (no more than 15 minutes) and captures the key points. Although you may choose your own presentation style, below is a general guideline you might consider following:

- Executive summary (1 slide)
- Background (1 slide)
- Key question at hand (1 slide)
- Your conclusions (1 slide)
- Providing supporting evidences
- Discussing alternatives
- Implementation (1 slide)
- Key learning (1 slide)

Mid-Term Paper (20%). In the middle of the semester, you will need to submit a paper *individually*. The focus of the paper should be on the first two steps of the marketing process model, namely understand consumers and plan ahead. You can choose any brand, product, or company you want. Your job is to first identify a new country market it is about to enter (either real or imagining), and then make a plan how to understand the consumers in the new market and how to implement STP. Below is a general guideline to follow:

- The paper should be about 10 pages using 11 pt. Time New Roman font, double space with default margins. Please submit a word document through course space;
- Start with a brief summary with information such as the company's background, which country it is interested in entering, and what are the key issues;
- Explain why it is important and/or necessary for the company to expand to international markets;
- Provide a brief analysis to show how the new market's environmental factors might be different from its home country, and discuss possible marketing implications;
- Check Hofstede's website and other online resources to see are these two countries different from each other on the five cultural values. Then, explain in detail how such differences might impact the marketing practices;
- Design a marketing research project, using both secondary and primary data, to help the company better understand the new market;
- Do a STP analysis and clarify possible target markets as well as the corresponding positioning for the company;
- Summarize your recommendations.

Schneider Project - Paper (25%): After the field trip to Schneider Electric, you need to identify a country or a foreign market that Schneider has not yet been present. Then, you need to write a paper on how Schneider might manage its marketing efforts to be successful on the new market by following the international marketing process model. Your grade will not only be determined by showing how much you have learned in the class, but also how well you apply the knowledge into actual marketing practices. Individual accountability will be taken into consideration. The paper is due by **July 26th, 2017**.

Schneider Project - Presentation (10%): At **July 27th, 2017**, a joint group presentation will be held. In this presentation, you will present your findings in the paper by combining International Marketing and the other three courses you are taking within the IB module. I will grade you on your overall performances with a special emphasizes on the International Marketing part.

Academic Integrity:

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Programs. A student who violates academic integrity standards will fail the assignment and potentially fail the course, with a letter of reprimand placed in the student's record in the Registrar's office. Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our School.

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IB 417

International Finance

Prerequisites: Management Finance and International Business

Texts:

Multinational Business Finance - 14th Edition, by C. Eiteman, Stonehill and Moffett; Pearson, 2016, ISBN-13: 978-0-13-387987-2. (Referred to as ESM text)

Note: A digital version of this text is available at a discount.

Course Objectives and Description:

The objective of this course is to introduce students to the fundamental principles and issues related to the functioning of international financial markets and their implications for corporate decision-making, in particular for firms operating with multiple countries/currencies. Topics covered include international monetary systems, foreign exchange markets and currency derivatives, international parity relations, exchange risk management, interest rate & currency swaps, and financing decisions in global capital markets.

As a 4th year finance course, concepts covered in previous finance courses will be incorporated. Students are expected to have a good working knowledge of these concepts, and good quantitative and analytical skills.

Course Format:

Lectures will be the principal method of instruction.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title (begin with Course Code)	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date (m/d/yyyy hh:mm AM/PM)	Weight / % of grade	Description
IB417: Quizzes (2)	Individual	Quiz	Selected classes	10%	Each quiz will be of approximately 10 to 20 minutes duration and take place during the regular class schedule.
IB417: Mid-term exam	Individual	Exam	17-Oct	30%	Closed-book exam in the regular class schedule. Note: Section A02 will attend the class time/location of Section A01 for the mid-term exam on this day in place of their regular time/location
IB417: Research project	Group	Presentation and discussion.	23-Nov 28-Nov	20%	Each group selects a research topic related to current international financial issues and prepares a class presentation.
IB417: Final exam	Individual	Exam	TBC	40%	Closed-book exam covering all course topics (cumulative)
Total				100%	

Course Experience Survey:

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Time will be set aside in one of the last sessions in the course for you to complete the online survey in class; you will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you in advance of that class to bring your device to complete the survey. As well, toward the end of the course, you will also receive an email inviting you to complete all of your course surveys. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca> to complete the survey if you don't do so in the time provided in class.

Requirements for Graded Work:

Quizzes: Each quiz will take place at the beginning of a selected class and be approximately 10-20 minutes long.

Exams: Both the mid-term and final exam are closed book and consist of short problems and multiple choice questions as well as essay questions. There will be no make-up exam for the mid-term exam. If you miss this exam for a legitimate reason, the corresponding percentage will be transferred to the final exam.

Research project: For the research project you will be asked to work in groups on selected research topics. Each group will conduct research on their topic and prepare a 15 minute class presentation that will take place in-class. Detailed description and guidelines will be posted separately on CourseSpaces.

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

Attendance: The University of Victoria Calendar states: "Students are expected to attend all classes in which they are enrolled." Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Students with unexcused absences from 3 class sessions will have their grade reduced by 5%, in addition students with unexcused absences from more than 5 class sessions may not be permitted to write the final examination.

Academic Integrity:

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