



VOTRE LIEN AVEC CE QUI COMPTE — CONNECTS YOU TO WHAT MATTERS

**INTRODUCTION TO BUSINESS MANAGEMENT  
ADM1100C  
FALL 2016**

<b>Professor</b>	Patrick Woodcock
<b>Office</b>	Desmarais Building, Office #7118 (7 <sup>th</sup> Floor)
<b>Telephone</b>	613-562-5800 Ext 4791
<b>E-Mail</b>	woodcock@telfer.uottawa.ca
<b>Office Hours</b>	Available two hours before class. Students can also come to my office during business hours (to insure availability it is recommended you contact me for an appointment).
<b>Class Location</b>	Montpetit Hall (MNT) Rm 202
<b>Class Hours</b>	Wednesday 19:00-22:00

**Deliverables and Allocation of Grades**

<b>Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
<b>Group Case Memos</b>	Memos are due in hard copy at the beginning of the class they are due.	30% (2 x 15%)
<b>Midterm Exam</b>	October 19 <sup>th</sup>	30%
<b>Final Exam</b>	To Be Announced	40%

## COURSE DESCRIPTION

This course introduces students to a broad number of management topics at the entry level. Students are taught theoretical approaches used by organizations to function effectively; the roles and purpose of a manager; and how to manage an organization's human, financial, physical, material, and commercial resources. Most of these topics are examined at a basic comparative theoretical level. Cases are then used to illustrate the application of the theory.

### Contribution to the Undergraduate Learning Goals

This course emphasizes the following learning goals relative to the overall learning objectives in the Telfer School of Management:

- The integration of discipline-based (i.e., general management) knowledge (UG1);
- The pedagogical method of the case study emphasizes the active demonstration of critical thinking and dynamic decision making (UG2);
- The pedagogical method of case study also emphasizes teams and class-based discussion are both important vehicles for the cultivation of leadership, interpersonal skills, and communication skills (UG3)
- The peer evaluation tool explicitly surveys for fair-dealing with team peers (UG4).

The content and pedagogical approach to this course, while introductory, affords students the early opportunity to begin understanding, applying and indicating core management disciplines such as planning, organizing, leading and controlling. The group case studies approach requires the development of leadership, interpersonal and communication skills as well as fundamental analytical skills. Cultural diversity is a reality in the modern classroom and group work and discussion activities in addition to the course treatment of cross-cultural management will assist student's ability to perform in a culturally diverse environment.

### Pedagogy

This course will use a combination of formal lectures, discussions, and business case studies. The lectures are intended to highlight the main points of the assigned readings and to further complement these points with issues and ideas raised in relationship to the case and broader business perspectives. The discussions held in the lectures will help clarify and expand on the themes in the course.

In order to participate meaningfully in discussions and to optimize learning, students must come to each lecture well-prepared. **Therefore, it is expected that students will complete any required readings, exercises, and case analysis prior to the class scheduled for coverage.**

## REQUIRED TEXTBOOK & MATERIALS

- Required Textbook: Boone, Khan, and Canzer: Contemporary Business, Canadian edition, John Wiley & Sons, 2013
  - Copies may be secured at the University or Angora Bookstore. This text has been used for several years and there should be used copies available.
  - Any book can also be acquired through Wiley publishing website at [www.Wiley.com](http://www.Wiley.com).
  - It is also available at Amazon.ca ([http://www.amazon.ca/Contemporary-Business-Louis-E-Boone/dp/1118161734/ref=sr\\_1\\_1?ie=UTF8&qid=1378590182&sr=8-1&keywords=contemporary+business+boone](http://www.amazon.ca/Contemporary-Business-Louis-E-Boone/dp/1118161734/ref=sr_1_1?ie=UTF8&qid=1378590182&sr=8-1&keywords=contemporary+business+boone))
  - A copy has been put on reserve at the library (4 hour loan)
- Other material will be provided through Blackboard.

## PERFORMANCE EVALUATION

### Mid-Term Exam

A 3 hour midterm exam will be held on October 31<sup>st</sup>. The content of this examination will be based on material covered in the lectures, cases, and assigned readings prior to this examination. Other details regarding this examination will be announced at a later date.

### Final Exam

A three-hour final exam will be held at the end of the course. The contents of this exam will be based on all material covered in the lectures, discussions, and assigned readings up to this date. Other key details regarding this examination will be announced at a later date, but you are responsible for all course material, although there may be greater emphasis on material completed after the midterm examination. The date of this examination will be announced when it becomes available.

### Group Memos

Memos will be completed by groups of five students (see below section for information on group selection).

Groups can choose and complete memos on any 2 assigned cases in the course, although one memo must be handed-in by study week break. Memos are due in hard copy at the beginning of the class that they are due. Each memo must be accompanied by a signed group integrity statement (one per group) and each student must submit a peer-evaluation form (both available on Blackboard website). These must be handed in the class the memo is submitted.

The memos will be based upon the case and questions will be put up in Blackboard after the class in which the case was discussed. The memo questions will be available on Blackboard at least 5 days prior to the memo due date, which is the class after the case discussion. This consistent 5-day availability period gives equal time for students to study and analyze case memo questions whether it is at the beginning or end of the course.

Generally, the case (or an analogous case) is discussed in the class shown on the course schedule (see attached schedule). Group memos are due the following class, and should be based upon the memo questions assigned for the case (or substitute case for the topic) and posted on Blackboard. The memo

questions will be similar to the issues discussed in the case discussion in class. This gives all memos the same amount of time for groups to analyze and complete memos.

All memos must have the group members' names and student number on the front page to be eligible for marking.

**Note: Only students that have their names on the memos will get the mark for the memo. Students should identify themselves using both a name and student number on the memo. At least one memo must be completed before study week. Two memos must be handed-in by each group (i.e., each student with their name on the memo). One memo must be handed in by study week and another in the latter half of the course (i.e., after reading week).**

### ***Formation of Groups***

Students need to form groups of five people for memos. It is important to begin the process of group formation as early as possible. Begin soliciting members in the first class. **Note: it is the responsibility of the student to get into a group.** Once you have agreed to be in a group, share your contact information (make sure you have multiple means of contacting a team member) and setup a standard means of communicating. Then begin to develop a schedule for meeting and completing the groups selected memos.

Decide on a group liaison person. This liaison person should be indicated on each memo and their email should be present (as should be all team members email). This is the person I will communicate with when issues arise regarding a memo.

You are responsible for your own group management and the group must work hard at resolving any group problems. Individual group member delays or other problems are not a valid excuse for the entire group's late submission, poor functioning etc.

I expect early notice of any serious problems in group functioning, and only after you (more than one person) have made strenuous efforts to resolve such issues. There should be some hard evidence (e.g. e-mails, etc.) that show an effort was made to correct the group problems. I need to ensure that the problem is abuse of the group process and not just a reasonable misunderstanding. In addition, peer evaluations will be completed on all members within a group and will influence individual student marks.

During most weeks, we examine a business case related to the week's theoretical material. The cases will be identified on a week-by-week basis and will be posted on Blackboard. Your group may submit only one memo in any given week and you must have submitted at least one memo by study week (February 18<sup>th</sup>)

### ***The Case Analysis & Writing Process:***

To maximize the effectiveness of the case process, every group member should contribute to the case solution. The saying "two heads are better than one" clearly applies in this instance because teams that have all members engaged and contributing to the group process produce higher grades. The most effective approach is for individual team members to analyse the case and develop a solution, and then for the group to meet, exchange ideas, and develop the superior memo solution. Communication can occur using both in-person and virtual techniques.

### ***Memo & Memo Questions***

Memos must answer the “memo questions” posted in Blackboard. These question(s) will be available following the class in which the relevant theoretical material was presented and discussed. The students then have approximately 5 days to complete the memos. Your memos must be received as hard copy during the class they are due (see Blackboard). Signed ethics statement and peer evaluations must also be submitted at this time.

The memo solution and format will be discussed in class. However, there is an example case, an associated example memo solution, marking rubrics, and other memo help contained in the Blackboard website (see Memo Examples & Help). Standard formatting for a memo is one page for the body (i.e., conclusion and analysis) and no more than five appendices containing only figures, tables, etc. The figures, tables, etc. in the appendices cannot contain sentences or paragraphs. Further format details will be provided in Blackboard.

**Please Note:**

**Students are expected to attend all classes and submit all course deliverables as scheduled according to this Course Outline. Medical absences (with a written certificate signed by a physician) are the only acceptable reasons for failure to hand-in or complete a requirement of this course at the specified time.**

**CONCERNS ABOUT MARKS OR REMARKING**

From time to time, students have legitimate concerns about marks they have received on a piece of work submitted. It is important to understand that you do have recourse if you feel that any paper handed back to you has not been marked appropriately for the work you have submitted.

If you ever feel this way during this course, you must embark upon the following procedure **within one week** of the paper being handed back in class:

- 1.) Indicate **IN WRITING** specifically what your concern(s) is (are). This does not mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
- 2.) After completing #1 above, you must submit the paper with your comments back to the Professor **within one week** of the deliverable being handed back in class. If you did not pick up the paper when it was handed back, you still have only one week from the original hand-back date to request a remark.
- 3.) If a paper is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be final. **NO MARKS will be changed at a later date.**

***It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.***

**A STATEMENT OF ACADEMIC INTEGRITY** (available in Blackboard) signed by all group members must be submitted along with the hard copy of each memo (soft copy of the signed statement is optional; for the memo itself you must submit both hard copy and upload soft copy). Memos submitted without a signed statement will not be returned or count towards your grade. You may submit a statement not signed by all members but your graded memo may be with-held (and may

not count towards your marks) until a fully-signed statement is received (maximum delay is one week after submission); if securing the signatures of one or more members is proving unduly difficult the group liaison should include a brief note to this effect on the statement that is submitted. Any member of the group who fails to sign the integrity statement thereby indicates a failure to contribute to the memo and risks not sharing in the marks for the memo.

**PEER-EVALUATION of group participation:** (available in Blackboard) All members of each group are expected to contribute equally to the mini-case memos. Peer evaluations will be required of all group members. You will each fill out a form evaluating each other's individual contributions to the group. This form is available on Virtual Campus. It is to be submitted as hard copy only in class by each group member in the class in which the group submits its first and final memos. It should be handed in separately from the memo (i.e., not attached). Any member who receives poor evaluations (plus a written explanation of the member's behaviour) from other group members will get a lower mark on the memo.

### **COURSE SCHEDULE AND ASSIGNMENTS (See Note at end of Schedule)**

<b>SESSION/DATE</b>	<b>MATERIAL TO BE READ AND ANALYZE</b>
1. Sept 7	Introduction to Course Topic & Reading: The Changing Face of Business, Chapter 1
<b>Managing the Behaviour of Individuals and Groups within the Organization</b>	
2. Sept 14	Topic & Reading: Forms of Business Ownership & Organization, Chapter 5 Case: VanCity – available on Blackboard
3. Sept 21	Topic & Reading: Entrepreneurship, Chapter 6 Case: Comet Skateboard
<b>Managing a Firm's Organization and Market Environment</b>	
4. Sept 28	Topic & Reading: Managing the Competitive and Market Environment, Chapter 3 & 4 Case: Air Canada – available on Blackboard
5. Oct 5	Topic & Reading: Business Ethics and Social Responsibility, Chapter 2 Case: Pepsi in India – available on Blackboard
6. Oct 12	Study for midterm – I will be available in my office for questions
7. Oct 19	Midterm Exam
Oct 26	Study Week
8. Nov 2	Topic & Reading: Management, Leadership, and Internal Organization, Chapter 7 Case: Dan Formosa
9. Nov 9	Topic & Reading: Human Resources Management, Chapter 8 Case: Coke
10. Nov 16	Topic & Reading: Marketing Management, Chapter 11, 12 Case: Pet Airways
11. Nov 23	Topic & Reading: Marketing Management, Chapter 13 Case: Strideline

<b>Managing Business Functions</b>	
12. Nov 30	Topic & Reading: Understanding Accounting Transactions, Chapter 15 & Chapter 17 Case: Ottawa Under Garments (located on Blackboard)
Dec 9 to 22	Final Exam (date & place will be posted when available)

**Note:** Scheduling and topics may change due to unforeseen issues. In particular, the cases may be substituted to insure relevance. These scheduling changes will be announced in class and will be noted in Blackboard. It is the student's responsibility to review the coming week's assignments in Blackboard and to be prepared for the content.

## Beware of Academic Fraud

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address, where you will find resources, tips and tools for writing papers and assignments:

[Academic Integrity Webpage](#)

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and thirty credits;
- suspension or expulsion from the School.

Please be advised that professors have been formally advised to report every suspected case of academic fraud. In most cases of a first offence of academic fraud, the sanction applied to students who have been found guilty is an "F" for the course with an additional three credits added to their program requirements. Repeat offenders are normally expelled from the School of Management.

Finally, the Telfer School of Management asks that students sign and submit with their deliverables the Personal Ethics Agreement form. Two versions of this form exist: one for individual assignments, and one for group submissions. **Assignments will not be accepted or marked if this form is not submitted and signed by all authors of the work.** We hope that by making this personal commitment, all students will understand the importance the School places on maintaining the highest standards of academic integrity.

# Personal Ethics Statement Concerning Telfer School Assignments

## Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety.

I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. [Academic Fraud Webpage](#)

To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement.

I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the Telfer School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

## **Access Service for students who need adaptive measures**

Students who have a disability or functional limitation and who need adaptive measures (changes to the physical setting, arrangements for exams, learning strategies, etc.) to progress or participate fully in university life should contact Access Service right away:

- By visiting our office on the third floor of the Desmarais Building, Room 3172
- By filling out the [online registration form](#)
- By calling us phone at 613-562-5976

Access Service designs services and implements measures to break down barriers to learning for students with physical or mental health problems, visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.