



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 1800
Introduction to Business
Fall 2019 - Section A and B**

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Course meets: Section A → Tuesday at 8h25-11h25
Section B → Tuesday at 14h35-16h25

Prerequisite(s): restricted to B.Com. students with first-year or second-year standing.

Course Description and Objectives:

Introduction to contemporary businesses in a complex economy, their role in the society, their history. The various functions that come together to define a business will be examined. All forms of business communications emphasized.

Lectures three hours and tutorial one hour a week.

This introduction to business is built around three main objectives:

- Gaining general knowledge on businesses and business management
- Developing the ability to apply this knowledge to practical situations
- Developing human skills and communication skills

Throughout the 12-week course Students will

1. **Remember** (recall facts and basic concepts), **understand** (classify, describe, discuss, explain, identify, locate, recognize, report, select and translate ideas), **apply** (Use information in new situations), and **analyze** (draw connections between ideas) fundamental concepts regarding businesses and business management communication, critical and reflective thinking, leadership, teamwork and interpersonal skills through in-class, individual and group projects, as well as through presentations.
2. Apply and integrate acquired knowledge during an interactive, on-line case simulation where they will have the opportunity to make business decisions in all the different functional areas of a business including: Research and Development, Marketing, Production, Human Resources, and Finance/Accounting. In a team environment, students will make strategic planning and management decisions related to the products they design and produce.
3. **Remember, understand, and apply** strategies behind better decision-making and management.
4. **Remember, understand, and apply** the critical components of business communications, including writing and presentation skills, through hands-on activities and assignments. In addition, there will be several activities coordinated through the BCMC which are meant to prepare you for a career in business.
5. Have access to, and integrated knowledge from, guest speakers who will introduce the students to the different disciplines taught in the School, as well as essential academic and practical abilities and habits.
6. **Apply** the materials from the text book, lecture discussions and in-class guests to address course assignments which will take the form of projects such as written briefing notes and reports, which will involve preparing in-class presentations, providing individual and group contributions in class and tutorials, as well as through peer evaluations.

These course objectives are linked to the broader Goals of the Baccalaureate in commerce:

BC1 Communication Capabilities

Students are able to prepare and present well-organized and effective reports on business issues using appropriate supportive technologies

Learning Objectives

- 1.1 Write well-organized and effective reports on business issues.
- 1.2 Prepare and present oral reports on business issues in a well-organized and effective manner.
- 1.3 Demonstrate professionalism when interacting with peers, faculty, and business professionals in formal and informal business settings.
- 1.4 Demonstrate proficient and effective use of modern information and communication technologies for communicating and collaborating in organizational settings.

BC2 Critical and Reflective Thinking

Students will demonstrate the ability to identify a business problem, isolate its key components, analyze and assess the salient issues, set appropriate criteria for decision-making, and draw appropriate conclusions and implications for proposed solutions.

Learning Objectives

- 2.1 Identify the essential question, issue and/or problem.
- 2.2 Gather relevant data to effectively address the question, issue, and/or problem.
- 2.3 Recognize and evaluate assumptions, diverse points of view and ideas relevant to the question, issue, and/or problem.
- 2.4 Develop informed alternative solutions and evaluate them using appropriate analytical techniques.
- 2.5 Articulate implications and consequences that emerge from conclusions/solutions.

BC3 Knowledge Integration

Students will demonstrate the capabilities required to apply cross-functional business knowledge and technologies in solving real-world business problems.

Learning Objectives

- 3.1 Apply theoretical concepts to develop innovative, practical business solutions.
- 3.2 Develop an understanding of the cross-functional and interdependent nature of strategic business decisions.
- 3.3 Develop awareness and understanding of integrated enterprise information technology solutions in addressing business problems.

BC4 International Perspective

Students will develop an appreciation of the role and function of business in a complex world.

Learning Objectives

4.1 Identify the key issues and challenges of doing business in international settings.

4.2 Know when to adapt business decisions to different international settings.

BC5 Ethical Reasoning

Students will be capable of recognizing and resolving ethical issues that arise in business settings.

Learning Objectives

5.1 Recognize the value of incorporating ethics into work-life decisions.

5.2 Demonstrate the ability to recognize ethical issues associated with work and organizational decisions and actions, and to apply ethical principles to deal effectively with them.

5.3 Demonstrate an understanding of the impacts of organizational culture, structure, and systems on ethical behaviour, and the ability to manage features of these organizational characteristics in order to promote ethical behaviour throughout the organization.

Weekly Outline

Week	Date	Tasks all
1	09-10	<p>Attend lecture on:</p> <ul style="list-style-type: none"> • Changing the Face of Business • Course outline / assessment / expectations • Executive writing and referencing (APA style) • Expected behaviour (Plagiarism, Email protocol, copyright, attendance, comportment during class etc.) <p>Read:</p> <ul style="list-style-type: none"> • Changing the Face of Business - Boone CH 1 • Personal Financial Planning Appendix <p>Do: Have fun Do: Online exercises for Chapter 1 and Personal Financial Planning Appendix</p> <p>Tutorial: Practice Quiz Chapter 1</p>
2	09-17	<p>Attend lecture on:</p> <ul style="list-style-type: none"> • Economic Challenges Facing Contemporary Business - Boone CH 3 • Competing in World Markets - Boone CH 4 • Starting Your Own Business: The Entrepreneurship Alternative - Boone CH 6 <p>Read:</p> <ul style="list-style-type: none"> • Boone Chapters 3, 4, 6 <p>Do: Online exercises for Chapters 3, 4, 6</p> <p>Tutorial:</p>

		<p>“Excel Tips & Tricks” Part A Quiz on chapters 3+4+6 Review guidelines for Personal Reflections Review teamwork options A and B</p> <p>Do: Prepare an unclassified (no personal data such as student ID, SIN, home addresses etc) resumé if choosing Teamwork Option A</p>
3	09-24	<p>Attend lecture on:</p> <ul style="list-style-type: none"> • Management, Leadership, and the Internal Organization - Boone CH 7 • Human Resource Management: From Recruitment to Labour Relations - Boone CH 8 • Top Performance through Empowerment, Teamwork, and Communication - Boone CH 9 <p>Read:</p> <ul style="list-style-type: none"> • Boone Chapters 7, 8, 9 <p>Do: Online exercises for Chapters 7, 8, 9</p> <p>Tutorial: “Excel Tips & Tricks” part B Quiz on chapters 7+8+9</p> <p>Submit</p> <ul style="list-style-type: none"> • Resumé for Teamwork option A
4	10-01	<p>Attend lecture on:</p> <ul style="list-style-type: none"> • Product and Operations Management - Boone CH 11 • Product and Distribution Strategies - Boone CH 12 • Promotion and Pricing Strategies - Boone CH 13 <p>Read:</p> <ul style="list-style-type: none"> • Boone Chapters 11, 12, 13 <p>Do: Online exercises for Chapters 11, 12, 13</p> <p>Tutorial: “Researching, Citing, Writing & Co-Authoring” Part A (In text references, peer reviewed journals, how to cite exercise) Quiz on chapters 11+12+13</p> <p>Submit</p> <ul style="list-style-type: none"> • Personal Reflection A
5	10-08	<p>Attend lecture on:</p> <ul style="list-style-type: none"> • Understanding Accounting and Financial Statements - Boone CH 15 • The Financial System - Boone CH 16 • Financial Management - Boone CH 17

		<p>Read:</p> <ul style="list-style-type: none"> Boone Chapters 15, 16, 17 <p>Do: Online exercises for Chapters 15, 16, 17 Teamwork Option A: begin search for team</p> <p>Tutorial: "Researching, Citing, Writing & Co-Authoring" Part B Quiz on chapters 15+16+17</p>
6	10-15	<p>Attend lecture on:</p> <ul style="list-style-type: none"> Business Ethics and Responsibility – Boone CH 2 <p>Read:</p> <ul style="list-style-type: none"> Boone Chapter 2 <p>Do: Online exercises for Chapter 2 <i>Teamwork Option A</i> – Get hired by 2nd year student team.</p> <p>Tutorial: Quiz on chapter 2 (case study)</p>
7	10-22	<p>Winter reading week – no classes or tutorials this week</p> <p>Do: Rest and relaxation</p>
8	10-29	<p>For both A&B Attend library research workshop with Matthew Gertler (most practical for research projects, Bloomberg assignment and academic article presentation)</p> <p><i>Teamwork Option B</i> –</p> <p>Attend lecture on: Introduction to simulation Lecture - Special Guest Susan Woodfine</p> <p>Tutorial: Select teams within your tutorial. Teams must be between 2 and 7 people. Everyone in the tutorial must be on a team. If any student is excluded from joining a team, all teams in that tutorial will be randomly selected by the TA.</p> <p>Do: Individual simulation exercises + practice week</p> <p>Submit: Personal Reflection B</p>
9	11-05	<p>Attend lecture on: Individual Assignments</p> <p><i>Teamwork Option A:</i> Entrepreneurship speed interviews (TBD) Work on term project</p> <p><i>Teamwork Option B:</i> Do: Simulation Week 1 Submit: Simulation Briefing Note Assignment (only Option B)</p>
10	11-12	<p><i>Teamwork Option A:</i> Work on term project</p>

		<i>Teamwork Option B:</i> Do: Simulation Weeks 2 and 3 Tutorial: Article presentations (only attend if you are presenting)
11	11-19	<i>Teamwork Option A:</i> Work on term project <i>Teamwork Option B:</i> Simulation Weeks 4 and 5 Deadline for Firing team members Submit: Individual Assignments (due by November 22 nd , 23h59)
12	11-26	<i>Teamwork Option A:</i> Work on term project <i>Teamwork Option B:</i> Do: Simulation weeks 6 and 7 Submit: Personal Reflection C (due by November 29th 23h59)
13	12-03	Do: course evaluation + team presentations: Option A in class; Option B in tutorials Submit: Option A – Entrepreneurship project (date TBD) Submit: Option B – Annual report (Date TBD)

*Please Note: This schedule is preliminary. Although every effort will be made to adhere to this schedule, changes from time to time will be necessary as there are guest speakers at most of the classes. It is your responsibility to consult the detailed schedule and also you are responsible for reading any emails coming from your professor. On occasion your professor will send along important reminders by email to notify you of any changes in the schedule.

All assignments are to be submitted electronically, unless indicated otherwise.

Due dates for assignments, will be confirmed by the instructor

For uploaded soft copy assignments results will be uploaded in each of the tutorial sections in cuLearn.

Hard copies of projects will be retained by students.

Tutorials: 1 hour/week REQUIRED. Only attend your scheduled tutorial as you will be working with your team on your simulation during some of the tutorials.

CRSE	SEQ	CATALOG	LEVL	DAYS	START_TIME	END_TIME	BLDG	ROOM
1800	A	Introducti	UG	T	835	1125	UC	231
1800	A01	Introducti	UG	F	935	1125	UC	378
1800	A02	Introducti	UG	F	835	1025	LA	A720
1800	A03	Introducti	UG	T	1435	1625	CB	2400
1800	A04	Introducti	UG	R	1535	1725	SA	304
1800	A05	Introducti	UG	T	1435	1625	CB	3400
1800	A06	Introducti	UG	R	1535	1725	CB	2202
1800	A07	Introducti	UG	R	1535	1725	CB	3400
1800	A08	Introducti	UG	F	835	1025	SA	403
1800	A09	Introducti	UG	T	1435	1625	SA	404
1800	A10	Introducti	UG	T	1435	1625	PA	111
1800	B	Introducti	UG	T	1435	1725	UC	231
1800	B01	Introducti	UG	W	1535	1725	CB	3400
1800	B02	Introducti	UG	W	1135	1325	CB	3400
1800	B03	Introducti	UG	W	835	1025	CB	2400
1800	B04	Introducti	UG	W	1135	1325	CO	214
1800	B05	Introducti	UG	W	1235	1425	CB	2400
1800	B06	Introducti	UG	R	1435	1625	CB	2400
1800	B07	Introducti	UG	R	1435	1625	SP	415
1800	B08	Introducti	UG	R	935	1125	CB	2400
1800	B09	Introducti	UG	R	935	1125	CB	3400
1800	B10	Introducti	UG	W	1435	1625	CB	2400

Legend	UC	University Center
	RB	Richcraft Building
	TB	Tory Building
	ME	Mackenzie Building
	PA	Paterson Hall
	SA	Southam Hall
	CB	Canal Building
	CO	University Commons

Reading(s)/Textbook(s):

Required Reading: Boone/Schermerhorn: Introduction to Business for BUS1800
WileyPLUS Access

Boone/Schermerhorn WileyPLUS provides you with access to the content above in digital format, practice quizzes, study tools, Adaptive Practice, graded homework and more all with easy access through your cuLearn BUSI1800 course section. Take control of your learning with WileyPLUS and Adaptive Practice to track where to spend your time studying to get the most out of this course.

WileyPLUS Access can be purchased through cuLearn during the Registration process for \$70.00 plus taxes or a package of WileyPLUS with Boone, Introduction to Business 2nd Cd edition Loose-leaf is available at the Carleton bookstore.

PASSING THIS COURSE

This intention of this course is to initiate you to the roles and responsibilities in a learner-centered environment.

Frequently, students expect that a University classroom will be much like a high school classroom, albeit harder¹. In high school, students often learn that listening to a teacher (who does most of the talking), note taking, memorizing and the capacity to recall what the teacher wants to hear are essential for getting a good grade.

Figure 1 Major traditional roles and responsibilities

Traditional Student Roles	Traditional Student Responsibilities
Take lecture notes	Work mostly alone
Listen in class	Seek out the teacher if you have questions
Read the textbook	Read independently
Read other assigned reading	Develop study habits
Do homework	Develop your own time-management program
Take tests and quizzes	Organize the information
	Write papers on assigned topics
	Memorize

However, Herbert Simon (1996), a Nobel Laureate argues that “The meaning of knowing has shifted from being able to remember and repeat information to being able to find and use it. The goal of education is better conceived as helping students develop the intellectual tools and learning strategies needed to acquire the knowledge necessary to think productively.”²

In other words, “the illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn”

– Alvin Toffler (1970)

¹ Doyle, T. (2008). Helping Students Learn in a Learner-Centered Environment. Stylus Publishing, Sterling Virginia.

² Simon, H.A. (1996). Observations on the science of science learning. Oral presentation at meeting of the Committee on Developments in the Science of Learning for the Science of Science Learning: an interdisciplinary Discussion, Department of Psychology, Carnegie Mellon University, Washington, DC.

Thus, students in BUSI 1800 will begin to implement new roles and responsibilities that focus more on learning than on teaching. Put differently, my job is more about helping you learn how to learn than it is to teach you material that may very well be outdated by the time you graduate. Figure 2 highlights the learner centered roles and responsibilities.

Figure 2 Roles and responsibilities for students in a learner-centered environment

Learner-centered Students Roles	Learner-Centered Student Responsibilities
Self-Teach	Make choices about one's own learning
Collaborate with others	Take more control of one's own learning
Work in team/groups	Give input to the evaluation/assessment methods of the course
Take part in discovery learning	Give input to the course rules and
Teach others	
Evaluate others' learning	
Perform/present learning publicly	
Learn new how-to-learn skills and strategies	
Solve authentic problems	
Engage in reflection	
Demonstrate use of teacher feedback to improve performance	
Take learning risks	
Practice more	
Take class notes (or sketches)	
Read the textbook	
Write papers	
Take tests and quizzes	
Take part in class	
Do homework.	

To pass this course, you must attain a minimum of 50% on the total value of all of the assignments and activities heading into the final exam (in other words you must have a 35/70 combined for the projects) then you must also achieve a minimum of 50% on the final exam. If you suspect that you are going to fail it is recommended that you drop the course and sign up again for the next session so that you do not jeopardize your standing in the program.

For a schedule of assignments due and due dates, consult the **Detailed Class and Tutorial Schedule** and the **Overall Course Assessment** available on cuLearn. **Please print both documents** for your reference as there are multiple components to this course. Each student is responsible for retaining a hard copy of each assignment submitted.

ELEMENT	WEIGHT %
Individual work	
In class Quizzes	25
Personal reflections	10
Personal Project (s) (choose 2, or 3) a) Bloomberg project; b) Partnership proposal; c) Individual presentation of an academic article; d) One Case Study	25
Team work (choose 1)	
Option A Entrepreneurship project with 2 nd year students	40
Option B Simulation	40
1 st Simulation Briefing note	(5)
Simulation annual report	(15)
Simulation presentation	(10)
Simulation ranking	(5)
Peer evaluation	(5)
TOTAL	100

In class Quizzes (25%)

The material for the quizzes will be inclusive of all material covered during the course, including the simulation material and guest lectures. The quizzes will consist of questions drawn from lectures, textbook readings, videos, the simulation, presentations, tutorials and discussions in class. You must either be present to write the quizzes or you must present a medical or other acceptable documentation to explain your absence. Do not book holidays

until you can confirm the dates of your quizzes. I am not permitted to make any determination of whether your absence warrants a deferred quiz. If you miss a quiz due to a verifiable illness or emergency, you may apply to be considered for a deferred exam at a later date.

A handwritten, one-sided 8 ½ X 12 sheet of paper, may be used as study notes during the quizzes. Study note sheet will be checked by your TA before the quiz and you may put as much, or as little, information as you want on the sheet. No other documents, books, or electronic devices may be used during the quiz.

Assignments:

3 cuPortfolio reflections; (10%)

CuPortfolio Reflections

- It is essential that you import the cuPortfolio to cuLearn before the assigned timing.
- Each 3 paragraph (minimum) reflection on what (what did you learn), so what (what does the learning, feedback, or comments mean to me) and now what (What will I change to learn better i.e. what will you stop doing, what will you continue doing and what will you start doing)
- Each reflection should correspond to one learning outcome of the Bcomm program.
- Creativity in your reflections is encouraged. For instance, you may produce a 3-5 minute video for one reflection.
- The first reflections (A) should focus on your personal relationship with finance based on the readings of annex Boone Appendix D Personal Financial Planning;
- The next reflections (B) should focus on the comments and observations provided on your work, in class discussions, something you read, or any other pedagogical tool used in the context of this class.
- The last reflection (C) should be related to your team work experience.
- Will be graded using the rubric provided on our cuLearn.

Individual project options (choose 2 or 3, best two grades will be retained)

A) Bloomberg project;

Situation

In this project, you are playing the role of a financial planner. A new client requests a recommendation for a company in which to invest 10 000\$ she just inherited. Her objective is long-term growth, but intends to consider this investment as part of an accessible emergency fund.

Mission

Your mission is to convince your client to invest in the firm you have chosen. To accomplish this task, you must choose one company in which she should invest and prepare a 2-page briefing note on the company.

Action

1. Go to a Bloomberg terminal (located towards the back of the main floor in the Library - or the 3rd or 9th floor computer labs in Sprott in the Dunton Tower) and create a log in for yourself.
2. Find a company that is of interest to you (any company will do).
3. Find the company description.
4. Prepare a briefing note using the recommended guide to briefing which is Parkinson, R.B. (2017). Classic Format of a Briefing Note.
5. This report should include at least 2 academic references and an annex with at least 2 excel graphs that support your arguments.
6. The recommended guide to briefing notes is Parkinson, R.B. (2017). Classic Format of a Briefing Note. Retrieved at <http://www.writingforresults.net/classic.pdf>
7. Please include a standard BUSI 1800 cover page

Coordination

The briefing note needs to include one annex that presents the DES snapshot for the chosen company.

1. In the search bar at the top, type in IAM and hit enter * this is a critical step as it is the one of using the Bloomberg terminals located at the library identify one company
2. In the top right corner, go to the page with the **yellow arrow** and **save screen as file (save as a PDF)**. If you have problems uploading the PDF then save as an image and insert this image into your Assignment Template document which can be found in the top section of cuLearn for the course.

3. Name the file and then upload the file to cuLearn. Be sure that your snapshot has your name on it. Below is an example of a screen shot that Mason Brown (The Fund portfolio manager) pulled for the S&P index – ensure your format is the same, and note his name “MASON BROWN CARLETON UNIVERSITY” in the top right. **If your name does not appear where his presently is, you will receive no marks.**

Figure 3: Annexe 1 of Bloomberg project



If we receive your assignment and it does NOT have your name on it and tutorial number on it, you will receive a mark of 0.

B) Partnership proposal; (because this assignment requires a bit more work, there is a 5% bonus given to this grade, up to a maximum of 100%)

Situation

CONGRATULATIONS! You have been selected by the Dean to prepare a partnership proposal that will be presented by the Sprott School of Business's Dean to an organization of your choice. The partnership is intended to provide experiential learning opportunities to Sprott students.

Mission

Your mission is to identify an excellent partner for Sprott and produce a partnership proposal outlining the **best** project that students from the Sprott School of Business could execute for the chosen organization.

Action:

This assignment will be individually.

Coordination:

The complete assignment will include

- a) A standard BUSI 1800 cover page
- b) A max 2 Page BUSI 1800 Briefing note
- c) An annex with two original excel graphs
- d) At least 2 references from academic sources that support your arguments

This briefing note should summarize the following:

1. **The situation/problem** (which includes):
 - a. An **Evaluation** of the Target Organization and what makes it successful. **Analyze** the Organization using a SWOT and PESTEL analysis (must be included);
 - b. An **Evaluation** of Sprott and what makes it successful. **Analyze** the Sprott School of Business using a SWOT and PESTEL analysis (must be included);
2. **The Solution** (which includes)
 - a. An **Evaluation** of how Sprott students can offer solutions to the Organization. For example, Sprott students could provide valuable marketing support by conducting projects such as A, B, or C;
 - b. **Create (Design and develop)** and present an original project that could be performed by students of the Sprott Business School. The project should be argued to be the most helpful to the target Organization and should include **SMART** objectives;
3. **The interest** for the Partner: Analyze the benefits that the target Organization would receive in a partnership with Sprott. State available facts and figures to substantiate your proposal.

Coordination –This project should include:

1. A clear, concise, and snappy title.
2. Using APA referencing style, (<https://owl.english.purdue.edu/owl/resource/560/01/>) your briefing note and report must include 2 references to academic sources other than the course book.
3. The recommended guide to briefing notes is Parkinson, R.B. (2017). Classic Format of a Briefing Note. Retrieved at <http://www.writingforresults.net/classic.pdf>
4. Must be supported by at least one annex that presents at least two different original charts you built with excel.
5. Visiting the Target Organization is highly encouraged!
6. Our Dean is counting on you to be ready for the meeting.

C) Individual presentation of an academic article;

You may also choose to do an academic journal article presentation (5 minutes in length) on an article from an academic business journal (such as the Academy of Management or Harvard Business Review) (not a magazine article). To find a business journal, go to the library home page and select the option of journals and then select Business Source Complete for an extensive list of options. Academic journals have a **volume** and **number**, begin with an **abstract** and have many references at the end. For example: Collis, D. J., &

Rukstad, M. G. (2008). Can you say what your strategy is?. *Harvard business review*, 86(4), 82-90 is an excellent article from a top peer-reviewed journal that provides an awesome overview of what strategy is.

Your task is to summarize the key points and determine how this relates to business in a practical sense and present these findings to the tutorial. Providing a critique of the article, discussing what should be there, but isn't, as well as an argument on why this article is important is also expected.

Hint: The choice of management journal and article is up to you, but if you choose a subject you are passionate about, your presentation will be more convincing. The approach to the presentation is flexible and you must use your discretion to determine the most effective way to present the article.

D) Case study (produce a 2-page briefing note on your proposed solution.)

**Case 1:
Busi1800 Final exam Case:**

Fair Trade: To Do or Not to Do? ¹

Situation: We are now in the year 2020 and the Sprott School of Business has just entered the new Nicol Building, and it is awesome! In the foyer, there is a student run café and you have just been hired as the first marketing director. Your manager, Marie, has asked you for recommendations regarding the pertinence of using fair-trade coffee beans and apparel.

Mission: write a 2-page single spaced briefing note on your recommendation whether to a) sell only fair-trade coffee, and b) provide fair-trade uniforms to your employees.

Coordination:

- You have 2 hours to perform this task;
- You must use the standard busi 1800 briefing note format;
- Academic references are not required, but may be useful to support your arguments;
- A cover page is not obligatory.

Considerations:

The main issue is well known and understood – or at least many people think so: Powerful multinational firms, it is argued, can exert inordinate power requiring producers in developing countries to work inhuman hours and sell their products at impossibly low prices just to eke out a bare-subsistence living. Fair Trade is being championed as a way to address this injustice. In addition to its many other general and specific benefits, Fair Trade, its proponents claim, has an additional advantage in that it involves voluntary private sector practices rather than government-mandated regulations. For example, Starbucks has succeeded in introducing a practice that rests on a deceptively simple principle: Essentially, the company acts as a bridge between empowered, informed, and responsible consumers, on the one hand, and needy producers, on the other. The effectiveness of the “bridge” depends on Starbucks enacting a marketing program that enables that firm to charge higher prices (which its target consumers are willing to pay both to obtain or enjoy a superior product and as an indirect contribution to trade justice). This, in turn enables Starbucks to pay higher prices to the producers from whom it purchases coffee.

But is this all there is to it? Is Fair Trade fair to all, no matter what the circumstances? Consider for example the case where, to “fight back” against trade injustice, Honduran rice farmers formulated an association with the rice processors which, among other provisos, includes an agreement that the processors must give preference to domestically-produced rice (i.e., buy it first if available) before they can look to imported rice from abroad. This agreement seems to

have succeeded in doubling the proportion of domestic consumption that is supplied by home-grown production, from about 15% to about 33% within a single year. Looked at from a different viewpoint, however, this rice deal in Honduras is much like a cartel which unfairly disadvantages foreign producers. Cartels are normally frowned upon, and in many cases are considered illegal. The local producer's gain is the foreign producer's loss. Looked at from a global perspective, at a time when many countries and international agreements are working to reduce the power of cartels, is it appropriate that the Honduran farmers and processors developed this deal, and that their government not only allowed such an agreement but also actively supported it?

Another common criticism of Fair Trade is that it raises prices artificially, allowing the company to set procurement and selling prices with an eye to the producer while disadvantaging the consumer. Using hypothetical figures (that are in line, however, with reality in similar cases), the fact that a kilogram of produce used to be bought for \$1 in the "bad old days" prior to Fair Trade doesn't necessarily mean that the current "fair-traded" price of \$3 is "fair." It could well be that a price of \$2 might be much fairer to the consumer and still represent a great benefit for the producer. Fair-traded pricing can actually end up disadvantaging poor consumers not only in developing countries but even in the developed world: Elite and wealthy consumers can assuage their guilt over third-world poverty by sipping their expensive lattes – while poorer consumers cannot afford Starbucks and have to live with lower-grade coffees (or bowls of rice).

Sample source for background reading:

Arnould, Eric J., Alejandro Plastina, and Dwayne Ball, "Does Fair Trade Deliver on Its Core Value Proposition? Effects on Income, Educational Attainment, and Health in Three Countries." *Journal of Public Policy & Marketing* 28 Fall 2009, pp. 186–201

Action:

You must prepare a max 2 page (annexes, if any, do not count for the 2 page maximum) briefing note that outlines your recommendation(s);

You must use the standard BUSI 1800 Briefing note template;

Of course, tools such as SWOT, PESTEL should be used to support your case;

References must follow APA referencing style and 4 are required;

The standard BUSI 1800 rubric will be used for the corrections;

¹ This case was prepared by Dr. Nicolas Papadopoulos, Chancellor's Professor of Marketing and International Business at the Sprott School of Business, Carleton University, in Ottawa, Canada. It is designed solely for use as a basis for education and training and is not intended to illustrate appropriate or inappropriate handling of any aspect of business management.

Team assignments

You have 2 choices for your team assignment:

Option A: Is the creation of a business plan with 2nd year students

Option B: Is to conduct a Praxim simulation:

Option A:

Situation

Students enrolled in BUSI 2800 must prepare a business plan and now have the option of “hiring” one or two BUSI 1800 Students to assist them.

Mission

If you choose option A, your mission will be to assist one team of 2nd year students in the creation of a business plan

Action

Once selected, you will be working with, and for, a team of 2nd year students. From them, you will learn more about business plan writing and will accordingly, integrate the notions acquired in the first half of the semester.

You will also need to produce a short (at least one page) reflection on your experience.

Coordination

- For this option, you must first get selected. To this end, you will be required to submit a resumé and participate in a speed interview session (dates TBD);
- Your grade for this work will be the grade your collective business plan receives + the grade you receive for your personal reflection on your experience;
- As it is a privilege to be selected for this project, you will receive a 5% bonus on the grade you will receive to the business plan. (to a maximum of 100% for this assignment). To receive this bonus, you must make a verbal report on your progress to Dr. Webb every Tuesday in our regular classroom;
- If you get fired from you team with cause, you will lose the 5% bonus and will be required to complete a “business plan on a napkin” (to still have an opportunity to integrate the notions acquired in the class). If you get fired without cause, you may keep the 5% bonus but will still have to complete your business plan on a napkin exercise;
- If you need to “fire” your 2nd year student with cause, you will retain the 5% bonus and will be given the opportunity to complete one “your business plan on a napkin” exercise.

Option B

There is a registration fee of around 30\$ for this simulation.

Simulation Briefing note

Situation

As the managers of a new Kayak Company, you must inform your board of directors of the strategic orientation you intend to follow.

Mission

To prepare a Briefing note (BN) to inform your board of directors of your chosen strategy

Action

Using the standard BUSI 1800 briefing note template (Available on cuLearn), you must prepare a 2 page (single spaced) briefing note to introduce your team and outline your Strategy.

For tips on completing a BN, refer to <http://www.writingforresults.net/classic.pdf>

This assignment should include at least 2 academic references

This assignment should include an annex with 1 excel graph that you create. The library or the following link may be helpful: <https://support.office.com/en-us/article/Excel-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb>

Simulation Project annual report*Situation*

It is time to report back to your board of directors on the fate of your company.

Mission

After completing the allocated rounds for the simulation, you must prepare an annual report to your board of directors on how well you did.

Action

As noted in the Learning Objectives, students in this course will be required to participate in a team-based on-line simulation. Students will be required to sign up for simulation after reading week.

Over the course of the semester, teams will make important business decisions that will spell success or failure to your firm.

You will have added control over your destiny as teams will be self-selected within the tutorials.

Coordination

- The Simulation annual report components including:
 - 1 X Briefing Note to your company's board of directors.
 - The final briefing note must summarize a minimum 4-5 page annual report that provides more details about the performance of the company. As any annual report, it should include a letter by the CEO, photos, a report by either the product divisions or the functional divisions as well as the key financial information. Throughout, we should see details about each functional group, the overall strategy, a SWOT and PESTEL analysis, as well as three excel charts at least 5 different academic references.
 - <http://www.writing-skills.com/how-to-write-annual-report> or <https://www.richardhollins.com/blog/how-to-write-an-annual-report/> may give you some more ideas about annual report writing.

- More details of the 2 briefing notes, the annual report, final presentation and process for firing unproductive team members will be provided in your tutorials.

LATE POLICY

There will be zero tolerance for late assignments. Please note that the simulation deadlines are non-negotiable as they are set by a computer for the entire class. If you miss a deadline, you will forfeit the marks. The only valid excuse for missing a deadline is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. In such circumstances separate arrangements may be made. If you miss a deadline for a reason that is not deemed as legitimate, your mark will be zero.

Important Dates and Deadlines – Winter 2019 Graduate, Undergraduate and Special Students

SEE <https://carleton.ca/registrar/registration/dates-and-deadlines/>

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not

have or have yet to activate this account, you may wish to do so by visiting
<http://carleton.ca/ccs/students/>

SPECIAL NOTE:

- **Class Participation** Active participation in class by each and every student is the foundation of any effective learning experience. Active participation improves the learning experience and assimilation of material, as well as creates a dynamic learning environment. In order to effectively participate, the first step is preparation. Readings, lectures, and experience related to the upcoming course material should be reflected upon before the class. Think about the what, so what and now what of the upcoming lecture and ask yourself *why does this matter?* Participation should be relevant to the current discussion and includes asking and answering questions, translating the subject into a pertinent and relevant experience, examining the material for gaps, and always be looking for “the dog that didn’t bark”, which is a metaphor for something important that should be there but isn’t. Active listening and constructively critiquing ideas in a respectful manner is also expected.
- **Your instructor will not reply** to emails which ask for information that was either supplied verbally in class, is in class notes, was provided in tutorials/labs, emailed or was posted on cuLearn. *The course Q&A is the best place to ask questions and find answers.* If you are unable to get the answer you are looking for through the Q&A, you should first write to your TA. Only personal questions or concerns may be asked directly to your Professor.
- **Do not expect** an email reply if you do not use the proper email procedure – we only respond to Carleton email addresses. A minimum of business etiquette is expected when corresponding with your professor. We do not respond to other emails like gmail, hotmail, rogers etc.
- **Do not expect** a reply in the evening or over the weekend.
- **Unless your question is personal**, you must first address your question to your TA, then the head TA. When writing to Dr. Webb, please include the name of your TA and which class you are in.
- Only pdf and word documents will be accepted.

