



CARLETON UNIVERSITY
BUSI 1800
Introduction to Business
Fall 2018 - Section A

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Course meets: Tuesday at 14h35-17h25 University Central room 231

Prerequisites & precluded Courses:

First year standing in B.Com. This introductory course assumes no prior knowledge of business. BUSI 1800 requires no prerequisites.

Course Description and Objectives:

Introduction to contemporary businesses in a complex economy, its role in the society, and its history. The various functions that come together to define a business will be examined and all forms of business communications will be emphasized with the objective of providing you with the knowledge to compete.

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.

General outline

WEEK	DATE	Chapter / Topics
<u>1</u>	<u>Sep 11</u>	<p>Course overview of contemporary businesses in a complex economy, and their roles in society</p> <p>Course outline / assessment / expectations</p> <p>Executive writing and referencing (APA style)</p> <p>Expected behaviour (Plagiarism, Email protocol, copyright, attendance, comporment during class etc.)</p> <p>Introduction to cuLearn, cuPortfolio & Simulation</p> <p>Brief history of Canadian Business</p> <p>Suggested reading Brief history and context of Canadian Business - Boone CH 1</p> <p>Suggested viewing: Crash course in History https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9</p> <p>Tutorial: (with tutor) Introduction to the Simulation</p> <p>Sim practice week</p> <p>Assignment to hand in: none</p>
<u>2</u>	<u>Sep 18</u>	<p>Chapter to be covered</p> <p>Teamwork -Schermerhorn Ch 17</p> <p>Special activity</p> <p>Team building</p> <p>Guest speaker</p> <ul style="list-style-type: none"> ▪ Trish O’Flaherty - Business Librarian <p>Tutorial: (teams only)</p> <p>Sim practice week</p> <p>Assignment to hand in: None</p>

<u>3</u>	<u>Sep 25</u>	<p>Chapter to be covered Management & Leadership - Boone CH 7</p> <p>Special activity None</p> <p>Guest speaker Stacey Malloch - Introduction to cuPortfolio</p> <p>Tutorial (with tutors) “Researching, Citing, Writing & Co-Authoring” (Include examples of in text references and what are peer reviewed journals. How to cite exercise) Sim week 1</p> <p>Assignment to hand in: Simulation briefing note (team)</p>
<u>4</u>	<u>Oct 2</u>	<p>Chapter to be covered Business strategy - Boone CH 12/13</p> <p>Guest speaker <ul style="list-style-type: none"> ▪ BCMC Job searching and networking </p> <p>Tutorial (with tutor): Boone Appendix D Personal Financial Planning</p> <p>“Excel Tips & Tricks” Set up a personal cash flow statement and budget</p> <p>Assignment to hand in None</p>
<u>5</u>	<u>Oct 9</u>	<p>Chapter to be covered Accounting & Financial Information – Boone CH 15</p> <p>Special activity None</p> <p>Guest speaker None</p> <p>Tutorial: (with tutors) Scientific article presentations Sim week 2</p> <p>Assignment to hand in: BCMC Project 1 and 2.</p>
<u>6</u>	<u>Oct 16</u>	<p>Chapter to be covered Financial Management – Boone CH 16&17</p>

		<p>Special activity None</p> <p>Guest speaker:</p> <ul style="list-style-type: none"> ▪ BCMC staff on resumes <p>Tutorial (teams only) Sim week 3</p> <p>Assignment to hand in: Personal Project(s) A</p>
<u>7</u>	<u>Oct 23</u>	Fall break - No classes or tutorials this week –
<u>8</u>	<u>Oct 30</u>	<p>Chapter to be covered None</p> <p>Special activity None</p> <p>Guest speaker</p> <ul style="list-style-type: none"> ▪ Associate Dean on academic performance and review ▪ BCMC staff on interview skills <p>Tutorial (teams only):</p> <p>Study or teamwork session Sim week 4</p> <p>Assignment to hand in: BCMC project 3 (CV)</p>
<u>9</u>	<u>Nov 6</u>	<p>Chapter to be covered Global markets - Boone CH 4</p> <p>Special activity None</p> <p>Guest speaker: Dr. Diane Isabelle</p> <p>Tutorial (with BCMC staff) BCMC Interviews in tutorials Sim week 5</p> <p>Assignment to hand in: <u>None</u></p>
<u>10</u>	<u>Nov 13</u>	<p>Chapter to be covered Motivating Employees – Boone CH 9</p> <p>http://www.bbc.com/capital/story/20180320-does-being-paid-more-make-you-perform-better</p> <p>Special activity</p>

		<p>None Guest speaker: None.</p> <p>Tutorial (teams only) Study or teamwork session Sim week 6</p> <p>Assignment to hand in: none</p>
<u>11</u>	<u>Nov 20</u>	<p>Chapter to be covered Marketing - Boone CH 11 Special activity none Guest speaker: None.</p> <p>Assignment to hand in: <u>Personal project (s) B</u></p>
<u>12</u>	<u>Nov 27</u>	<p>Chapter to be covered Ethics and Social Responsibility – Boone CH 12</p> <p>Special activity None</p> <p>Guest speaker: None</p> <p>Tutorial: (with tutors) Simulation team presentations</p> <p>Assignment to hand in:</p>
<u>13</u>	<u>Dec 4</u>	<p>Chapter to be covered: None</p> <p>Special activity Top Simulation team presentations Exam Review – Do not miss this class</p> <p>Guest speaker: Best Simulation teams</p> <p>Tutorial (teams only): Study session</p> <p>Assignment to hand in: Simulation Annual report</p>

*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.](#)

Electronic copies must also be submitted before the class. 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.

TERM	CRN	CRSE	SEQ	DAY	START_TIME	END_TIME	START_DATE	END_DATE	INSTRUCTORS
201830	30529	1800	A	T	1435	1725	9/5/2018	12/7/2018	Webb, Andrew
201830	30530	1800	A01	F	835	1025	9/5/2018	12/7/2018	Webb, Andrew
201830	30531	1800	A02	R	1135	1325	9/5/2018	12/7/2018	Webb, Andrew
201830	30532	1800	A03	F	1535	1725	9/5/2018	12/7/2018	Webb, Andrew
201830	30533	1800	A04	F	1435	1625	9/5/2018	12/7/2018	Webb, Andrew
201830	30534	1800	A05	W	1135	1325	9/5/2018	12/7/2018	Webb, Andrew
201830	30535	1800	A06	F	1135	1325	9/5/2018	12/7/2018	Webb, Andrew
201830	30536	1800	A07	W	935	1125	9/5/2018	12/7/2018	Webb, Andrew
201830	30537	1800	A08	R	1535	1725	9/5/2018	12/7/2018	Webb, Andrew
201830	30538	1800	A09	R	1135	1325	9/5/2018	12/7/2018	Webb, Andrew
201830	30539	1800	A10	R	835	1025	9/5/2018	12/7/2018	Webb, Andrew

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

Topics covered:

1. Brief history and context of Canadian Business
2. Management & Leadership
3. Developing a strategy

4. Accounting & Financial Information
5. Financial Management
6. Global markets
7. Motivating Employees
8. Marketing
9. Ethics and Social Responsibility
10. Teamwork
11. Appendix D Personal Financial Planning

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.

Course Requirements & Methods of Evaluation:

Enrolment is restricted to students in the Bachelor of Commerce Program.

Prerequisite(s): first-year standing in B.Com.

A specific correction guide, or Rubric, will be produced for each project. Your T.A. can explain the details of how each project will be evaluated.

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			

WDN = Withdrawn from the course

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.

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

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)

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	

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.

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 %
Personal Project (s) (choose 2, 3, or 4) a) Bloomberg project; b) Partnership proposal; c) Individual presentation of a scientific article; d) 3 cuPortfolio reflections	30
BCMC projects	15
1 st Simulation Briefing note	5
Simulation annual report	10
Simulation presentation	5
Simulation ranking	2.5

Peer evaluation	2.5
Final Exam	30
TOTAL	100

Assignments:

Personal projects

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>

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.**

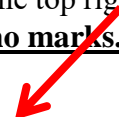


Figure 3: Annexe 1 of Bloomberg project



Be sure to double-click on the HEADER and the FOOTER of the page to edit the NAME, STUDENT NUMBER, TUTORIAL NUMBER and other related personal information. 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;

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) A 4-5 page detailed proposal (see below)
- d) An annex with three original excel graphs
- e) At least 5 references from academic sources that support your arguments

This 4-5 page proposal (Times New Roman 11, double space) should have three main sections:

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. A standard BUSI 1800 cover page
3. 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.
4. Be preceded by a 2 page (single-spaced) briefing note that summarizes your proposal.
5. 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>
6. Must be supported by at least one annex that presents at least two different original charts you built with excel.
7. Visiting the Target Organization is highly encouraged!

8. Our Dean is counting on you to be ready for the meeting.

c) Individual presentation of a scientific article;

You may also choose to do an academic journal article presentation (between 5 and 10 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.

Q:

Tuesday, 3 October 2017, 9:46 AM

When finding an article of interest, how recent must the publication be? Is 2016 too long ago?

A: Not a problem, the date of an article is not as important as it's pertinence.

d) 3 cuPortfolio reflections;

CuPortfolio Reflections

- Throughout the semester, it is expected that a personal reflection will be made in the cuPortfolio by each student before the end of each month.
- The reflections should focus on the comments and observations provided on your work, as well as during in class discussions.
- Each 3 paragraph (minimum) reflection on what (you did), so what (what does the feedback I received or reviewer comments mean to me) and now what (What will I change to learn better) will be graded using the rubric provided on our cuLearn.
- Each of the reflections should correspond to one learning objective of the Bcomm program. A different learning objective should be used for each reflection.
- It is essential that you import the cuPortfolio to cuLearn before the assigned timing.
- Creativity in your reflections is encouraged
- The first reflection may be a 3-5 minute video on why you want to study business

BCMC Projects (Individual) (15%)

Situation

Following your tenure at Sprott, you will likely be looking for a job, or starting your own business.

Mission

Your mission is to get ready for the job market

Action

4 tasks are required to accomplish this project

- 1) Networking assignments. (3%): a) Draft a personal introduction of yourself and b) construct a business card for YOU inc. Papers copies of these 2 documents will be handed at the beginning of the class;
- 2) Create a Resume (7%). You will have the option of applying to the TA position **OR** a Costco position. BCMC will create the TA and Costo job postings on our mySprott portal and have students “apply” directly there. This would replicate a real-life application;
- 3) Participate in an interview; (5%). BCMC will conduct the interviews with the TA job or Costco job in mind, according to the student’s preference during a specified tutorial session; and
- 4) Participate in other BCMC activities, such as business etiquette session or complete the Career Leader On-line Assessment Tool (suggested – i.e. not for points, but your future self will thank you)

Coordination

1. For task 1.a) Draft a personal introduction that you can use when meeting a new contact at a networking event, or in a similar type of situation. At minimum, your personal introduction should include: who you are, what you are studying, and what career path(s) you are exploring. Write this as if you are speaking the words out loud to someone at an event while you are having a conversation, not in point form. It should be one or two paragraphs in length double-spaced.
 - 1.1. This assignment should reflect the words that YOU would say to someone about yourself. To understand how to better communicate verbally with new people that you meet at networking events, and to feel more comfortable speaking with people you have not met before. Be advised that your instructor will be inviting random students to present themselves in class.
2. For task 1.b) You must also Create a PDF of a professional business card and cover page. The aim here is to understand the importance of having a business card when you meet new people, and the cover letter is essential when submitting your CV.
 - 2.1. This link is suggested to get you started. Click in this link <http://tinyurl.com/o6xmqln> to go to Vistacard.ca. This page is a ‘hidden’ page that offers 100 Business Cards for \$5.00 (customer pays shipping and handling).
NOTE: You are NOT required to order the Business Cards if you don’t want to. It is NOT part of the assignment to buy business cards, only to provide the PDF proof copy.

- 2.2. Hand in hard copy of tasks 1, stapled together in person at start of class, with a project cover page including name, tutorial number and student number. Anything handed in AFTER the start of class will be assigned marks as per the late policy posted on cuLearn.
3. For task 2) create a CV using the information that BCMC staff provided
 - 3.1. If you do not currently have a resume, please create one for yourself based on the session held in class.
 - 3.2. It is highly recommended that you use the resume template provided in the assignment, especially if this is your first resume.
 - 3.3. If you already have a resume, update it based on information in class.
 - 3.4. The resume cannot be more than 2 pages in length, and one page is preferable.
 - 3.5. Margins should be ½ “– 1” all around.
 - 3.6. Font size must be between 10 pt and 12 pt. Choose a professional font (I like Garamond); remember that the document must be easy for an employer to read.
 - 3.7. Be sure to include your contact information on your resume, and include a cover page.
4. Please use the Assignment Template that is posted in the top portion of cuLearn. Be sure to double-click on the HEADER and the FOOTER of the page to edit the NAME, STUDENT NUMBER, TUTORIAL NUMBER and other related personal information. If we receive your assignment and it does NOT have your name and tutorial section on it, you will receive a mark of 0.

Team assignments

Simulation Briefing note (5%)

Situation

As the managers of a new firm, 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 (10%)

Situation

You have been in charge of the destiny of an important firm for a year now.

Mission

You must first compete in a series of simulations then 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 during **week 1**.

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

Your TA will allocate students to their respective teams during the first tutorial.

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 10 different academic. <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.
 - As the simulation is done in a group. Please make, and submit to your T.A, a group contract at the beginning of the term that lays out responsibilities (do's – i.e. I will respect others' time and opinions) and the types of things that will not be tolerated. Personally, I view taking advantage of your group members very unfavourably – it is really a theft of another person's time when you take advantage of them.
 - 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.

Q: Sunday, 19 November 2017, 9:27 AM

Hello Dr. Webb I was looking at the simulation project report on the course outline and I noticed it also requires 10 academic sources. I was a bit confused as to how we would implement real world sources into a report based on a simulation. Also how would we be able to analyze things such as social and environmental factors (for the PESTEL) since the simulation doesn't really go into these?

A: Sunday, 19 November 2017, 9:26 AM

Hello,

thank you for your question.

Even though is a simulation, it should be relatively easy to find only 10 academia sources to explain how your Sim team did. For instance...what strategy you used and how did it work out. Was it in line with what Collis and Rukstad (2008) have to say about strategy? OR would you say that your strategy was more in line with Mintzberg's claim that strategy "a pattern in a stream of decisions, our central theme has been the contrast between "deliberate" strategies, that is, patterns intended before being realized, and "emergent" strategies, patterns realized despite or in the absence of intentions." (1979)

As for PESTEL, this Sim has many lacunas, and the lack of connection with real life that you raise is one of them...so what does this mean for your learning? Highlight the importance of the PESTEL (and cite where pestel's comes from) are a great way to make arguments supported by theory.

Good luck and have fun

Final Exam (30%)

The material for the exam will be inclusive of all material covered during the course, including the simulation material and guest lectures. The exam will consist of questions drawn from lectures, textbook readings, videos, the simulation, presentations, tutorials and discussions in class. The final exam is scheduled to take place during the final exam period. The date of the final exam will be made available through the University Exam Schedule which will be posted at this site - <http://www2.carleton.ca/ses/exams/exam-schedule/>. You must either be present to write the exams or you must present a medical or other acceptable documentation to explain your absence to the registrar. Do not book holidays until you can confirm the dates of your final exams. I am not permitted to make any determination of whether your absence warrants a deferred exam. If you miss the final exam due to a verifiable illness or emergency, you may apply to the Registrar's Office to be considered for a deferred exam at a later date.

A one-sided 8 ½ X 12 sheet of paper, signed by me, may be used as study notes during the exam. The blank study note sheet will be handed to you the week before the exam 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 first portion of the exam.

The second portion of the exam will be a case study. You must bring your laptop (no other electronic devices will be accepted) and will be able access the internet. Email and other forms of communication will be strictly forbidden.

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. Penalties and submission timings for assignments are strict and as follows:

Submission Timing	Penalty
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0-15 minutes late	We will be lenient and accept the assignment dependent on the method of submission (i.e. through cuLearn, in person or by email)
15 minutes or more	Your assignment will most likely NOT be accepted (unless faced with a <i>force majeure</i> or <i>casus fortuitus</i>) and you will receive an appropriate penalty up to an assignment grade of 0.

Important Dates and Deadlines – Fall 2018 Graduate, Undergraduate and Special Students

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

ADDITIONAL INFORMATION

Class Participation

Active participation in class by each and every student is the foundation of any effective project based 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.

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).

Access cuLearn through Carleton’s student portal. Login using your name and your password. This will allow you to access Carleton Central, cuLearn and your email. Schedules, lecture slides, assignment instructions, grades and messages can be found on cuLearn. Please consult before emailing questions. Only emails using your Carleton email (e.g. john.smith@carleton.ca) and your tutorial number will be answered.

Given the nature of the on-line simulation activities that will be taking place primarily during the scheduled class time and tutorials, it is helpful if students bring a laptop to the classes and especially the tutorial OR have access to or share a laptop during class time. HOWEVER, we do realize that not everyone might have the means to bring a laptop; however, as long as **at least one member of the group has a laptop with them, the team**

will be able to complete the required exercises. It is advisable that 2 or more members of the group have a laptop with them in the tutorials but it is not required. Laptops are only to be used for course work and not surfing the web. The same holds true for cell phones. **Doing emails or surfing the web during class will not be tolerated.** Using a cell phone or laptop for unauthorized reasons (non-course work) can result in you being asked to leave the classroom.

Group work

The Spratt 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.

Academic Regulations, Accommodations, Etc.

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 in 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/>
Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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, it would be easier to respond to your inquiries if you would send all email from your Carleton 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:

- **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.* 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.
- Only pdf and word documents will be accepted.

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Appendix B – Declaration of Academic Integrity (to be signed by each Simulation team and handed in to your respective TA)

Declaration of Academic Integrity

Course # :

Term and year :

Title of project/paper : Or Assignment #

The University Senate defines plagiarism in the regulations on instructional offences as: "Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own.

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offences.

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes, endnotes or bibliography. This work has not been shared with anyone outside this group. Signature of students

Everyone must sign to receive a grade

Student Name

Student ID

Student Name

Student ID

Student Name

Student ID

Student Name

Student ID