BUSI 4607 A: Management of Technology and Innovation

FALL 2025

Instructor	Arushi Sharma
Email Address	arushisharma@cunet.carleton.ca
Class Times	8:35 am - 11:25 am, Tuesdays
Modality	In-person
Office Hours	By appointment only. Email at arushisharma@cunet.carleton.ca to secure an appointment. Also available after class on Tuesdays.
Office Location	-
TA Name/Email	To be announced

Pre-Requisites & Preclusions:

Prerequisites: third-year standing, and BUSI 2204 or BUSI 2208 (with a grade of C- or higher in each)
Preclusions: NA

Course Description/Instructor's Statement

Carleton Calendar Description: Integration of technology and strategy; design of technological strategy; development of new business around new technology; and management of corporate research and development, including pre-competitive consortia.

Instructor's Description: Innovation—the process of creating, developing, or implementing something new—drives progress across technologies, industries, and sectors. It enables the generation of new value, such as in the form of new products, processes and/or services. This course explores the fundamentals and best practices for managing technology and innovation at the firm level. It is structured into three modules:

1. *Dynamics of Technological Innovation*, which covers the foundations of technological innovation, gaining an in-depth understanding of how and why innovation occurs in an industry, and why some innovations rise to dominate others.
2. *Strategic Management of Innovation*, which discusses the formulation of firms' technological innovation strategy. This includes strategic analysis of current position and future direction, competitive vs. collaborative strategies for innovation, and mechanisms for profiting from innovation.
3. *Special Topics in the Management of Technological Innovation*, which examines two important domains of innovation that complement technological innovation. Those are service innovation and business model innovation.

Course Learning Objectives:

1. Familiarize with the underpinning concepts of why and how innovations emerge, evolve, and succeed in the market.

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2. Develop analytical skills to examine real-world cases—drawing lessons learned, identifying best practices, and assessing the strategic implications of how firms manage technology and innovation.
3. Apply frameworks to evaluate strategies and mechanisms used to manage innovation and technology, considering both competitive and collaborative contexts.
4. Enhance communication and collaboration skills by delivering well-structured arguments and insights in group presentations and discussions.

Required/Optional Materials & Prices

Mandatory textbook: *Strategic Management of Technological Innovation*

- Melissa A. Schilling, 7th edition 2023, McGraw-Hill, New York, NY.
- eBook Pricing ISBN10: 126408093X | ISBN13: 9781264080939
    - $67.75 Rental (180 Days Access)
    - $106.02 (Extended Access)
- Print Pricing ISBN10: 1264387822 | ISBN13: 9781264387823
    - $78.00 Rental (150 Days Access)
    - $196.99 Loose-Leaf Purchase
- Second-hand copies are permitted (additional e-book software may be required to access digital copies)

Optional textbook: *Learning with Cases*

- Louise A. Mauffette-Leenders, James A. Erskine, and Michiel R. Leenders. 4th edition, 2014, Richard Ivey School of Business, The University of Western Ontario.
- *PRICE $ 89.28* (Amazon pricing, 3rd edition 2005)
- Hard copy
- Available at MacOdrum library Floor 5 Books (HD1111.M37 2014)
- Second-hand copies are permitted (additional e-book software may be required to access digital copies)

Course pack: All cases, articles, and tools used in this course are available from the library through Ares, which is accessible through students' Brightspace accounts. The cases can be accessed at an additional cost of $4.95 per case. Each student is required to access two cases, the remaining ones being optional. The Case Analysis Coach is available at $5.00 per student. The course pack includes the following:

Cases (abstract of the cases is included at the end of this course outline)

1. Kodak and the Digital Revolution (A)
2. Adobe Systems, Inc.
3. Netflix
4. Google Inc.
5. Matching Dell
6. Innovation at Progressive (A): Pay-As-You-Go Insurance
7. TopCoder (A): Developing Software through Crowdsourcing

Articles

1. The Imitator's Dilemma: Why Imitators Should Break Out of Imitation. Journal of Product Innovation Management. Journal of Product Innovation Management.
2. Creating New Markets Through Service Innovation. MIT Sloan Management Review.
3. Creating Value through Business Model Innovation. MIT Sloan Management Review.

Tools

1. The Case Analysis Coach: a mandatory course material to be self-studied to help students with case analysis and reporting. It presents a comprehensive and concise framework for analyzing, discussing, and writing about cases. Delivered entirely online, it shows students how to establish a knowledge base about a case.

Presentation slides: Slides will be minimally used in this course, and where used, the instructor will share them via Brightspace.

Please purchase the textbook(s) from the campus bookstore in Nideyinàn (formerly the University Centre) or through the bookstore website: https://carleton.ca/campus-services/the-bookstore/.

Grading Scheme

Case presentation (team)	20
Case report (individual)	20
Term paper - Technology Platform (team)	50
Presentation #1 (5%)	
Presentation #2 (5%)	
Term Paper (40%)	
In-class participation (individual)	10
TOTAL	100%

Important Dates to Note

Case presentation (team)	Follows weekly course schedule
Case report (individual)	Follows weekly course schedule
Term paper - Technology Platform (team)	
Presentation #1	Oct 14 (all teams, submissions on Oct 13)
Presentation #2	Nov 25/Dec 02 (submissions on Nov 24)
Term Paper	Dec 02
In-class participation (individual)	Ongoing

University Academic Calendar: https://calendar.carleton.ca/academicyear/

Policies & Accommodations

https://students.carleton.ca/course-outline/
https://carleton.ca/pmc/current-students/academic-accommodations/

Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Methods of Evaluation and Coursework Descriptions

This course places a strong emphasis on analyzing real-world cases to build a practical understanding of technology and innovation management. Accordingly, the assignments created for this course involve analyzing and presenting cases. The table below provides the grading scheme used for this course.

Grading Scheme:	
Case presentation (team)	20
Case report (individual)	20
Term paper - Technology Platform (team)	50
Presentation #1 (5%)	
Presentation #2 (5%)	
Term Paper (40%)	
In-class participation (individual)	10
TOTAL	100%

All assignments will be performed in teams, except in-class participation and the case report—which are individual student efforts. The instructor will create a total of seven (7) student teams on the first day of lecture. No team changes are permitted.

The instructor will assign a team number to identify the cases to work on assignments. Teams will follow the case allocation as provided in Table A and the schedule as shown in the course's weekly schedule. No changes in cases allocation permitted.

Table A: Team packages

Team Package	**Case Presentation**	**Case Report**	**Term Paper – Technology Platform**
1	Case: Kodak and the Digital Revolution (A)	Case: Netflix	LinkedIn (Social Media)
2	Case: Adobe Systems, Inc.	Case: Matching Dell	Etsy (Art & Design)
3	Case: Netflix	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Expedia (Travel)
4	Case: Google Inc.	Case: TopCoder (A): Developing Software through Crowdsourcing	Uber (Transportation)
5	Case: Matching Dell	Case: Kodak and the Digital Revolution (A)	Airbnb (Accommodation)
6	Case: Innovation at Progressive (A): Pay-As-You-Go Insurance	Case: Google Inc.	Shopify (e-Commerce)
7	Case: TopCoder (A): Developing Software through Crowdsourcing	Case: Adobe Systems, Inc.	Netflix (Entertainment)

Below provides a detailed description of the course assignments.

Case Presentation (20%, team)

A student team will analyze the assigned case in the team package (Table A) and present it in the class according to the course schedule. The presentation should include a well-structured MS PowerPoint slide deck and a 30-minute in-class team briefing on the case. The slide deck should be uploaded on Brightspace before the due date (i.e., by 6:00 pm the day before the presentation). The presentation will be followed by a 30-minute Q&A discussion, mainly with another student team writing the case reports (also see assigned cases in the team package, Table A). In their presentation and discussion of the case, the presenting student team should also incorporate the applicable elements from the reading material (textbook, articles, etc.).

The presenting team will be marked using the rubric uploaded to Brightspace. Please carefully review it to ensure that all criteria are understood and met when presenting and managing the Q&A discussion. In general, a good presentation should include clear, structured and articulated arguments, and a constructive and insight-oriented Q&A discussion period.

Late case presentation submissions (i.e. slide deck submissions) will not be accepted and will receive a mark of zero. It is each team member's responsibility to ensure that the slides are uploaded on time to Brightspace. No excuses (including "the assigned student did not upload") will be considered in the event of failing to upload the assignment on Brightspace before the due date.

All team members will receive the same grade for this assignment. However, free riding is strongly discouraged. To ensure a fair evaluation, the instructor will collect peer feedback from each team. In cases where a student's peer evaluation indicates minimal or no contribution, the instructor reserves the right to adjust that student's final grade accordingly.

Case Report (20%, individual)

Each student in a given team is required to submit a written case analysis report for the assigned case, as shown in the team package (Table A). Each student will work independently and submit a separate and original report. The report should be an MS Word (doc, docx) document, no more than 10 pages (double line spacing, Calibri, font size 11), excluding pages for a references list and appendices. All references must be included and properly cited using APA guidelines. The report should be uploaded to Brightspace by 6 pm the day before the discussion day (as listed in the course's weekly schedule).

The team responsible for the case report will be the primary discussants of the case against the case presenting team. Individuals in the team will be marked based on the submitted written case report. The quality of arguments presented during the Q&A discussion will count towards in-class participation. Use the rubric uploaded to Brightspace as the marking guideline.

Late case report submissions will not be accepted and will receive a mark of zero if the instructor is not informed at least three days before the due date. To request an extension, students must consult with the instructor at least three (3) days prior to the due date. Extensions are granted at the instructor's discretion. Reasons such as travel, workload from other courses, etc., will not be accommodated. Even in cases where an extension is granted, a penalty of 10% per day will apply

to submissions received after the due date. In case of emergencies (such as verifiable serious illness), please contact the instructor within three (3) business days following the due date. The instructor will use their discretion to make a final decision.

Term Paper Technology Platforms (50%)

The term paper coursework requires student teams to act as "in-house experts" for the assigned technology platforms (list provided in Table A). The seven technology platform cases have been carefully selected to illustrate a specific real-world challenge that businesses encounter concerning their vision and growth objectives.

Student teams are expected to utilize the learnings and case-analyzing expertise developed until now through class activities (i.e., course readings, case analysis and discussions, etc.), to prepare a consulting piece advising their respective technology platform on ways to capitalize on the opportunities and threats in their environment. In doing so, students will combine their knowledge about the technology platforms and the theoretical and analytical frameworks learnt throughout the term to identify the opportunities, threats, strengths, and weaknesses in the firms' internal and external environments.

This assignment has three key pieces:

(a) Presentation #1: Technology Platform Tutorial Presentation (5%)

By the sixth week, each student team would be in a position to start applying course learnings to identify and analyze business models and innovation strategies of their assigned technology platform. The student teams are required to develop a 20-minute video tutorial (using an appropriate software tutorial maker) on their assigned technology platform (see Table A). Through the tutorial, the student teams are required to demonstrate their in-depth knowledge of the technology and business model at hand. This exercise is foundational to working on the term paper.

The teams will deliver an in-class live presentation of the tutorial, showcasing their expertise as a consulting group. The student teams may use one of the free online screen-casting tools, such as Microsoft Clipchamp, ScreenPal, Loom or OBS Studio, to create video tutorials. The video tutorial should address the rubrics published on Brightspace. A 10-minute Q&A session will follow the presentation. Presentations must be submitted by 6 pm the day before the presentation.

Late submissions will not be accepted and will receive a mark of zero. It is each team member's responsibility to ensure that the tutorial video is uploaded on time to Brightspace. No excuses (including "the assigned team member did not upload") will be considered in the event of failing to upload the assignment to Brightspace before the due date.

(b) Term Paper (40%)

In the term paper, student teams will develop a consulting piece that builds on the knowledge accumulated about the technology platform and the theoretical and analytical frameworks learnt in the course. Having understood the patterns of innovation and

competitive strategy of the assigned technology platform, student teams are expected to propose a set of innovations and strategic changes that could improve the competitive position, market share, and/or profit performance of the assigned technology platform.

The term paper should be an MS Word (doc, docx) document, no more than 10 pages (double line spacing, Calibri, font size 11), excluding pages for a references list and appendices. All references must be included and properly cited using APA guidelines. The report should be uploaded on Brightspace by 11:59 pm, Dec 02, 2025.

Student teams will be evaluated based on the rubrics uploaded to Brightspace.

Late submissions will not be accepted and will receive a mark of zero. It is each team member's responsibility to ensure that the term paper is uploaded on time to Brightspace. No excuses (including "the assigned team member did not upload") will be considered in the event of failing to upload the assignment on Brightspace before the due date.

(c) Presentation #2: Term Paper Presentation (5%)

Each student team will make a 30-minute in-class presentation of their term papers during the last two classes. The instructor will release a schedule on Brightspace. No change to the schedule is permitted.

The presentation should be in an MS PowerPoint format. The presentation will be followed by a 10-minute Q&A period.

The MS PowerPoint presentation should be uploaded to Brightspace by 6:00 pm, Nov 24, 2025. Student teams will be evaluated based on the rubrics uploaded to Brightspace.

Late submissions will not be accepted and will receive a mark of zero. It is each team member's responsibility to ensure that the slide deck used for presentation is uploaded on time to Brightspace. No excuses (including "the assigned team member did not upload") will be considered in the event of failing to upload the assignment on Brightspace before the due date.

All team members will receive the same grade for the term paper technology platform assignments. However, free riding is strongly discouraged. To ensure a fair evaluation, the instructor will collect peer feedback from each team. In cases where a student's peer evaluation indicates minimal or no contribution, the instructor reserves the right to adjust that student's final grade accordingly.

In-Class Participation (10%)

This course relies heavily on the use of cases for teaching. Case-based teaching requires intensive class participation, which is essential for both individual and collective learning experiences. This explains the relatively high weight of this activity in the grade distribution (10% of the overall grade). You are expected to read the material before class and come prepared for engaged, informed, and well-reasoned discussions. Both the quantity and quality of your contributions will determine your class participation grade. Quality contributions go beyond merely

stating the facts and repeating information from the readings to generating intellectually stimulating remarks and questions that help the classroom engage more with the course material. Uninformed contributions that indicate unpreparedness can harm rather than help one's grade. The instructor's role in the classroom is generally to facilitate class discussions and drive the concepts and ideas home. Attendance will be taken electronically using Poll Everywhere, supported by Carleton's Educational Development Center. You need to register on Poll Everywhere using your cmail account (get in touch with EDC for any technical problems). A connected device such as a smartphone, tablet, or laptop is required in class to register attendance. In order to get the full participation mark, a student should not miss more than two classes AND electronically answer the Poll Everywhere attendance question in class. Missing more than two classes is highly discouraged and will result in a 50% reduction in the overall attendance grade.

Late Assignments:

Brightspace assignment submission windows will be open from the start of the course. Students are highly encouraged to begin working on their individual assignments after the first lecture to avoid last-minute challenges (including technical issues) that may prevent timely submission.

For all teamwork, all team members share responsibility for ensuring that the submissions are completed on time. No excuses (including "the assigned team member did not upload the file to Brightspace") will be considered in the event of failing to upload the assignment to Brightspace before the due date. If the assignment is not submitted on Brightspace by the deadline, the entire team will receive a grade of zero.

Late assignment policies and penalties are clearly stated for each assignment in the above descriptions. Please read these policies carefully. These policies will be firmly adhered to and applied throughout the course.

General Guidelines:

Preparation and Participation

- Students are expected to come prepared to participate in the class discussions. The instructor will facilitate these discussions; however, students must be prepared to actively engage in classroom discussions (e.g., discussing cases, concepts, and readings). Additionally, refer to the in-class participation description to review the participation grading scale.

Student Groups

- The instructor will create a total of seven (7) student teams on the first day of lecture. No team changes are permitted.
- The instructor will assign a team number to identify the cases to work on assignments. Teams will follow the case allocation as provided in Table A and the schedule as shown in the course's weekly schedule. No changes in case allocation permitted.

Attendance

- Class attendance is highly important and is part of the class participation grade. Attendance will be taken electronically using Poll Everywhere, supported by Carleton's Educational Development Center. A connected device, such as a smartphone, tablet, or laptop, is required to register attendance. In order to get the full participation mark, a student needs to attend at least 10 classes AND electronically answer the Poll Everywhere attendance

question. Missing more than two classes is highly discouraged and will result in a 50% reduction in the overall class participation grade.

Valid Excuses

- Only excuses deemed by university policy as valid will be assessed for missing a deadline and must be filed with supporting documents. Any other reason (such as travel, heavy workload, etc.) will not be considered. Missing a deadline for a reason that is not deemed valid by university policy will result in a mark of zero.

Communication

- Students should use their Cmail email account to communicate with the instructor or the TA. No reply will be given to the emails sent from any account other than the student's Cmail account.
- Please use the instructor's correct email address (arushisharma@cunet.carleton.ca) to communicate. The instructor takes no responsibility in the event of lost time due to an issue caused by an email being sent to an incorrect account.
- If a TA is assigned, the email will be shared on Brightspace announcements. Students are responsible for making sure they send their queries to the correct email address.

Grade re-assessment

- If a student is unsatisfied with their grade in a particular assignment, they can request a re-assessment. Their email should clearly state their question and why they think it should be reassessed.

Course Schedule

Wk #	Date	Topic	Readings/Cases
1	Sep 09	• Introduction	• Reading: Chapter 1 (textbook)
2	Sep 16	• Learning with Cases • Model case analysis	• Reading: Learning with Cases Book
Module I: Dynamics of Technological Innovation			
3	Sep 23	• Types and Patterns of Innovations	• Reading: Chapter 3 (textbook) • Case: Kodak and the Digital Revolution (A) • Team 1 presentation (30 minutes, 30 minutes Q&A discussion with Team 5 as primary discussant)
4	Sep 30	• Dominant Design	• Reading: Chapter 4 (textbook) • Case: Adobe Systems, Inc. • Team 2 presentation (30 minutes, 30 minutes Q&A discussion with Team 7 as primary discussant)
5	Oct 07	• Timing of Entry	• Reading: Chapter 5 (textbook) • Case: Netflix • Team 3 presentation (30 minutes, 30 minutes Q&A discussion with Team 1 as primary discussant)

6	Oct 14	Student Presentations: Technology Platform Tutorial Presentations	
	Oct 21	Fall Break: No class	
Module II: Strategic Management of Technological Innovation			
7	Oct 28	• Defining the Organization's Strategic Direction	• Reading: Chapter 6 (textbook) • Case: Google, Inc. • Team 4 presentation (30 minutes, 30 minutes Q&A discussion with Team 6 as primary discussant)
8	Nov 04	• Competitive Strategies	• Reading: The Imitator's Dilemma: Why Imitators Should Break Out of Imitation. Journal of Product Innovation Management. • Case: Matching Dell • Team 5 presentation (30 minutes, 30 minutes Q&A discussion with Team 2 as primary discussant)
Module III: Special Topics in Management of Innovation			
9	Nov 11	• Service Innovation	• Reading: Creating New Markets Through Service Innovation. MIT Sloan Management Review Article. • Case: Innovation at Progressive (A): Pay-As-you-Go Insurance • Team 6 presentation (30 minutes, 30 minutes Q&A discussion with Team 3 as primary discussant)
10	Nov 18	• Business Model Innovation	• Reading: Creating Value through Business Model Innovation. MIT Sloan Management Review Article. • Case: TopCoder (A): Developing Software through Crowdsourcing • Team 7 presentation (30 minutes, 30 minutes Q&A discussion with Team 4 as primary discussant)
11	Nov 25	Student Presentations: Term Paper Presentations	
12	Dec 02	Student Presentations: Term Paper Presentations	

CASE ABSTRACTS

Kodak and the Digital Revolution (A) (2004)

Product #: 705448-PDF-ENG

Giovanni Gavetti; Rebecca M. Henderson; Simona Giorgi Tripsas (Harvard Business School)

The introduction of digital imaging in the late 1980s had a disruptive effect on Kodak's traditional business model. Examines Kodak's strategic efforts and challenges as the photography industry evolves. After discussing Kodak's history and its past strategic moves in the new landscape, the

case 'Kodak and the Digital Revolution' questions how CEO Daniel Carp can use digital imaging to revitalize Kodak. A rewritten version of an earlier case.

Adobe Systems, Inc. (2000)

Product #: 801199-PDF-ENG

Mary Tripsas (Harvard Business School)

Examines Adobe's battle with Microsoft to establish de facto standards in the emerging eBook space.

Netflix (2007)

Product #: 607138-PDF-ENG

Willy Shih; Stephen P. Kaufman; David Spinola (Harvard Business School)

Reed Hastings founded Netflix with a vision to provide a home movie service that would do a better job satisfying customers than the traditional retail rental model. But as it encouraged challenges it underwent several major strategy shifts, ultimately developing a business model and an operational strategy that were highly disruptive to retail video rental chains. The combination of a large national inventory, a recommendation system that drove viewership across the broad catalog, and a large customer base made Netflix a force to be reckoned with, especially as a distribution channel for lower-profile and independent films. Blockbuster, the nation's largest retail video rental firm, was initially slow to respond, but ultimately rolled out a hybrid retail/online response in the form of Blockbuster Online. Aggressive pricing pulled in subscribers, but at a price to both it and Netflix. But a new challenge was on the horizon: video-on-demand. How should Netflix respond?

Google Inc. (2010)

Product #: 910036-PDF-ENG

Benjamin Edelman; Thomas R. Eisenmann (Harvard Business School)

The case 'Google Inc.' describes Google's history, business model, governance structure, corporate culture, and processes for managing innovation. It reviews Google's recent strategic initiatives and the threats they pose to Yahoo!, Microsoft, and others. It also asks what Google should do next. One option is to stay focused on the company's core competence, i.e., developing superior search solutions and monetizing them through targeted advertising. Another option is to branch into new arenas; for example, build Google into a portal like Yahoo! or MSN; extend Google's role in e-commerce beyond search, to encompass a more active role as an intermediary (like eBay) facilitating transactions; or challenge Microsoft's position on the PC desktop by developing software to compete with Office and Windows.

Matching Dell (1999)

Product #: 799158-PDF-ENG

Jan W. Rivkin; Michael E. Porter (Harvard Business School)

After years of success with its vaunted "Direct Model" for computer manufacturing, marketing, and distribution, Dell Computer Corp. faces efforts by competitors to match its strategy. The case 'Matching Dell' describes the evolution of the personal computer industry, Dell's strategy, and efforts by Compaq, IBM, Hewlett-Packard, and Gateway 2000 to capture the benefits of Dell's

approach. Students are called on to formulate strategic plans of action for Dell and its various rivals.

Innovation at Progressive (A): Pay-As-You-Go Insurance (2002)

Product #: 602175-PDF-ENG

Frances X. Frei; Hanna Rodriguez-Farrar (Harvard Business School)

Consumer auto insurance is a price-sensitive industry in which customers rarely pay a premium to a provider even for additional service features. Progressive spends more on additional service features than its competitors do; consumers don't pay extra for these features, yet the company makes money on a product its competitors often do not. Central to Progressive's success is its ability (a) to turn operational savings into value-added service and (b) to capitalize on its unique competencies through clever service design. Progressive is considering a national rollout of Autograph, a pay-as-you-go insurance service offering that recently completed a successful pilot in Texas.

TopCoder (A): Developing Software through Crowdsourcing (2010)

Product #: 610032-PDF-ENG

Karim R. Lakhani; David A. Garvin; Eric Lonstein (Harvard Business School)

TopCoder's crowdsourcing-based business model, in which software is developed through online tournaments, is presented. The case highlights how TopCoder has created a unique two-sided innovation platform consisting of a global community of over 225,000 developers who compete to write software modules for its over 40 clients. Provides details of a unique innovation platform where complex software is developed through ongoing online competitions. By outlining the company's evolution, the challenges of building a community and refining a web-based competition platform are illustrated. Experiences and perspectives from TopCoder community members and clients help show what it means to work from within or in cooperation with an online community. In the case, the use of distributed innovation and its potential merits as a corporate problem-solving mechanism is discussed. Issues related to TopCoder's scalability, profitability, and growth are also explored.

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge *Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.*				✓
BC2 Collaboration *Graduates will be collaborative and*				✓

effective contributors in team environments that respect the experience, expertise and interest of all members.				
BC3 Critical Thinking *Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.*				✓
BC4 Communication *Graduates will be effective and persuasive in their communications.*				✓
BI5 Global Awareness (BIB ONLY) *Graduates will be globally-minded.*			✓	

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, followership, 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.

Grading

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

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 its 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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 https://carleton.ca/its/get-started/new-students-2/