



CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4709
2019/WINTER
STRATEGIC MANAGEMENT FOR INTERNATIONAL BUSINESS

Instructor: Prof. Guoliang Frank Jiang

Office: 1717 Dunton

Office Hours: By appointment

Email: frank.jiang@carleton.ca

Phone Number: 613.520.2600, ext. 1502

Course meets: Tue, 13:35 – 17:25

Pre-requisites & precluded Courses:

Fourth-year standing in B.Com (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement.

Precludes additional credit for BUSI 4609.

Course Calendar description from the 2018/2019 University calendar:

Development and implementation of strategies within and across international markets. Emphasis on developing strategic perspectives that incorporate the environment, the state of the industry, and the capabilities of the firm. Integrates skills, concepts and theories learned in functional areas.

Course Description and Objectives:

In an international business context, managers need to make critical decisions that transcend functional areas. As a capstone course, Strategic Management for International Business brings together ideas and skills learned in functional areas (e.g. marketing, finance, accounting, human resource management, etc.) into a coherent whole. Even though you may be concentrating in a functional area of business, you are likely to move into positions with increasing management responsibility as your career progresses. This integration will underscore how the functional elements of a business are interrelated and equally important.

Strategic Management for International Business is concerned with the challenges of developing and implementing strategies in global industries. This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm. Specifically, this course addresses the following key strategic choices and challenges facing global organizations: **Where to compete? which products to offer around the globe? where to locate the various activities of the**

firm? how to position and leverage competitive advantage? and how to implement a global strategy?

At the end of this course, students should be able to:

- Identify interdependencies of business functions when analyzing business situations and providing recommendations;
- Identify the importance of each business function to firm performance and explain possible causes of firm performance;
- Apply conceptual frameworks to evaluate and analyze practical business problems;
- Articulate strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm;
- Evaluate a company's business plan and question its underlying assumptions;
- Identify and implement appropriate responses to business situations;
- Discuss decision making processes and their influence on strategic decision making and firm performance;
- Work and contribute to an interdependent, collaborative, and professional team environment.

Reading(s)/Textbook(s):

A collection of readings has been compiled for the course. The "Library Reserves" section in CuLearn provides PDFs of or hyperlinks to all readings.

Business Simulation:

Marketplace Business Simulation, International Corporate Management (<http://www.marketplace-simulation.com/>). Sign up steps will be explained in class.

Course Design

As a capstone course, the main goal of this class is to help students integrate functional disciplines, with an emphasis on the international business environment. The key assumption driving the design of this course is that managers need not only be able to think in an integrated manner but make decisions that reflect this thinking. To this end, we will focus on three levels of integration:

- Theoretical integration: students must understand the interdependencies of business functions to make decisions. Theoretical integration will be the focus of readings, lectures and class discussions.
- Applied integration: students must understand the importance of each function to firm performance and trace many possible causes of firm performance. Applied integration will be the focus of class discussions and exercises.
- Practical integration: students must draw on the above two skills to implement responses to business situations. Students need to acknowledge the multiple approaches that managers may use to identify and resolve strategic issues, including the sources of biases in this process. Students must be aware that the process of decision making influences business strategy and performance. Practical integration will be achieved through the management of a simulated organization.

Instructional Philosophy

- You must make executive decisions with imperfect information. There are few certainties when dealing with companies or employees in an international context. We must understand the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, while there may be few “right” answers, managers must still act. They must still make decisions. This is the real management challenge.
- We are creating a learning community. None of us – including the instructor – knows as much as we should about managing a business in an international environment. To be successful we must be open to new ideas, experiences, and points of view. We must help each other learn. We will also make mistakes and, hopefully, learn from these mistakes. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and hard work.
- We must all take personal responsibility for learning. This course is not designed to be easy or hard, confusing or obvious, serious or intimidating. Instead, it aims to be interesting, relevant, and challenging, and to make you think and learn skills that you can use in the future. You play a major role in the success of this effort.
- We learn best when we come to class fully prepared to participate. This includes having read all reading assignments prior to class. It also includes participating in class discussions.
- This course is governed by a spirit of inquiry and debate. Diverse opinions, disagreements, and debates can enhance our perspectives and facilitate learning. Critical analysis and constructive criticism of issues is prerequisite to both learning and action. As such, it is always important not to take comments personally and to keep an open mind.
- We will maintain high performance standards. All of us must pursue high performance standards and goals that challenge us to maximize our learning.
- We will endeavor to have some fun. Learning is as much an emotional experience as an intellectual one. We tend to learn best when we are happy, sad, angry, or otherwise emotionally involved. Please get involved.

Instructional Strategy

- Non-linear learning strategy. This course does not flow sequentially from one point to another. Instead, it involves the identification and interplay of a complex set of interrelated factors and sometimes subtle processes that only come together over time and with much work. To maximize learning, we must be tolerant of ambiguity and look for relationships, not answers.
- Lectures and discussions. Most classes will include a short lecture and discussion to stress important theoretical concepts concerning the topic under study. It is assumed that you have read the assigned materials prior to class and are ready to discuss them.
- Marketplace Simulation. This course will employ the Marketplace simulation as a learning environment. The exercise is a transformational experience. You will learn what it’s like to compete in the fast-paced, competitive market where customers are demanding, and the competition is working hard to take away your

business. In the simulation, you start up and run your own company, struggling with business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting. You are given control of a simulated business and must manage its operations through several decision cycles. Repeatedly, you must analyze the situation, plan a business strategy to improve it and then execute that strategy out into the future. You face great uncertainty from the outside environment and from your own decisions. Incrementally, you learn to adjust your strategy as you discover the nature of your real-life decisions, including the available options, linkages to other parts of the business, conflicts, trade-offs and potential outcomes. To add to the challenge, you are confronted to an international market in constant flux. Market potential will rise and fall on local and worldwide economic and political conditions and your venture will be challenged by fluctuating exchange rates and tariffs between regions. Your participation in the simulation and reports on your performance will account for a major part of your grade. Decisions are typically due two days before executive briefings so that students will have time to review the results.

- Executive Briefings. Executive briefings are structured regular meetings between teams and the instructor or teaching assistant. These meetings offer students the opportunity to receive personalized coaching in running their simulated companies and applying theoretical material. Team members should come prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions. The coach will not provide solutions to the team but rather raise questions and issues pertaining to the simulation. There will be one meeting lasting 25-30 minutes per simulation quarter. Meetings will be led by the President, and a written agenda must be provided containing the topics to be addressed and the persons responsible for them. Each student must be prepared to defend the analysis and logic behind the team’s decisions and plans. Performance in the executive briefings will be reflected in individual contribution points. Executive briefings will take place in the second half of each class.

Course Requirements & Methods of Evaluation:

Grade Components:

The breakdown of the total grade is as follows:

* Business Plan, Report	15%
* Business Plan, Presentation	10%
* Marketplace Simulation Performance	15%
* Report to the Board Presentation	10%
Letter to Successor	15%
Quizzes (2*15%)	30%
Individual Contribution	5%
Total	100%

Note: Components with an asterisk are group assignments

Business Plan and Presentation:

The business plan requires students to think critically and develop an integrative view of the firm. Students are asked to formulate a comprehensive strategic plan that incorporates

high-level strategic thinking plus tactical and financial details. The business plan will be presented to venture capitalists during the venture capital fair. This exercise helps firms articulate and formalize their strategy and gives firms an opportunity to receive additional funds to implement their strategy.

Marketplace Simulation Performance:

The simulation performance will be assessed based on the Cumulative Balanced Scorecard (CBS). The CBS is a good indicator of the multidimensional performance of the simulated organization as it includes all functional areas, plus short-term and long-term customer and stockholder considerations. The group simulation performance is based on the CBS which combines the results of the last four quarters of play. The algorithm that generates the grades follows two criteria: 1] the distance of a team's CBS relative to the team that is ahead of it, and 2] the percentile of the team's CBS in the distribution of all previously played games.

Report to the Board Presentation:

The report to the board provides closure to the simulated exercise. In this report students are asked to discuss their original plan, performance since plan was presented, assessment of future potential, and lessons learned. The report to the board will be presented in class on the last day of the class.

Individual Contribution:

Individual contribution will be assessed based on peer evaluations and attendance and performance at executive briefings. Every executive must demonstrate mastery of the information and decisions within his/her areas of responsibility and integrate their responsibilities with the rest of the organization so as to maximize the total performance of the firm.

Letter to Successor:

This assignment is aimed at facilitating practical and theoretical integration. Students are required to write a memo to their successor outlining the company's current condition from the perspective of their functional area and discussing their major learning during the course of the two years of operation. Students are expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned. The word limit for this letter is 1,500.

Quizzes:

Two in-class quizzes, which consist of multiple choice and short answer questions, will focus on determining how much students understand the subject matter. In order to prepare for the quizzes, students should read the assigned material *before* coming to class and take complementary notes during class. Powerpoint slides of all lectures will be posted on CuLearn.

Missed Classes, Assignments and Quizzes

Students unable to complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or

accommodation. Extension may be granted when supported by a medical certificate and or appropriate documents to support the reason for the deferral. Extended deadlines or accommodations are not granted for students who have made travel arrangements that conflict with class schedule.

Additional instructions for assignments will be made available on CuLearn or by email in due time.

Working in Teams

The Marketplace simulation is a major effort that can only be accomplished in a team. Successfully working in teams is thus a major requirement of this course and a significant part of your grade. The following mechanisms are intended to make your team experience more rewarding.

Team Size and Selection

Students will typically be in teams of five people. Students must submit a job application to apply for one of the executive positions in the new firm by the beginning of the first class. You will present yourself to the class and highlight why you are a good candidate for the position you would like to fill. The positions available are:

- VP Marketing
- VP Sales Management
- VP Human Resources Management
- VP Marketing Research
- VP Manufacturing, and
- VP Finance and Accounting.

A student may take more than one role. One of our goals is to develop management skills of all students. For this reason, everyone will also take on the responsibility of managing the team and serve for a period of time as the president of the company. The president's job is to manage the schedules and meetings, oversee the assignment of tasks, monitor overall performance (balanced scorecard) and help the team in every way possible to achieve a strong business performance.

The teams will be formed via a sports-type draft. One group of students will be selected at random to serve as the first set of team presidents. The presidents will review the applications of the first group of students. Each president will pick the first team member from this group. The order of picking will be random. The presidents will return to the class and notify the person who is now on his/her team. The two will then review the applications of the second group together. The presidents will pick the second person to be added to the team. The order of picking will be random. This procedure will continue until everyone has been picked and the teams formed.

Students unable to attend the team formation class because of illness or other circumstances beyond their control must contact the instructor in writing to request an accommodation. Accommodation may be granted when supported by a medical certificate and or appropriate document/s to support the reason for absence. Accommodations are not granted for students

who have made travel arrangements that conflict with class schedule. Job applications of absent students, when available, will be presented to hiring teams but their placement is not guaranteed. Students unable to join a team by the time Quarter 1 decisions are due will not be allowed to remain in the course.

Peer Evaluations

Three peer evaluations are to be completed throughout the semester for each person on the team. These evaluations are due, respectively, at the end of the 4th quarter of play, after completion of the Business Plan, and after the second year in business. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated. That is, your grade on the Business Plan, Report to the Board and Simulation Performance could be adjusted up or down depending upon the feedback the instructor receives from the rest of the team for each assignment.

You Can Be Fired !!!

It is permissible to fire a team member who is not making a substantive contribution to the success of the team. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. Before a person can be fired, the team must give the student an opportunity to correct his or her deficiencies.

In terms of protocol, the team must provide the student with a written statement of the problems associated with his or her work. A peer evaluation may be used in conjunction with this statement. When an individual receives a poor performance report, the student must respond in writing as to how he or she will correct the problems cited. If the problems continue, the team may fire the underperforming team member with a letter of dismissal. A copy of all correspondence must be submitted to the instructor for approval.

Abusive behavior towards teammates (pointed swearing, yelling, etc.) will not be tolerated either. Cases such as these will result in immediate termination from the team (apart from any other possible University sanctions). This class, and the groups working within it, will be places of mutual respect.

A person who is fired will be assigned to compete in another simulation where the student is responsible for all the firm's activities, including weekly decisions and executive briefings and the preparation of a Business Plan and Report to the Board. This new simulation will begin in Quarter 1 and continue through the quarter 8.

Being fired will also limit the student's maximum potential. Five points will be deducted from the student's final point score for all completed assignments. The final grade would be based upon the adjusted final score. The same conditions will be applied if a person quits a team.

Even if the team is willing to keep an underperforming member, the chair of the board may issue a dismissal warning and request the dismissal of underperforming members.

Odds and Ends

Questions to the Business Coach

The HELP files in the software contain all of the directions you will need to participate in the strategic business simulation. Nonetheless, there is a tendency for students to ask the Business Coach for help rather than look in the HELP files. With the number of students currently playing the game, it can become a very large burden. For this reason, the instructor/coach will charge \$10,000 to answer any question already addressed in software.

Workload

The lecture part of the course requires a normal workload for any reading and lecture course. Once the simulation begins, the work will vary according to the activities within the exercise. During the first quarter of play, the work is fairly light. However, it will increase each week up through the presentation of the Business Plan. Students report spending 3 to 4 hours per week during Quarters 3 and 4 and 8 to 10 hours per week during the preparation of the Business Plan. The majority of students reports spending 2 to 3 hours per week in later quarters due to familiarity with the software, game procedures, and market. Struggling teams report spending up to 10 hours per week in the simulation.

Time Management

Time management will be vital to your success in this class. There is more work than any one person can do. Also, it is not wise for everyone to participate in all aspects of the business. Too much time would be wasted. Therefore, it is necessary to divide up the work. There are suggestions on how to divide up the responsibility in the HELP files within the software. Feel free to depart from these guidelines if individual preferences, experiences, or workloads would allow a more equitable allocation of tasks. Also, do not hesitate to reallocate responsibility if conflicts arise or the workload is unevenly distributed.

The president should preside over each executive meeting, making sure that the discussion does not wander from the business at hand. Each team meeting should begin with an agenda and a timetable. Meetings should not last more than two hours. Long drawn out meetings are not productive and raise frustration levels about not getting things done. The meeting should conclude with a set of action items for each executive. The outcome of these actions should be reviewed at the start of the next meeting.

To facilitate executive meetings, each team member should prepare his/her work in advance. The executive should know the ins and outs, problems, and tradeoffs of his/her area of responsibility. When the executive committee meets as a whole, each executive should have a plan of action to recommend to the team. The executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

Course Schedule:

Date	Topic	Agenda/Readings	Due
Jan 15	Introduction	<u>Readings:</u> <ul style="list-style-type: none"> • Mankins, M. 2004. Stop wasting valuable time. <i>Harvard Business Review</i>, 82(9): 58-65. • Katzenbach, J. & Smith, D. 2005. The discipline of teams. <i>Harvard Business Review</i>, 83(7/8): 162-171. 	
		Team formation for Marketplace simulation	
Jan 22	Introduction to strategic management & business model	<u>Readings:</u> <ul style="list-style-type: none"> • Porter, M. 1996. What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78. • Johnson, M., Christensen, C. M., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59. • Casadesus-Masanell, R. & Ricart, J. 2011. How to design a winning business model? <i>Harvard Business Review</i>, 89(1/2): 100-107. 	Q1 decisions (Jan 20, Sun)
	Executive briefings	Introduction of individual team members, roles, and goals for the simulation.	
Jan 29	Situation analysis	<u>Readings:</u> <ul style="list-style-type: none"> • Steenburgh, T. & Avery, J. 2010. Marketing Analysis Toolkit: Situation Analysis. HBS • Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-93. 	Q2 decisions (Jan 27, Sun) Business model diagram due during executive briefing
	Executive briefings	Presentation of business model	
Feb 5	Competitive advantage	<u>Readings:</u> <ul style="list-style-type: none"> • Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. HBS • Chew B. 2000. The geometry of competition. Internal publication of the Monitor Company: New York. 	Q3 decisions (Feb 3, Sun)
	Executive briefings	Key decisions and results of Q3 Plan for Q4	
Feb 12	Global strategy and positioning	<u>Readings:</u> <ul style="list-style-type: none"> • Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. <i>Harvard Business Review</i>, 85(3): 58-68. • Barton, D., Manyika, J., Koller, T., Palter, R., Godsall, J., & Zoffer, J. 2017. Where companies with a long-term view outperform their peers. <i>McKinsey Global Institute Discussion Paper</i>. 	Q4 decisions (Feb 10, Sun) Peer Evaluation #1
	Executive briefings	Key decisions and results of Q4 Plan for Y2	
Feb 18-22, Winter break			

Feb 26	Quiz 1 Preparing a business plan & strategic alliance	<u>Readings:</u> <ul style="list-style-type: none"> • Obtaining venture capital by writing and presenting a business plan. <i>The management of strategy in the marketplace, Chapter 9.</i> • Courtney, H., Horn, J., & Kar, J. 2009. Getting into your competitor's head. <i>McKinsey Quarterly</i> (1): 128-137. • Kanter, R. 1994. Collaborative advantage: The art of alliances. <i>Harvard Business Review</i>, 72(7/8): 96-108. 	Working on business plan
	Executive briefings	Review of pro-forma statements and executive summary Outline of business plan presentation	
Mar 5	Venture capital fair	All teams will present to venture capitalists. Schedule and guidelines will be provided in class.	Business plan due on culearn Peer Evaluation #2
Mar 12	Strategic implementation	<u>Readings:</u> <ul style="list-style-type: none"> • Mankins, M. & Steele, R. 2005. Turning great strategy into great performance. <i>Harvard Business Review</i>, 83(7/8): 64-72. • Sull, D. 2007. Closing the gap between strategy and execution. <i>Sloan Management Review</i>, 48(4): 30-38. • Reeves, M., Love, C., & Tillmanns, P. 2012. Your strategy needs a strategy. <i>Harvard Business Review</i>, 90(9): 76-83. 	Q5 decisions (Mar 10, Sun)
	Executive briefings	Key decisions and results of Q5 Plan for Q6	
Mar 19	Strategic innovation	<u>Readings:</u> <ul style="list-style-type: none"> • Bower, J. & Christensen, C. M. 1995. Disruptive technologies: Catching the wave. <i>Harvard Business Review</i>, 73(1): 43-53. • Kim, C. & Mauborgne, R. 2004. Blue ocean strategy. <i>Harvard Business Review</i>, 82(10): 76-84. 	Q6 decisions (Mar 17, Sun)
	Executive briefings	Key decisions and results of Q6 Plan for Q7	
Mar 26	Strategic change	<u>Readings:</u> <ul style="list-style-type: none"> • Kotter, J. 2007. Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1): 96-103. • Wind, J. & Crook, C. 2009. From mental models to transformation: Overcoming inhibitors to change. <i>Rotman Magazine</i> (Spring): 29-33. • Gino, F. & Staats, B. 2015. Why organizations don't learn? <i>Harvard Business Review</i>, 93(11): 110-118. 	Q7 decisions (Mar 24, Sun)
	Executive briefings	Key decisions and results of Q7 Plan for Q8	

Apr 2	Quiz 2	<u>Readings:</u> • Roxburgh, C. 2003. Hidden flaws in strategy. <i>McKinsey Quarterly</i> (2): 26-39.	Q8 decisions (Mar 31, Sun)
	Conclusion		
	Executive briefings	No formal Executive Brief this week. Meeting in preparation for final report to the board is optional	
Apr 9	Report to the board presentation		Peer Evaluation #3

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 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. 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/>