



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI 4708 A
International Expansion & Operations
Fall 2022

Instructor: Dennis Sakalauskas, M.Sc. International Marketing

Office Hours: By appointment (via email) or requested at lectures/classes

Email: dennis.sakalauskas@carleton.ca

Course meets: Tuesdays 8:35am – 11:25am

Pre-requisites & precluded Courses:

Fourth year standing, and BUSI 2702 or BUSI 3703.

Course Calendar description from the 2022/2023 University calendar:

Internationalization process. Methods of international expansion including marketing, exporting, strategic partnerships, acquisition, joint venture, and licensing. Theories of international market selection, investment location, and market service.

Course Description

More specifically, while Canada remains an open, resource-based economy and it is also now recognized as an emerging leader in the service, information technology, digital and communication sectors. However, despite the progress made at diversifying Canada's industrial base, little progress has been made in diversifying Canada's export market base since approximately 85% of Canada's exports still go south of the border (USA).

International expansion of Canadian businesses requires improvement; less than 1% of all Canadian businesses are considered large businesses (more than 500 employees). Innovation from a product and also from a service standpoint are required, but also innovation from a marketing standpoint with developing strong branding (globally) and also to more effectively sell Canadian products and services, so to grow and into greater companies and also to progress to multi-national

levels that is sustainable over time. Also, networked marketplace where R&D, production, distribution, and marketing activities of firms are increasingly becoming globally dispersed, supply chains are also becoming globalized.

Strategic alliances, joint ventures, partnerships and a variety of collaborative and network relationships seem to be the new organizational form of choice by many corporations to compete internationally. At the same time, ICT (information and communication) technologies have made it possible for SMEs (small-to-medium enterprises) to become serious players in the global marketplace as well as Multi-national Corporations (MNCs). In summary, there are great opportunities for all types of Canadian businesses for international expansion, but they must first understand and overcome the challenges of marketing, selling, and operating internationally.

Participating students will undertake a rigorous review of International Expansion and the Operations behind Canadian businesses – but also *international marketing* is required to create the necessary brand awareness and brand equity for businesses in different global markets – there is a great opportunity to better understand the global environment as well as the opportunities and challenges facing Canadian businesses in the modern global economy. Therefore, using this knowledge, students will evaluate how Canadian firms (as well as companies from other countries) with their unique characteristics can design and implement international business expansion and marketing strategies for goods and services across multiple global regions and global markets – each with their distinctive cultural, digital and business environments.

The point of view is always that of an International CEO, Global Marketing and/or Sales Director or Global Senior Manager who drives the organization's international expansion, marketing strategies and tactics, but also who must direct, make decisions, (which are financially beneficial), and act to ensure successful market expansion, sustainable operations, but also leadership in the global economy.

Course Objectives

Upon completion of this course, each participant should be able to:

1. Develop a deep and critical understanding of business expansion considering the cultural, economic, technological, political and legal environment of various international markets.
2. Demonstrate a nuanced understanding of the differences among international markets as well as specific market segments within specific international markets.

3. Demonstrate a critical understanding of the role of technologies, international marketing expansion and operating strategies in shaping international expansion opportunities, work with expansion challenges, and implementing sustainable firms' strategies.

4. Apply international expansion, marketing and operation concepts and strategies to study the experience of an actual and existing Canadian company that expand and market internationally as a practical learning exercise.

Course Structure

This course emphasizes a way of thinking about expanding business, operating in new and emerging markets and marketing on the international scale; but also, to essentially make effective financial business decisions through the use of individual as well as small team (or pairs) application exercises regarding current and relevant international expansion news topics; a team led presentation and accompanying report; relevant strategic international business discussion; and a review of all concepts through a Final Exam.

Moreover, the overall structure seeks ongoing class participation so to best leverage the knowledge of concepts from all participants and integrate it to the application of expanding and operating for companies seeking leadership internationally and also for companies seeking leadership in expanding and operating their international business.

Required Material

Articles have been carefully selected for this course consisting of the most relevant international expansion and operations theories, models, practical recommendations and strategic information and literature from the most reputable international business sources such as the Harvard Business Review (HBR), M.I.T. Sloan School of Management, Ivey Western Business School, etc.

The specific articles are highlighted in the readings in the course outline (see course schedule) as well, which is also the very same list of articles posted on Brightspace. All articles can be located through the online Carleton University library and/or through Iveypublishing.ca.

Methods Used to Evaluate Student Performance

Student assessment involves both individual and team components and requires students to use both classroom and field learning from readings, discussions and case studies. Specifically, the assessments are:

International Expansion & Operations Consultancy Plan (Team Presentation)	15%
International Expansion & Operations Consultancy Plan (Team Report)	20%
Team Case-based Application Exercises (Best 2 / 3 of cases)	20%
Class participation: Preparation for this class is very important. This online course will offer the opportunity for ongoing participation and will revolve around many cases and online discussion forums. Participation will be self-assessed.	
	10%
Final Exam	35%

Teams

Teams will be formed of 4 or 5 people and will be grouped at the first class. Each team must designate a person to coordinate the delivery of projects.

NOTE: You are responsible for managing your team, including highlighting opportunities for the group to improve and to continuously offer recommendations for the team to work effectively and efficiently together.

If groups have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

Individual Participation

Managers, Directors and CEOs must work in teams, present and must always be active participants in all aspects of the business. The same important principle (participation) applies to this online course. The lectures / discussion forums are designed to be extremely interactive providing continuous ongoing and regular opportunities for class participation.

In addition, countless opportunities for contribution and/or participation will also be available during the case study discussions, following group presentations and during brainstorm/team facilitation workshops throughout all classes.

Participation will be self-assessed starting the second session. The evaluation will consist of three key participation themes:

1. Preparation for each class
2. Actual class participation
3. Qualitative assessment of your classroom interventions (4 brief questions after each class)

To help you evaluate your quality of your participation in class, a grid is proposed below.

Note: The Professor reserves the right to change your score if your review does not match the perception of all attendees and the actual reality of your contribution in the course. Should this occur, the Professor will communicate the change of your score to you by email.

The following is a recommended Individual Participation Self-Evaluation Grid

5/5 Excellent

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages group discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Most important, if this person was absent from class, the class would surely miss out, and discussions would be *far* less dynamic. Attends and participates in a meaningful way with relevant, useful questions and discussions at all team presentations, for which they are not presenting.

4/5 Very good

Ideas shared are relevant and often pushes discussions in the right direction. The student's opinion is well argued and defended. Arguments are always consistent. The student is a key drive to class discussion. The student is an important person to the group's discussion. Most important, if this person was absent from class, the class would surely miss out, and discussions would be less dynamic. Attends and actively participates in all team presentations, for which they are not presenting.

3/5 Good

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. This person is a positive element to the class. Attends most of the team presentations for which they are not presenting.

2/5 Non-participant

No participation. The student is not prepared and/or does not share ideas in the class. Does not attend the team presentations for which they are not presenting.

1/5 Non-satisfactory

Might provide conversation or dialogue, but the ideas are rarely relevant. The student's arguments are not coherent, and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class. Does not attend the team presentations for which they are not presenting.

0/5 absent; unjustified

Value: 10% of total course grade.

Team International Expansion & Operations – Case-based Application Exercises

Objective:

The aim will be to present and implement a specific or series of strategic international expansion (international marketing, sales, management, supply chain, customer service, culture and brand awareness, digital marketing and sales technologies, etc) and operations (management, human resources, cultural management, etc) points, techniques and recommendations which are related to sessions prior to the case-based application exercises dates, so to apply learning from the course to the relevant course cases.

These team case-based application exercises also give students the opportunity to practice strategic global factors, recognize emerging expansion business strategies and analyze operational tools as well as managing customer relationships and growing global businesses and organizations.

Content:

Content must always consider key points, the challenges and also the recommended strategies related to the expansion and marketing of a growing international business and while considering long-term operational sustainability.

Moreover, content could also consider culture, decisions by regional governments, branding, creating and generating brand awareness with global expansion, digital marketing and sales technologies, supply chain, etc) and also the operations challenges and recommendations such as management, human resources, cultural management and other relevant points, techniques and

recommendations which are once again related to sessions prior to the case-based application exercises dates, so to apply learning from the course to the relevant course cases.

Process & Format

Case studies will be completed by teams during the scheduled class times with teams working together through their own communication tools with all team members given the opportunity to contribute.

Process:

Students must arrive to each case prepared having read, digested and have taken the key notes from the course before each case-based scenario team application exercise.

Note: please see the course outline for specific cases as well as the dates for each case-based scenario team application exercise.

Questions for each case study will be posted at the start of each case-based scenario application exercise and will be provided to accompany each case.

Teams will have 80 minutes for which to work together, communicate, answer all questions and submit **one** PDF to the clearly marked folder on Brightspace.

Format:

- Please only submit ONE PDF per team
- Maximum 7 pages, 1.5 spacing, 11.5 arial font), *excluding* the cover page
- Please also include a cover page, which will include:
 - Course Code
 - Case Name
 - Team Name
 - Each contributing student that was present AND contributed – by alphabetical order by last name with student number
 - The date of the case-based application exercise submission
 - Number of pages

Value: Best 2 / 3 cases – 20% of total course grade

NOTE: See APPENDIX #1 for a Sample of a grading rubric evaluation criteria as well as more information regarding the suggested outline and format for the Team Application Exercises for each team application exercise presentation for this course.

Team International Expansion & Operations Consultancy Project:
Canadian Business Expansion and Sustainable Operations in Emerging Countries

Final Team Written Report and Presentation:

Congratulations! Your team has been approached to provide strategic and detailed consultation for an actual Canadian based company seeking to expand internationally. This team-based assignment includes both a team presentation as well as a team written report.

More specifically each team must encompass an international expansion and operations plan for a product or service aimed at the consumer market that an actual *Canadian company* (small, medium or large), can successfully launch in an emerging country, be sustainable over time (i.e. 2+ years), and then continue to expand to a second and different country thereafter with strategic market justifications for both expansions.

For this therefore, teams are to act as international expansion and operations consultants for a Canadian company that currently successfully operates in Canada and which is also capable of expanding and operating in international markets. The completed report should be developed with the assumption that it is being delivered to the company's CEO, Global Marketing and/or Sales Director, or the company's Board of Directors.

Teams are required to identify a *suitable Canadian business* with an opportunity to expand overseas and *to which TWO countries*. **This process should begin as soon as is possible after the course start dates.** The project proposal **is due by 4:30pm on September 27th** (See *Project STEP #1*).

Students will analyze and develop international expansion and operations strategies that will allow a Canadian business to expand and grow internationally, gain global market leadership, and most importantly be sustainable over a long period of time on an international scale in not one, but two different countries. This should also include the financial implications of the recommended strategies.

LEARNING OBJECTIVES:

The primary learning objective of this Team Global Expansion Consultancy Project is to apply knowledge of theories, concepts and practical international expansion and operations application techniques. Moreover, to also analyze the experience of a company that is engaged in international expansion, international marketing and sustainable long-term operations.

Moreover, the secondary learning objectives of this keystone global expansion consultancy project is to also provide the opportunity to develop the following:

- (1) Detailed Research skills by undertaking research and data collection
- (2) Analytical and solution developing skills by learning to analyse and interpret the data collected as well as turning the learning in to specific recommended international expansion and operation strategies
- (3) International communications and writing skills by presenting the challenges for the expanding company as well as the recommended strategies and implementation – through a team presentation and final written report.
- (4) Strategic thinking development in applying practical, sound recommendations that can truly be implemented for a company looking to expand internationally.

PROJECT MILESTONES:

The following are the PROJECT MILESTONES:

Timeline:

<u>Step</u>	<u>Objective</u>	<u>Due Date</u>
Step #1:	Project Proposal	Tuesday, September 27 th (by 4:30pm)
Step #2:	Primary Research	Interview by Fall Break/ Reading Week
Step #3:	Team Presentations	Tuesday, November 29 th
Step #4:	Final Team Written Report	Friday, December 9 th (by 4:30pm)

PROJECT MILESTONES KEY STEPS:

STEP #1. Project Selection and Project Proposal:

The final selection of the Canadian-based company or organization of choice and also the two countries for expansion for the International Expansion Consultancy project is **due by email to the Professor by (4:30pm) on September 27th**. **This proposal is not graded but it must be approved before step #2.**

It is a brief and concise emailed PDF of a maximum 1-page (11.5 Calibri font and double-spaced) project proposal which is to be submitted **by email and Ccing all teammates to the Professor by 4:30pm) on September 27th**.

This 1-page (maximum) PDF project proposal must include:

1. Title Page, which includes:
 - Team name
 - Each contributing student by alphabetical order by last name (include each student's first name, last name and student number)
 - The Canadian company of choice
 - The two countries for which expansion and strategic operations implementation against competition will occur.

2. A brief description of the Canadian company:
 - Its product/service and why you have chosen this particular Canadian company for international expansion and then operations.
 - Moreover, briefly explain why you believe the two selected countries for which to expand (ex. Italy and Spain) are the next two best options for the Canadian-based company to be successful from an international expansion standpoint. **NOTE: teams have the opportunity to change the 2nd country later in the semester.**

3. Primary Research methods:
 - Who is to be interviewed and why?
 - Secondary Research sources (examples of online sources, library, online news media, etc.)

4. Anticipated challenges for the Canadian-based business considering international expansion, but also operations in the new countries.

STEP #2. Project Primary and Secondary Research Requirements:

This is a research assignment. You must conduct both secondary research AND ALSO primary research (i.e. interview at least one Manager, Owner, Entrepreneur, Human Resources Director and/or Marketing and Sales Director, and include their coordinates – name, tel#, email -- in the reference section).

Project Primary Research – INTERVIEW:

Strategic international expansion and operations recommendations must incorporate and be based from findings from the secondary research, **but also primary research findings.**

Therefore, regarding primary research, teams must conduct at least one interview with at least one manager, human resources manager, owner or CEO of the company / organization to truly understand the international expansion challenges the company / organization is facing and also to better identify the opportunities.

NOTE: The interview must be documented (i.e. interview notes) and also included in the appendices in the Final Written International Expansion and Operations Consultation Report.

It is strongly recommended that the primary research **interview to occur before Reading Week (if not earlier)** to allow sufficient time to base the strategic recommendations from the learning of the primary research. The interview is meant to help with many of the team's business review, expansion and operation strategies. Suggested questions from an international expansion and operations standpoint will be recommended throughout the semester and also specifically during the 3rd week.

STEP #3. Team Presentation:

The challenges for international expansion and operations as well as strategic recommendations will be presented by each *team*.

Presentation content must always consider international expansion and operations strategies related for the growing Canadian business selected as well as details from the Primary Research (interview) for which helped with the development of the international expansion, strategic marketing and also operations recommendations for long-term sustainability considering competition in the new first recommended country and then a brief rationale and recommendation to why expansion is best suited to the second recommended country.

Presentations will be a live digital presentation (applying the various technologies, such as Zoom) and will be presented for a maximum of 10 minutes (excluding questions from the audience), with each team member given the opportunity to present at least one slide.

NOTE: Team Presentations will occur on Tuesday, November 29th. All presenting teams must email their final version of their team presentation to the Professor BEFORE the start of the presentation.

Content: The recommendations for the Team Presentation must be strategic for the Canadian-based company /organization and also must reflect learning from the course lectures, discussions and textbook and also must reflect the learning from the interview / site observation (primary research). These learning elements create the most strategic and relevant, but also most applicable

international expansion (marketing, sales consumer behavior and culture, etc.) and operation (management, customer service, etc) recommendations for the company / organization that management, CEO, Directors can actually implement in the recommended expansion country.

Content must always consider international expansion and operations strategies related to the growing Canadian business selected. Therefore, content must also always reflect international expansion, operations, marketing, sales management, online marketing and employee management strategies – considering culture, technology and international expansion at all times. These exercises also give teams the opportunity to practice strategic factors, recognize emerging international expansion and operations trends and analyze global digital business for expanding international organizations.

Format:

- All presenting teams must email a PDF copy of their Powerpoint or Prezi slides to the Professor before the start of the presentations on Tuesday, November 29th.
- Presentations will be 10 minutes maximum (excluding questions from the audience), with each student from each team given the opportunity to present at least one slide.
- Live presentations applying the various technologies (example: Zoom).
- Once again, it is recommended teams take the suggestions from the audience (during the question period) and incorporate the suggestions into the Final Team Report.

See APPENDIX #2 SAMPLE of GRADING RUBRIC and RECOMMENDED FORMAT on Brightspace which includes the recommended format, outline, time allocation of the presentation (by percentage) for each section, and also the evaluation criteria for team presentations.

Value: 15% of total course grade.

STEP #4. Final International Expansion & Operations Written Report:

Based on feedback from the Team Presentation, teams are to modify their strategies and recommendations and submit a Microsoft Word version of the final report to a clearly marked folder on Brightspace by 4:30pm on Friday December 9th.

Final Team Written Report:

The completed report should be no longer than 5,000 words (excluding appendices) and the report must be **posted to clearly marked folder on Brightspace by 4:30pm on Friday, December 9th.**

KEY NOTES regarding the Final Written Report:

1. *The content, solutions and recommendations of the Final Report MUST NOT BE a simple repeat of the Team Presentation. Rather, teams are expected to incorporate the learning from the questions from the audience and Professor from the Team Presentation and adapt the Final Report accordingly.*
2. The report must be posted to clearly marked folder on Brightspace by 4:30pm on Friday, December 9th.
3. Only the content within 5,000 words will be read and will be included as a part of the evaluation of the report. Any additional content (more than 5,000 words) will not be read and cannot be included as a part of the evaluation of the report.
4. **Once again, see Appendix #2 SAMPLE OF A GRADING RUBRIC on Brightspace which includes the recommended outline, format and also the evaluation criteria for team report submissions for this course.**

Value: 20% of total course grade.

Final Exam

Objective:

The objective of the Final Exam is to provide the opportunity to apply individual student's level of comprehension of the course material and their ability to apply the acquired knowledge to solving problems or issues in international expansion and also operations.

Process & Format:

The Final Exam will occur during the formal university final exam schedule period that is 3 hours in length based on readings, case studies, lectures, video documentaries and all other course material covered throughout the course.

Value: 35% of total course grade.

COURSE POLICIES:

The standards of professionalism always apply.

E-mail guidelines:

- Account: Always use your university account. E-mail from other domains (gmail, yahoo...) may be automatically treated as spam. **Only e-mails from a Carleton University e-mail address accounts are guaranteed to receive a response.**

- Response Time: Emails will be responded during business days (Monday – Friday) and please assume at least 24 hours to hear back. Therefore, it is always best to e-mail far in advance with questions /comments. **There is no guarantee for an immediate response to an e-mail which was sent the day before a class or the day before the due date for a paper submission.**

Late submissions:

- Policy is 10% per day (starting immediately after the beginning of the class of the submission date) deduction late. *NOTE: Reports submitted at the end of the class are also considered submitted as late.* Students can then e-mail their report to the Professor and the policy will be applied at the time of the email.

Request for deferrals:

- Requests for a deferral for a Final Exam due to medical reasons or due to a scheduling conflict must go directly to the Registrar's Office and request a deferral.

Please note that it is not possible to submit extra course work to improve your mark.

PLEASE SEE THE DETAILED COURSE OUTLINE on the FOLLOWING PAGES.

COURSE SCHEDULE: BUSI 4708 A International Expansion and Operations Fall 2022
Tuesdays 8:35am – 11:25am

<u>Date</u>	<u>Lecture Themes & Issues</u>	<u>Relevant Article Readings</u>	<u>Assignments</u>
Week of September 13	Scope and Challenges to International Expansion – Part I	Course Outline Lecture Slides / Course notes	Review Course Outline Teams
Week of September 20	Scope and Challenges to International Expansion – Part II	Lecture Slides / Course notes	Participation #1
Week of September 27	Emerging Markets and Does “Made in Canada” Matter for Expansion Purposes?	Note on Retail Location (<i>Pearce; Ivey</i>)	Participation #2 DUE: PROJECT PROPSAL
Week of October 4	Market Location Selection Strategy Global Market Selection Criteria	Women’s Tennis Association in Asia – But Where (A)? (<i>Rowe & Prashad; Ivey</i>)	Participation #3 Team Application Exercise #1 <i>Wendy’s A Plan for International Expansion #MB18A052</i>

Week of October 11	Global Expansion Marketing Strategies & Tactics	Achieving Growth by Setting New Strategies for New Markets (<i>Wunker; Ivey</i>)	Participation #4
Week of October 18	International Expansion Process and Developing a Core International Expansion Strategy	Worried About Strategy Implementation; Don't Overlook Marketing's Role (<i>Slater et al.; Business Horizons</i>) Marketing Meets Web 2.0: Implications for International Marketing Strategy (<i>Berthon et al.; Business Horizons</i>)	Participation #5
Week of October 25	Fall Reading Week Break		
Week of November 1	International Expansion Digital Strategies Pricing (continued) with Culture and Consumer Behaviour Considerations	Basics of Branding Today: Branding for Digital Marketing and Social Media (<i>Gronlund; Harvard Business School Press</i>)	Participation #6 Team Application Exercise #2 <i>Forta Furniture: International Expansion #918547</i>
Week of November 8	Global Strategic Alliances & International Negotiation Design and Strategy	Netflix: International Expansion (<i>Oh and Mer; Ivey/Haskayne</i>) Strategic Alliances That Work: Negotiating and Designing and Alliance (<i>Kelly & Schaan; Ivey</i>)	Participation #7

Week of November 15	Competing on a Social Purpose and Social Innovation Awareness Opportunities in New Markets	Put Purpose at the Core of Your Strategy <i>(Malnight, Buche & Dhanaraj Harvard Business School)</i>	Participation #8 Team Application Exercise #3 <i>Qualtrics: Rapid International Expansion #9B18M022</i>
Week of November 22	Expansion and Sustainable Operations considering Motivation and Culture International Operations – Strategic Management	Operational Transparency <i>(Buell; Harvard Business Publishing)</i> Making Process Improvements Stick <i>(Harvard Business Review)</i>	Participation #9
Week of November 29	Team Presentations – International Expansion and Sustainable Operations for an Emerging Canadian Company	Slides / Course notes	Participation #10 FINAL TEAM PRESENTATIONS
Week of December 6	Leadership and the Future of International Expansion and Operations	How Digital Trust Drives Culture Change <i>(Abraham et al.; M.I.T. Sloan Management Review)</i>	Participation #11
Friday, December 9th by 4:30pm Eastern Standard Time FINAL TEAM WRITTEN REPORT DUE (posted to Brightspace)			

Contribution to Learning Goals of the Program:

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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 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/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you

pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
