



**Carleton**  
University

**Sprett**  
School of Business



**Entrepreneurial Strategies**  
**BUSI 3600 A**  
**Fall 2021**

**Instructor:** Dennis Sakalauskas

**Office Hours:** Available upon request by email or requested at class/lectures

**Email:** [dennis.sakalauskas@carleton.ca](mailto:dennis.sakalauskas@carleton.ca)

**Class Location:** University Centre #231

**Modality:** In-person on campus lectures

**Pre-requisites & precluded Courses:** BUSI 2800 (C- or higher)

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
Participation	Sessions 2 to 13	5%
Team Case-based – Entrepreneurship Application Exercises	See Course Outline	Best 3 / 4 cases 30%
Team Strategic Entrepreneurial New Venture Plan - Presentation	Monday, November 29th	10%
Team Strategic Entrepreneurial New Venture Plan - Final Report	Friday December 10th by 2:00pm EST	20%
Final Exam	See Final Exam Schedule	35%

## **Course Description**

Within the changing environment, an examination of entrepreneurial strategies related to different functional areas of new ventures and small businesses.

Moreover, this course seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, business development, organizational management, strategy, marketing strategy and/or strategic management. Emphasis is on the role of entrepreneurs starting a new venture (business) and the management of smaller companies and organizations (i.e. less than 50 employees and most commonly less than 50 employees) in the context of *growing their company, while also implementing novel strategies and necessary supporting tactics for long-term sustainability*. This includes, but is not limited to:

- all-types of new entrepreneurial ventures and small-type companies, including start-up organizations who are on the cutting edge of technology (information, process, production, marketing) or start-up organizations with a leading innovation has the potential for change in an industry, and might also be a driving force of economic growth. This might include a unique type of product design, food production, automotive or type of travel vacation, or any kind of product or service that could revolutionize an industry or be seen to be a novel entrepreneurial idea, which will help drive entry in to a market and sustainability.

New entrepreneurial ventures and small businesses (less than 25 employees) have always comprised more than 50 per cent of developed economies. But only a minority make any contribution to growth or jobs – or indeed make much money for their owners. “The majority are marginal micro-enterprises in mature businesses such as retail, cleaning or odd jobs, providing a wage for the owner and maybe one family member. They are set up on a shoestring and almost by definition destined for an early demise” (adapted from a piece by Simon Caulkin in the FT).

Clearly, not all small firms remain “marginal micro-enterprises...destined for an early demise”. Rather, through a strong idea, solid management, innovative products and services, the notable entrepreneurial ventures go on to become successful surviving businesses – both large and small.

Of course, new businesses are not simply scaled down versions of larger firms and the resource constrained circumstances they operate under unique challenges for the successful management of a number of operations; including marketing, sales, quality assurance, human resources, operations and so on.

This course explores the *knowledge* of growing a small business, but more importantly the *practical application* of truly developing a business idea, marketing the product(s) or service(s) of that business and managing that business with effective business decisions. This includes concepts and decisions involved with the managing of people, the economy, marketing, social media, online marketing, management strategy and strategies to build, but also to sustain a growing business.

The theoretical part of the course involves learning of managing a new and growing business through review, analysis and in-depth discussions of strategic concepts, lectures, class discussions, case reviews and guest presenters.

The applied part of the course is explored at the strategic level - the long-term policy-making/planning stage - and at the new entrepreneurial venture and small business operating level, or short-term decision-making/implementation stage. The point of view is always that of an owner/entrepreneur and/or Senior Manager of a small business who must direct, make decisions, (which are financially beneficial), and take action to ensure leadership in competitive market.

It will involve the development of a *real* new business model, strategic marketing and sales plans and overall business plan as well as the rigorous review and strategic recommendation of various case study situations. The overall thinking behind this course is that of a seminar course format that will focus on class discussion and involvement of each student in the class. Between cases and start-up business models, students will have a thorough understanding of well over 50 new ventures and start-up companies' strategies in managing a new and growing enterprise.

## **Learning Outcomes and Course Objectives**

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

1. Demonstrate an improved knowledge *in creating and developing a new business to be sustainable over time*, which will include but is not limited to:
  - Entrepreneurial Strategies Related to Different Functional Areas of New Ventures and Small Businesses
  - Entrepreneurial New Venture Business Strategic Planning
  - Entrepreneurial New Venture Business Brand Planning
  - Brand Awareness and Preference for New Ventures
  - Generating Investments for New Entrepreneurial Ventures
  - Extensive New and Small Business Development
  - Marketing, Public Relations, Media Management, Selling and Customer Relationship Management (CRM) Strategies for New Ventures
  - Digital Story Telling (or Online Marketing)
    - Levels for all types of companies and organizations.

2. ***Leverage the most relevant and modern business, sales and marketing techniques to apply*** in the modern entrepreneurial business environment which encompass variables such as business development, online marketing, brand recognition and selection, price optimization strategies, customer relationship innovation, additional digital strategies, among others in a growing business (large or small) and other marketing methods and technologies.
3. ***Apply the points of view of an effective action-seeking*** owner / entrepreneur who are required to grow the business, generate significant investments and brand awareness, strengthen the communication with customers and retain an extensive customer base; motivate employees in a small, but growing enterprise, but also to take those points-of-view and make effective marketing, e-business, distribution, and financial business decisions in today's digital business environment.
4. ***Turn any challenge in to a business opportunity, deal with unprofitable customers and recovering from business crises through new business strategies***, while appropriately questioning and criticizing traditional entrepreneurial, start-up, marketing and management techniques and systems and creating the most effective marketing strategy solutions.

## **Course Structure**

This course emphasizes a way of thinking about managing a start-up new business and business sustainability; but also, to essentially make effective financial business decisions through the use of case summaries, a team lead start-up new business plan for a novel real business idea, relevant strategic business planning, marketing and management discussions, and a review of all concepts with a final exam.

Moreover, the overall structure also calls ***for ongoing class participation throughout the entire course***, so to best leverage the knowledge of concepts from all participants and integrate it to the application of companies seeking leadership in growing their new business.

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

<b>Program Learning Goal</b>	<b>Competencies Not Covered</b>	<b>Competencies Introduced (only)</b>	<b>Competencies Taught But Not Assessed</b>	<b>Competencies Taught and Assessed</b>
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
<b>BC3 Critical Thinking</b> <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
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				X
<b>BI5 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally-minded.</i>	X			

## **Required Material**

A rigorous and **most relevant course pack list** containing the most relevant entrepreneurial strategies' articles and case studies from the Harvard Business Review, M.I.T. Sloan and other entrepreneurship education peer-review centres is listed in a clearly marked folder on this course's online Brightspace Page.

**Please see the list of relevant entrepreneurial strategies' articles and case studies listed in the clearly marked folder on Brightspace**, which can be purchased online from either Ivey Cases at [iveypublishing.ca](http://iveypublishing.ca) or through Harvard University's online store at [hbr.store.org](http://hbr.store.org).

Also, the very **same list of articles are highlighted in this syllabus via the course schedule**, whereby all are articles link directly to the key theme based on the topics/ practical marketing strategies and tactics reviewed to support each reading article.

## **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:

Class Individual Participation	5%
Team Case-based Application Exercises (Best 3 / 4 cases)	30%
Team New Entrepreneurial Strategic Business Plan	
• Final Team Presentation	10%
• Final Team Report	20%
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 (see due dates in course outline).

**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**

No different than participating and/or working new venture team or with investors and partners, participation to entrepreneurial strategies are mandatory. This will also be the case for this course, whereby several opportunities will occur *during the lectures and discussions* through case studies, facilitation exercises and the team presentations.

Entrepreneurs 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 course. The lectures are designed to be very interactive, so opportunities for class participation are *at each* class.

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 workshops throughout all classes. Participation will be self-assessed each week starting the second session. The evaluation will consist of approximately three to four key questions:

1. Preparation
2. Class participation
3. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
4. Professionalism and conduct, positive contribution directly to the course content.

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

**Note: The Professor of this course reserves the right to change your score if I judge that your review does not match my (and/or your peers) perception and actual reality of your contribution in the course. Should this occur, I will communicate the change of your score to you by email.**

*The following is a recommended Individual Participation Self-Evaluation Grid*

## ***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 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 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 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 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 presentations for which they are not presenting.

### ***0/5 absent; unjustified***

Value: 10% of total course grade



## **Team Case-based Application Exercises**

The aim will be to implement a specific or series of strategic start-up and new business techniques which is related to sessions prior to the presentation dates, so to apply learning from the course to the presentations.

Content must always consider strategies related to the management of starting a new business, helping a business which has already started and to enhance business development, building brand awareness and driving brand preference, managing customer relationships, e-business and online marketing solutions, customer service management and/or sales management strategies.

These exercises also give students the opportunity to practice strategic factors, recognize emerging new business strategies and analyze web business for marketing and sales tactics as well as managing customer relationships and growing businesses and organizations.

Case studies will be completed in class with all team members given the opportunity to contribute.

Questions for each case study will be posted in advance and will be provided to accompany each case.

## **Team Application Exercise Presentations DESIGN, OUTLINE and PROCESS**

- Each Team must arrive prepared already having reviewed and analyzed the readings/ case studies before each class **AND** bring to the class their own respective notes based on the challenges, opportunities and key points for the respective case.
- The analytical strategic new venture / entrepreneurship specific questions will be available at the start of the lecture for which each case is to occur. Teams, then have 1 hour and 30 minutes for which to submit a 6-page (15. spacing, times new roman font) brief report, which is to be posted to the clearly labeled folder on Brightspace **before the due date/time**.
- The recommended outline will be based on the entrepreneurial strategies specific questions presented at the start of the lecture for each case and will also primarily focus on the analysis / identified challenges for the new business/start-up business as well as the requirement to provide strategic recommendations for the very same new business or new start-up. Examples include but are not limited to: product / service attributes, consumer perception of quality of service, competition, marketing

opportunities, online digital marketing trends, sales or investment decisions etc.); recommendations (strategy) and implementation (of the recommended tactics) and conclusion / summary / key takeaways.

- NOTE: All members of the team are accountable for all content submitted by the entire team for each specific team case-based application exercise.

### **Team Case-based Application Submission Report**

#### **FORMAT**

- Teams are to submit a maximum 6-page PDF only brief case report (note Microsoft Word, Mac Pages or Google Docs will **not** be accepted).
- The 6 pages maximum limit does *is excluding* cover page, and/or references page)
- Please number each page submitted, once again *excluding* the cover page, and/or references page.
- Teams are to include the questions for the case provided by the Professor *within* the submitted document.
- Business writing (as opposed to point form) is recommended to tell more of a “story” with sufficient details from the case to support the answers so it the Entrepreneur(s) truly understands the team’s analysis, responses and recommendations.
- Please also include a Cover Page with the following information:
  - In alphabetical order by last name - each student’s first name, last name and student number who are **present and actively contributing to the submission.**
  - Case name and number of pages submitted (*excluding* cover page / references)
- Submissions must be posted to Brightspace **before the due time clearly highlighted in the clearly marked folder on Brightspace.** Late submissions will not be accepted.

#### **EVALUATION CRITERIA:**

**PLEASE SEE APPENDIX #1 for a Sample of a grading rubric evaluation criteria for the EVALUATION CRITERIA for the Team Case-based Application Exercises for this course.**

Value: 30% (Best 3 out 4) 10% per case submission

## **Team Entrepreneurial New Venture Business Plan**

### **OBJECTIVE:**

This team based assignment should encompass a development plan (e.g. a plan for growth, for repositioning, for internationalization, etc.) for a novel business idea developed by the team. The plan should culminate with a series of recommendations that will drive investment, appeal to consumers and to create business sustainability.

The aim will be to implement strategic start-up and new business techniques which is related throughout the semester, so to apply the specific entrepreneurial strategies' learning from the course to the launch of a new product or service.

Students are required to identify a suitable novel concept to create in to a new entrepreneurial venture and **this new business process should begin as soon as is possible after the course start dates.**

The completed report should be developed with the assumption that it is being delivered to:

- Investors
- Potential Customers
- Future Employees
- Future Collaborators / Partners
- Media / PR opportunities
- Other future stakeholders

Students are required to identify their new business and **this process should begin as soon as is possible after the course start dates.** *It is recommended that new business be not yet available on the market to truly drive innovation.*

### **TOPIC and PROJECT PROPOSAL:**

The project proposal is to emailed to the Professor by the beginning of the class on September 27th. Please be sure that all team members are also CC'd in the same email submission.

***NOTE: The business idea, new venture and entrepreneurial strategies must BE NEW. It CANNOT be based on an idea presented or worked on in another course and/or a business that is currently being worked outside of this course.***

## **PROCESS:**

Teams will analyze and develop strategies that will allow the small business to grow, gain market leadership, and most importantly be sustainable over a long period of time (i.e. 5 years). This should also include the financial implications of the recommended strategies.

The completed report should be developed with the assumption that it is being delivered to potential investors of the business, future customers and employees.

Primary market research must be a key part of the information students have obtained to make strategic recommendations for the business and development plan.

This market research must include a discussion / interview with at least one person involved (or a regular customer) of the industry of the business being created and developed.

*The following are the key milestones for the New Venture Business Plan:*

### **New Entrepreneurial Business Plan Milestones:**

#### **Timeline:**

<u>STEP</u>	<u>OBJECTIVE</u>	<u>DUE DATE</u>
Step #1:	Project Proposal	September 27th
Step #2:	Primary Research (Interview/Survey)	by Reading Week
Step #3:	Team Presentations	November 29th
Step #4:	Final Team Written Report	December 10th by 2:00pm

### **STEP #1: Strategic Entrepreneurial New Venture Business Project Proposal**

A project proposal is to be **submitted by email to the Professor by the beginning of class on September 27th.**

This proposal is not graded *but it must be approved before moving to step 2.* It is a concise 1-page report which includes:

1. Briefly describe the concept and novel/unique idea (product or service) and why you have chosen this idea – what value it will bring to consumers?

2. Primary Research (focus group, survey, interview, etc) and Secondary Research sources (online, library, news media, etc.)
3. Current challenges you think will occur from a business development, investments and from a strategic marketing management standpoint

### **STEP #2: Primary Research Requirements:**

Primary market research must be a key part of the information teams obtain to make strategic recommendations for the strategic entrepreneurial new venture's business plan.

1. A focus group (approximately 3 - 5 people) with potential future consumers and/or investors

**and / or also**

2. A quantitative survey with (approximately 15 - 20) potential future consumers and/or investors

**and / or also**

3. An owner / Director of a leading business in the same market

The focus group, survey, interview or the site visit must be documented including meetings notes, survey questionnaire responses, etc. (briefly presented in the Team Presentation and can be included as an Appendix in the Final Report)

Teams are also strongly encouraged to virtually observed the proposed competition (via reviewing the competitors' websites, trip advisor reviews, Twitter comments, etc as well understanding the potential marketing challenges your business may face as it is seeking business growth and what it may encounter when expanding to new markets.

### **STEP #3: New Entrepreneurial Business Plan Presentation**

Teams are to take the learning from the primary research, secondary research and from their brainstorming and planning meetings to create and then present their Strategic Entrepreneurial New Venture Business Plan. Great focus will be towards the team's recommendations, but also their recommended implementation plan which will allow for market acceptance and brand preference considering competition to be sustainable over time (i.e. 5 years).

***NOTE: These recommendations and implementation strategies and tactics are to be considered to be presented to potential investors and the media as well as future stakeholders, customers, employees in the entrepreneurial venture.***

Team New Business Plan Presentations will be a maximum of 12 minutes (not including questions to be facilitated by the Professor), with all team members given the opportunity to present. Presentations are to be designed with the assumption the plans are being presented to investors, future employees, media, future consumers, etc.

**NOTE: Teams must email the Professor the presenting slides BEFORE the team presentation.**

**NOTE: See APPENDIX #2 SUGGESTED OUTLINE and *SAMPLE of GRADING RUBRIC* which includes the detailed evaluation criteria AND also the recommended outline and format for the Team Presentation AND Final Report for the *Strategic Entrepreneurial New Venture Business Plan* for this course.**

Value: 10% of total course grade.

#### **STEP #4: Team Final New Entrepreneurial Business Business Plan**

Teams are to submit a Final Report with the overall analysis and also their strategic recommendations assuming it is being presented to investors and future stakeholders of the new business.

***NOTE: The final report must not be a simple repeat of the team presentation. Rather, teams must incorporate the learning from the feedback and suggestions from the audience from the final presentation and incorporate the learning in to improving the recommended strategies for the final report.***

The completed report should be no longer than 5,000 words (excluding appendices). 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.

A “Word” version of the same report must be submitted / posted to the clearly labeled folder on Brightspace by 2:00pm on December 10th.

Please do not submit a PDF via email. Only Word versions will be accepted. Examples of topics will be discussed during the first seminar.

**NOTE: Once again, see APPENDIX #2 SUGGESTED OUTLINE and *SAMPLE of GRADING RUBRIC* which includes the detailed evaluation criteria AND also the recommended outline and format for the Team Presentation AND Final Report for the *Strategic Entrepreneurial New Venture Business Plan* for this course.**

Value: 20% of total course grade

## **Final Exam**

The final 3-hour exam will occur during the appropriate examinations schedule in December.

It will draw on class material, supported by all articles, videos, lectures, discussions and case studies reviewed throughout the entire course. The final exam will be of three hours duration.

Value: 35% of total course grade.

### **Course-specific policies:**

The standards of professionalism apply.

### **E-mail guidelines:**

- **Account:** Always use your university account. E-mail from other domains (gmail, hotmail, yahoo...) may be automatically treated as spam. **Only e-mails from Carleton University e-mail address accounts are guaranteed to receive a response.** Please assume at least 48 hours to hear back.

### **Course Attendance**

- As indicated in the academic regulations of the Sprott School of Business, attendance at courses of instruction is mandatory. Students who are absent for more than 9 hours of class time will be excluded from the final examination.

### **Late submissions and Request for deferrals**

- Policy is 10% per day late (starting immediately after the beginning of the class of the submission date).
- Requests for a deferral for a report submission due to medical reasons or due to a scheduling conflict must go directly to Student Services and request a deferral.

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

**Course Schedule: BUSI 3600 A Entrepreneurial Strategies**  
**Fall 2021**  
**Mondays 6:05pm – 8:55pm**

<u>Date</u>	<u>Lecture Theme &amp; issues</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>
September 13	Developing Strategic Start-up and New Business Intelligence	<i>Course Syllabus &amp; outline Review and In-class Lecture Notes / Slide Presentations</i>	Various businesses ideas for the Team New Business Strategy & Implementation Plan
September 20	Product and/or Service Idea Generation – Value to Consumers and Investors	<i>You Don't Have to be an Entrepreneur to be Entrepreneurial (McMullin &amp; Kier)</i>  <i>Why Great New Products Fail? (Simester)</i>	Participation #1
September 27	New Entrepreneurial Business Planning Process – Developing a Core Business Strategy for Start-ups and New Ventures	<i>Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.)</i>	Participation #2 <b>BRIEF PROJECT PROPOSAL DUE: by email to the Professor (CCing all teammates)</b>
October 4	Marketing Management Implementation Strategies, Strategic Marketing Mix & Customer Relationship Management	<i>The CEO of Canada Goose in Creating Homegrown Luxury Brands (Reiss and Dani)</i>	Participation #3 <b>Team Application Exercise #1 Birch Benders</b>
October 11	Thanksgiving Holiday		



October 18	New Business Brand Positioning and Target Market Development	<i>The New Science of Customer Emotions (Magids et al.)</i>	Participation #4 <b>Team Application Exercise #2</b> <b>K9Fuelbar</b>
October 25	Reading Week		
November 1	Digital New Venture Branding and Crowdfunding Strategies for Start-Ups	<i>Basics of Branding Marketing Today: Branding for Digital Marketing and Social Media (Gronlund)</i>  <i>Crowdsourcing in a Time of Empowered Stakeholders (Wilson et al.)</i>	Participation #5
November 8	Investment Development Strategies and Strategic Alliances for Start-ups and New Business	<i>Is a start-up's strength becoming its weakness? (Case and Commentary, Nanda &amp; Kind)</i>	Participation #6 <b>Team Application Exercise #3</b> <b>MusicJuice.Net</b>
November 15	Competing on a Social Purpose	<i>Competing on Social Purpose (Vila &amp; Bharadwaj)</i>	Participation #7
November 22	Key Performance Indicators for Launch Strategies	<i>The Magic that Makes Customers Stick (Thomke)</i>	Participation #8 <b>Team Application Exercise #4</b> <b>Crowdfunding: A Tale from Two Companies</b>

November 29	New Business Plans – Feedback opportunities and Brand Plan Team Analysis	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #9 <b>Team New Entrepreneurial Business Plan Presentations</b>
December 6	Influencers and the Future Direction of Entrepreneurial Strategies	<i>More than Meets The Eye: The Functional Components Underlying Influencer Marketing (Campbell and Farrell)</i>	Participation #10
Friday, December 10th	The Future of Managing a Growing Enterprise  Final Exam Review	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #11

**DUE: FINAL STRATEGIC ENTREPRENEURIAL NEW VENTURE BUSINESS PLAN @ 2:00pm DECEMBER 10th “Word” version posted to the clearly labeled folder on our BUSI 3600 A Brightspace page.**

## 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](http://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](https://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](mailto: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](https://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](https://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](https://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**

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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 [bcorn@sprott.carleton.ca](mailto:bcorn@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto: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](http://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 <https://carleton.ca/its/get-started/new-students-2/>
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