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</table>
# COURSE DETAILS

Course Title & Number: Consumer Behaviour - MKT 3230 A01

Number of Credit Hours: 3.00

Class Times & Days of Week: Monday and Wednesday 4:00 – 5:15

Location for class: Drake 108

---

## Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor(s) Name:</th>
<th>David Kernaghan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Form of Address:</td>
<td>(Dave)</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Drake 357</td>
</tr>
<tr>
<td>Office Hours or Availability:</td>
<td>Scheduled office hours: Wednesday 11:00 am – 1:00 pm. (Please email me to make an appointment; that will confirm my availability).</td>
</tr>
<tr>
<td>Office Phone No.</td>
<td>N/A (Email is best; it will get the fastest response).</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dave.kernaghan@umanitoba.ca">dave.kernaghan@umanitoba.ca</a></td>
</tr>
<tr>
<td></td>
<td>(I always try to respond within 24 hours).</td>
</tr>
<tr>
<td>Contact:</td>
<td>Email is fastest for a quick question. But for a more in-depth conversation, a meeting works best.</td>
</tr>
</tbody>
</table>
Course Description

Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, begins and ends with the consumer – from determining consumer needs to providing consumer satisfaction. The primary goal of this course is to enhance your understanding of consumer behaviour.

Understanding how consumers will behave helps marketers anticipate reactions to changes in the marketing mix, or to the adoption of new products. While you may feel like you already have good intuition about the psychology of consumers, it is clear that people do not always behave in the manner in which we expect them to. In fact, there are often differences between the beliefs consumers have about their own behaviour and what they actually do in the marketplace. Given the same purchase situation, different consumers behave differently; the same consumer can make very different decisions on separate occasions. Only by systematically examining the attitudes, beliefs, motives, and decisions that comprise consumer behaviour can we hope to have an accurate understanding of our target consumers.

This course begins by looking at the consumer on an individual level, through an examination of the intra-psychic components of consumer behaviour. This includes topics on consumer perceptions, memory, motivation, attitudes, and decision-making.

Topics addressed later in the course will focus on the interdependent aspects of consumer behaviour by examining its social and cultural context, including the influence of group members on decision-making and perception, differences between sub-cultures, and the nature and importance of cultural differences in consumer behaviour.
Course Goals

- To recognize the importance of understanding consumer behavior for successful marketing.
- To introduce you to consumer behavior theories and their applications in marketing.
- To appreciate the application of consumer behavior concepts.

Using Copyrighted Material

Copyrighted works, including those created by the Instructor, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University’s Copyright Office website at http://umanitoba.ca/copyright/ or contact um_copyright@UMANIToba.ca.

Recording Class Lectures

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the Instructor.

Textbook, Readings, Materials

Course Technology

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student can use all technology in classroom setting only for educational purposes approved by instructor and/or the University of Manitoba Disability Services. Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking (e.g. Facebook) online and offline “gaming” during scheduled class time. If a student is ‘on-call’ (emergency), the student should switch his/her cell phone on vibrate mode and leave the classroom before using it.

It is also worth noting that an improper use of technology in the classroom will reflect in any participation marks.

Class Communication

The University requires all students to activate an official University email account. For full details of the Electronic Communication with Students please visit:

http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_2014_06_05.pdf

Please note that all communication with the Instructor must comply with the electronic communication student policy (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html). You are required to obtain and use your U of M email account for all communication between yourself and the university.
Expectations: I Expect You To . . .

All the knowledge and information necessary for successful completion of this course with a high mark does not come from any one of lectures, readings or cases studies; they are all an integral part of the course. The cases have been selected to demonstrate a variety of business-related issues. The lectures are designed to amplify, clarify and in some instances supplement the course material. It is to the student’s benefit to review the powerpoint slides prior to class.

Students are responsible for any assignments or announcements made in class, even if they are not present for the particular session in which the announcement is made.

Students are expected to conduct themselves in a professional manner in this course. The following behaviour in the classroom is not acceptable for a business environment:

- Being late for class on a regular basis.
- Sleeping in class or reading materials that are not part of this course.
- Cell phone usage or surfing the Web or sending email.
- Using a laptop for uses other than reviewing course-related PowerPoints.
- Constantly chatting with other students or being loud and/or disruptive.

Class time is a critical component of learning course material. Attendance is not considered optional; missing several classes will affect your overall participation grade.

Academic Integrity:

- Group projects are subject to the same rules of academic dishonesty as individual projects.
- Group members must ensure that a group project adheres to the principles of academic integrity.
**Students Accessibility Services**

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

*Student Accessibility Services  [http://umanitoba.ca/student/saa/accessibility/](http://umanitoba.ca/student/saa/accessibility/)*  
520 University Centre  
204 474 7423  
[Student_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

**Expectations: You Can Expect Me To**

I believe that it is my responsibility to prepare you to be successful in the business world. For that reason, I will conduct my classes similar to a pre-planned business meeting. Therefore, you can expect me to:

- start classes on time. (Assume that you just ‘insulted’ your Manager if you arrive late or leave early).

- never end a class beyond its normal time period; I will respect your tight timetables.

- share stories from my business background to support (or challenge) some common theories.

- discuss a case study in class about every second week. I will always invite the class (as a group) to comment on the cases.

- be personally offended if you come to class to: (i) check your emails, (ii) cruise the Internet, (iii) do homework from another other class. Obviously, these activities will reflect in your participation scores (just as they would affect our chances of promotion in the business world).
**Course Schedule** – Please note; this schedule is subject to change (based on time availability). It is also possible that all topics listed on this outline may not be covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Coverage</th>
<th>Lecture / discussion topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 4</td>
<td>Chapter 1</td>
<td>Introduction to Course; discuss Individual Paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An Introduction to Consumer Behavior</td>
</tr>
<tr>
<td>Sept 9 &amp; 11</td>
<td>Chapter 2</td>
<td>Perception</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>Sept 16 &amp; 18</td>
<td>Chapter 4</td>
<td>Motivation and Affect</td>
</tr>
<tr>
<td></td>
<td>Chapter 5</td>
<td>The Self</td>
</tr>
<tr>
<td>Sept 23 &amp; 25</td>
<td>Chapter 6</td>
<td>Personality, Lifestyles and Values</td>
</tr>
<tr>
<td>Sept 30 &amp; Oct 2</td>
<td>Chapter 7</td>
<td>Attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Individual paper is due October 2</strong></td>
</tr>
<tr>
<td>Oct 7</td>
<td>Chapter 8</td>
<td>Attitude Change</td>
</tr>
<tr>
<td><strong>Oct 9</strong></td>
<td></td>
<td><strong>Mid-Term Test (Chapters 1-8).</strong></td>
</tr>
<tr>
<td><strong>Oct 14</strong></td>
<td></td>
<td><strong>No Classes</strong></td>
</tr>
<tr>
<td>Oct 16</td>
<td>Chapter 9</td>
<td>Individual Decision Making</td>
</tr>
<tr>
<td>Oct 21 &amp; 23</td>
<td>Chapter 10</td>
<td>Buying and Disposing</td>
</tr>
<tr>
<td>Oct 28 &amp; 30</td>
<td>Chapter 11</td>
<td>Group Influence</td>
</tr>
<tr>
<td><strong>Nov 11 &amp; 13</strong></td>
<td></td>
<td><strong>NO CLASS</strong></td>
</tr>
<tr>
<td>Nov 18 &amp; 20</td>
<td>Chapter 15</td>
<td>Creation and Diffusion of Culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group Paper due November 20</strong></td>
</tr>
<tr>
<td>Nov 25, 27, Dec 2</td>
<td></td>
<td>Group Presentations.</td>
</tr>
<tr>
<td>Dec 4</td>
<td></td>
<td>Instructor’s Closing Comments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Exam</strong> Date/location to be confirmed.</td>
</tr>
</tbody>
</table>
Course Evaluation Methods

This course uses a variety of methods in order to give all types of learners an opportunity to demonstrate their various skill-sets. For example:

- The Individual Paper will sharpen your research skills.
- The Mid-term will test your recall of course material.
- The Group paper gives you the opportunity to research a company.
- The Presentation allows you to refine your presentation skills as part of a team.
- Participation marks are a measure of class (and group) contributions.
- The final exam is a case study that allows you to apply all material covered in this course.

<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Assessment Tool</th>
<th>Value of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of class, Oct. 2, 2019</td>
<td>Individual Paper</td>
<td>10 %</td>
</tr>
<tr>
<td>October 9, 2019</td>
<td>Mid-Term Test</td>
<td>10 %</td>
</tr>
<tr>
<td>Start of class, Nov. 20, 2019</td>
<td>Group Project: Paper</td>
<td>20 %</td>
</tr>
<tr>
<td>Nov. 25, 27, Dec. 2</td>
<td>Group Project: Presentations</td>
<td>10 %</td>
</tr>
<tr>
<td>Throughout course</td>
<td>Participation</td>
<td>20 %</td>
</tr>
<tr>
<td>To be arranged</td>
<td>Final Exam</td>
<td>30 %</td>
</tr>
</tbody>
</table>

Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage out of 100</th>
<th>Grade Point Range</th>
<th>Final Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.25-4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>3.75-4.24</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td>3.25-3.74</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td>2.75-3.24</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
<td>2.25-2.74</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>2.0-2.24</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Less than 2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Less than 50</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Referencing Style

Students can use the reference style they find to be most comfortable. My only requirement is that you are consistent throughout your papers.
Assignment Descriptions

Individual Project --10%

In this assignment you are asked to analyze an image of a store. Specifically, you are required to:

(i) identify the concepts we have covered in class that are employed by the store to create its existing ‘image’ and (ii) evaluate the effectiveness.

You are required to:

1. Pick any retail store (grocery, clothing, etc) for your evaluation. Be sure to email me your selection; I do not allow duplicates. Selections are make on a “first-come, first-served basis.
2. Walk around the store and try to identify the strengths and weaknesses of the store image. In your analysis, describe the type of store, its current image, then analyze this image (identifying and analyzing concepts covered in class).
3. Propose suggestions to enhance the image of the store based on your analysis. In your analysis, you are required to refer to material covered in this (and other) classes. You are encouraged to provide up to three pictures and a map of the store if you feel they will to support your paper.

Rubric: scoring is based on a successful combination of:

(i) grammar, proper use of citations, overall consistency in format/presentation (25%),
(ii) a paper that logically moves from an introduction (executive summary), through a main body, to a local conclusion, (30%),
(iii) your use of three theories/concepts from this course that support your observations and recommendations (up to 45%).

The report will be prepared using ‘word’ processing software and will NOT exceed 5 pages (not including cover page, photos, layout/sketch and reference page). Assignments must be submitted in 12-point Times New Roman font (double-spaced) on white paper using black ink with one-inch (2.54 cm) margins. A separate reference page listing ALL sources used must be included. Proper citation of references (your choice of standards) must be used for all citations.

The paper is due at the beginning of the class of the due date. Any assignment submitted later than that time is subject to a reduction of two (2) full marks per day.
**Mid-Term Test -- 10%:**

The mid-term test is closed book; it will be a combination of multiple-choice and short-answer questions. The short-answer questions will require you to understand and explain your answers using proper sentence and paragraph structures. ‘Bullet points’ are acceptable providing each point also has a supporting statement.

Also:

- Students need to be prepared to show photo ID at the tests.
- Cell phones must be turned off during all tests.
- The use of electronic translators or dictionaries by students with English as a second language is permitted but must be approved by the instructor.

For any student who should miss the mid-term for exceptional circumstances, the weight of the mid-term test will be added to the final examination. Absence due to illness or other legitimate reasons will require a medical certificate or other appropriate documentation. If you miss the test for non-legitimate reasons, the missed test grade will automatically be zero. **There will be NO make-up tests for the mid-term.** The instructor must be advised within 7 working days of the examination date and receive suitable documentation.

**Group Project – Report (20%)**

In teams of five or six, you will provide a report that addresses a specific consumer behaviour-related problem (or issue or decision to be made).

The task in this assignment will be for your group to:

- Select a person in business (who has marketing-related activities as part of his/her regular duties) who has agreed to an interview.
- After selecting your manager (and the manager has agreed to the interview), send me an email that tells me the person’s name, their title and the company name.
- Next, develop a series of interview questions on your assigned topic (thorough preparation is the key to a successful interview). The goal of these questions will be to obtain the manager’s perspective as related to your topic. Please prepare enough questions for an interview of about 30 minutes duration. Ideally, the questions will be an open-ended style that lead the manager to discuss the recent problem/issue/decision.
- Organize a date and time to conduct the 30-minute interview. Ideally, the interview should be conducted face-to-face, but it could be done over the phone (or Skype) if necessary.
Next, conduct the interview. This manager can be a friend, a family member, or even someone in an organization that you’ve been interested in exploring (this is a good excuse to get an introduction). Be sure to find someone who has some level of experience/expertise in your topic (ranging from a small-business owner who does their own marketing to a marketing person working for a large company).

The best interviews are often focused on a recent problem or opportunity (or significant change) that the business is about to deal with, or recently had to deal with. You may get the best interview by inviting the person to discuss that recent event (as opposed to you providing an agenda).

Make sure that at least two members of your group participate in the interview (e.g., one asking questions, another taking notes, etc.) and that you have done some research about the manager’s organization prior to the interview.

Do not ask to record the interview; it will taint the responses.

Provide your report which will analyze the manager’s responses (with reference to the theories/concepts covered in our class),

You will use a step-by-step process to analyze the issue and conduct a comprehensive analysis drawing on course materials and academic literature.

Ideally, the report’s format (based on the interview) will be:

Part 1 – sourced from the interview:

- identify the business and person interviewed.

- identify the key consumer behaviour-related problem (or decision to be made).

- identify any additional consumer behaviour-related issues (that may or may not be a consequence of the key issue).

Part 2 – your contribution:

- discuss the data provided in the interview that relates to the key issue.

- propose viable solutions and analyze each solution (based on course material).

- make a recommendation based on that analysis.

- propose an implementation plan that supports your recommendation.

- compare your plan to the actions taken by the manager and provide comment.
You should be both practical and rigorous, provide advice that is actionable, effective at resolving the challenge, and grounded in solid evidence. The report will be a maximum of ten pages; double spaced (excluding the title page, appendices/tables/figures, and a reference page). The paper will use 12-point Times New Roman text and one-inch (2.54 cm) margins.

Your personal score will be based on the overall project; not your individual input into the paper.

**Group Project: Presentation --10%**

Each group will prepare a presentation to promote their recommended changes (or explain why the existing plan is the best option) to the instructor (who plays the role of the business owner). The presentation must include a PowerPoint presentation and will be **15-20 MINUTES. IN ADDITION, ALL MEMBERS OF THE GROUP MUST BE ACTIVELY INVOLVED IN THE PRESENTATION.**

Students are encouraged to be creative in the manner in which their presentation is conducted. However, the inclusion of any video clips from any source is not allowed. Finally, students are to be attired in professional business clothing when making the presentation.

This score is based on your individual performance as a presenter; it is not based on the group’s total performance. The Instructor will provide additional details in class in regard to the key features of successful presentations.

Finally, this project is to provide as much exposure to a real life situation as is possible within a classroom setting. Therefore, each member of the group is expected to be prepared to fulfill the role of any group member who may be absent on the day of the presentation.
Participation

There are two components to the Participation Score: (i) Group Contribution, (ii) Class time.

**Group Contribution (10%)**

At the end of the course, each student will receive a confidential email from the Instructor which will invite you to comment on the performance of each team member. Your performance as a valuable team member is worth up to ten marks.

**Class Time (10%)**

In some classes, you will participate in case studies or group work (including team evaluations during group presentations). Your involvement in these activities is essential to the success of the activities and also as learning tools. They also reflect on your participation mark.

Class time is a critical component of learning course material. Attendance is not considered optional; missing several classes will affect your overall participation grade. **In addition, the use of electronics in class that is not related to the course will also reflect on your participation grade.**

**Final Exam (2 hours) - 30%:**

The final exam will be a 2-hour (120-minute) exam. It will cover material taken from throughout the entire course. This exam will consist of multiple-choice questions or short-answer questions, plus a case study.

Also:

- Students **WILL BE REQUIRED** to show photo ID at the final exam
- Cell phones must be turned off.
- The use of electronic translators or dictionaries by students with English as a second language is permitted but must be approved and checked by the instructor.
- Students must be punctual. Those who enter the test room ten minutes later than the starting time scheduled MAY NOT be allowed to write the tests/exam.
Assignment Grading Times

Students can expect to receive their graded Individual Paper and Mid-term tests within ten days after they are handed in.

Late Submission and Grade Appeal Policy

Individual Paper – Late Submissions

- Generally speaking, only medical reasons (complete with evidence such as a doctor’s note) will be accepted.
- Your paper is due at the beginning of the class on its due date (as per the Class Schedule). If you are unable to attend that specific class for an Asper-related activity, please arrange to have a classmate hand it in on your behalf.
- Handing in the paper at the end of the class results in a 10% penalty.
- Handing in the paper at the end of the day results in an additional 10% penalty (and 10% per day onwards).

Group Paper – Late Submissions

- Given that this is a group project, there is no acceptable excuse for an entire group being unable to hand in this paper at the beginning of the class on its due date (as per the Class Schedule).

Grade Appeal Policy

Grade Appeal for Individual Paper and Mid-Term Test

Requests for re-grading must be made in writing to the Instructor within one week of the return of your paper. The process is:

(i) send an email to the Instructor which identifies the section/question you wish rescored complete with a detailed justification,

(ii) print out your email, attach it to the test and return both documents to the Instructor.

Please note the Instructor reserves the right to remark the entire test or assignment so your mark may go up or down.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Lectures address use of various quantitative marketing metrics</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✓</td>
<td>Quantitative analysis in case assignments</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Analysis and selection of alternative in case studies</td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Written case assignments</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Written case assignments</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Written case assignments</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td>In-class case studies</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
<td>In-class case studies</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td>In-class case studies</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td>In-class case studies</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>✓</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean’s office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
**Typical Penalties for Academic Dishonesty in the Asper School**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 2 years \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course \nSuspension from taking Asper courses for 1 year \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course \nNotation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Impersonation on exam</td>
<td>Expelled from the University of Manitoba and reported to Winnipeg Police</td>
</tr>
</tbody>
</table>
**Schedule “A”**

**Section a: Academic supports available to Students**

**Writing and Learning Support**

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at:


You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.
University of Manitoba Libraries (UML)
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: http://bit.ly/WcEbA1 or name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Section b: Mental Health and Wellness information:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. Student Counselling Centre: http://umanitoba.ca/student/counselling/index.html
474 University Centre or S207 Medical Services
(204) 474-8592
Student Support Case Management
Contact the Student Support Case Management team if you are concerned about
yourself or another student and don't know where to turn. SSCM helps connect
students with on and off campus resources, provides safety planning, and offers
other supports, including consultation, educational workshops, and referral to the
STATIS threat assessment team.
Student Support Intake Assistant http://umanitoba.ca/student/case-manager/index.html
520 University Centre
(204) 474-7423

University Health Service
Contact UHS for any medical concerns, including mental health problems. UHS
offers a full range of medical services to students, including psychiatric
consultation.
University Health Service http://umanitoba.ca/student/health/
104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness
Contact our Health and Wellness Educator if you are interested in information on
a broad range of health topics, including physical and mental health concerns,
alcohol and substance use harms, and sexual assault.
Health and Wellness Educator
http://umanitoba.ca/student/health-wellness/welcome.html
Katie.Kutryk@umanitoba.ca
469 University Centre
(204) 295-9032
Live Well @ UofM
For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:
http://umanitoba.ca/student/livewell/index.html

Section c: Respect to copyright:
All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

Section d: University and Unit policies, procedures, and supplemental information available on-line

Your rights and responsibilities
As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The Academic Calendar
http://umanitoba.ca/student/records/academiccalendar.html is one important source of information. View the sections University Policies and Procedures and General Academic Regulations.

While all of the information contained in these two sections is important, the following information is highlighted.
• If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information including appeal deadline dates and the appeal form http://umanitoba.ca/registrar/

• You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support http://umanitoba.ca/academicintegrity/ View the Student Academic Misconduct procedure for more information.

• The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:


  Student Discipline http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

  Violent or Threatening Behaviour http://umanitoba.ca/admin/governance/governing_documents/community/669.html
• If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: [http://umanitoba.ca/admin/governance/governing_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) More information and resources can be found by reviewing the Sexual Assault site [http://umanitoba.ca/student/sexual-assault/](http://umanitoba.ca/student/sexual-assault/)

• For information about rights and responsibilities regarding **Intellectual Property** view the policy [http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site [http://umanitoba.ca/faculties/](http://umanitoba.ca/faculties/)

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations [http://umanitoba.ca/academic-advisors/](http://umanitoba.ca/academic-advisors/)

**Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. [http://umanitoba.ca/student/advocacy/](http://umanitoba.ca/student/advocacy/)

520 University Centre
204 474 7423
[student_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)