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INSTRUCTOR

Name: Dave Kernaghan
Office: https://us02web.zoom.us/j/84256755458?pwd=Skd5QkozRmxtNnBqL2Z6R0FxVUFETY09
Email: dave.kernaghan@umanitoba.ca
Office hours: Email is fastest for a quick question. But for a more in-depth conversation, a one-on-one Zoom meeting works best. (Please email me to make an appointment).

COURSE DESCRIPTION

A study of international similarities and differences in marketing structures, functions and processes as related to the socio-economic and cultural environment as well as a consideration of the opportunities and problems related to international marketing.

This course is a natural extension to any Introductory Marketing or Domestic Marketing course. Specifically, it takes the basic concepts of marketing and extends them to a cross-cultural business environment.
COURSE OBJECTIVES

1. To develop a general overview and understanding of marketing within an international context.
2. To develop an appreciation of political, economic, social, and psychological influences affecting international business transactions.
3. To apprise the student of techniques and strategies for competing in a global economy.
4. To inform the student of several theoretical paradigms which seek to explain trade behaviour in an international business setting.

COURSE FORMAT AND ONLINE ACCESS

This course will be conducted “live” via videoconferencing using ‘Zoom’. The classes will be during the scheduled class time.

Our Zoom Link is https://us02web.zoom.us/j/84256755458?pwd=Skd5QkozRmxtNnBqL2Z6R0FxVUFEQT09. Password: Posted on UMLearn.
To join the class from your computer, install Zoom Client for Meetings from zoom.us/download. To join from your smartphone, install the Zoom app. Detailed instructions are available here.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. You are expected to leave your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak.

Please note that all classes will be recorded and the video recordings are likely to be shared with other students.

Because I’m using Zoom for my classes, please be aware that:

- you will not get immediate access to the session merely by logging into the program; I still need to provide individual entry to our meeting. That being said, be sure that you enter the program with the name that you used to register for this course; any other identification will prevent you from joining the meeting.
- Anyone attempting to disrupt the class will be immediately blocked from the class. In addition (because all meetings are recorded), I will apply their behaviour as a substantial penalty against their final grade.

Expectations: I Expect You To . . .
Class lectures and case studies are the major components of this course.

Course material is based on a combination of concepts from the slides and my real-business examples to prove (or challenge) those theories.

This class will follow a lecture and case study format. Students should be prepared for class by reviewing the relevant material prior to the class. [It is worth noting that reviewing the material prior to class is for your advantage; it will make the class much easier to follow.]
Students are responsible for any course-related handouts, assignments or announcements made in class, even if they are not present for the particular session in which the announcement is made.

Class time is a critical component of learning course material. Attendance is not considered optional; missing several classes (or logging on and leaving/ignoring the class) will affect your overall grade.

**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.

Each class will be comprised of two lecture sections: (i) first lecture (30 minutes), (ii) break (15 minutes), iii) second lecture (30 minutes).

You can expect me to:

- start classes on time (after I use the first five minutes to log everyone into the meeting). If you enter Zoom’s ‘meeting room’ after the first five minutes, I will let you in during the 15-minute break. Assume that you just ‘insulted’ your Manager if you log-in late or leave early.
- stay as close to my proposed schedule as possible; I will respect your tight timetables.
- share stores from my business background to prove (or disprove) a theory from the textbook.
- post a case study in class about every second week. I always invite the class to comment on the cases.

**COURSE MATERIALS**

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video.

For quizzes/exams, which will be administered via the Respondus Lockdown browser, you will need a device (computer or iPad; smartphone will not work) with one of the following operating systems:

- Windows 10, 8, or 7 (note: will not work with Windows 10S)
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

You will need the Chrome browser. Other browsers such as Safari may not work.

The educational material required for this course is based on the powerpoint slides that I will be posting on the course’s UMLearn site. A booklet version will also be available at the Bookstore.

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/](http://umanitoba.ca/copyright/) or contact [um_copyright@umanitoba.ca](mailto:um_copyright@umanitoba.ca).
ASSESSMENT OF LEARNING

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assessment Tool</th>
<th>Value of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 7, 2020</td>
<td>Individual Paper - Article Review</td>
<td>10%</td>
</tr>
<tr>
<td>October 19, 2020</td>
<td>Mid-term Test</td>
<td>20%</td>
</tr>
<tr>
<td>November 25, 2020</td>
<td>Group Project: Paper</td>
<td>20%</td>
</tr>
<tr>
<td>December 2, 2020</td>
<td>Group Project: Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>To be arranged</td>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Grading Scheme

Of all the students who get 50% or over in the course:

- the top 5% of the class will get an A+
- next 15% will get an A
- next 30% will get a B+
- next 25% will get a B
- next 15% will get a C+
- next 5% will get a C
- next 5% will get a D

Getting less than 50% in the course will result in an F grade.

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, in some courses, the online exam will set up such that each student will get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions will appear on a screen and you may not have the option to move back to questions you have already answered.

For exams, we will be using university-approved Respondus Monitor, which will require you to have your camera and microphone on for the entire duration of the exam. As the software detects any unusual movements, please sit in a location where there are no people/pets or other moving moving objects in the camera’s view during the exam.

In addition, you will be required to have your camera on for the duration of the class.

Assignment Descriptions

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

- The Article Review refines your research skills.
- The Mid-term tests your recall of course material.
- The Group paper gives you the opportunity to research a company as it considers an international expansion.
- The Presentation allows you to refine your presentation skills as part of a team.
The final exam includes a case study that allows you to apply all material covered in this course.

**Mid-term Test (20%)**
This test covers Sections 1-6. It will take 70 minutes and will include multiple choice as well as 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.

For any student who should miss a quiz for exceptional circumstances, the weight of the quiz will be added to the final examination. **There will be NO make-up tests.** The instructor must be advised within 7 working days of the examination date.

**Individual Project; Article Review - 10%**
Using the knowledge gained from this (and prior courses), and specific material related to the business discussed in your selected article, you will develop a paper that discusses (but does not analyze) a business’s recent international activities.

Specifically:
- From news or press announcements made within the last sixty days, each student will select a **single article** that discusses a business’s recent international activities. Typically, the article will discuss the announcement of either: (i) an international expansion or (ii) withdraw from an international market.
- The student will describe those international activities with specific reference to three theories/concepts discussed in this course.
- 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) the accurate description and connection of three theories/concepts from this course to the business’s activities (up to 4%).

The report will be prepared using ‘word’ processing software (that my Windows-based system can open and read) and will **NOT exceed 5 pages (not including cover page and reference page).** Assignments must be submitted in 12-point Times New Roman font (double-spaced) using black text 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.

**Group Project: Paper - 20%**
Groups will prepare the marketing portion of an International Business Plan for a real company. Each group will be responsible for investigating the geographic region’s business opportunities and designing a proposal plan which will be presented to the instructor (who plays the role of the “Client”) for evaluation. **The report is worth up to twenty marks.**

At a minimum, the plan will include a profile of the region, a description of the industry, a competitive analysis, market evaluation, a discussion of labour issues, a production plan and a financial forecast. (It is strongly recommended that groups use the above key topics as sub-headings for the paper; that ensures all critical topics will be covered in your paper.). Groups will use this information to make a recommendation regarding the potential benefits and drawbacks of expanding operations to the region.

The report will be prepared using ‘Word’ processing software (that my Windows-based system can open and read) and will **NOT exceed 20 pages.** Assignments must be submitted in 12-point Times New Roman font (double-spaced) using black text 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.
font (double-spaced) using black text 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 written report should be a well-organized and concisely-written document that integrates the
concepts of the course and accurately uses applicable terminology to explain and rationalize the group’s
business plan decisions.

You are invited to form your own groups (with up to six members). I do not assign students to groups; I
leave you with the opportunity (task) to form groups with those who you know are strong and ambitious
performers. Your score will be based on the overall project; not your individual input into the paper. It is
strongly recommended that you do not attempt this assignment on your own (given the amount of
required research).

**Group Project: Presentation -10%**
You (or your group) will prepare a presentation to promote your International Marketing plan to the
instructor (who plays the role of the business owner who hired you to evaluate this opportunity). The
presentation must include a PowerPoint presentation. Its time duration is limited to a maximum of 5
minutes for each individual person (20-minute limit for a group video). Although there is no
recommended minimum speaking-time per person, an individual’s presentation score will substantially
drop if he/she makes a very minimal contribution.

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 (‘business casual’ attire) 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.

**MISSED EXAM AND LATE SUBMISSION POLICY**

**Mid-term Test:** As noted earlier, for any student who should miss this test, its weight will be added to the
final examination. If you miss the test for non-legitimate reasons, the missed grade will automatically be
zero. **There will be NO make-up tests.** The instructor must be advised within 7 working days of the
examination date and receive suitable documentation.

**Group Paper – Late Submissions**
There is no acceptable excuse for a person or group being unable to hand in a paper on its due date (as
per the Class Schedule) for an on-line course. Late submissions are penalized at 25% reduction per day. If
you are in a region with a weak or unreliable Internet connection, consider sending your paper from a
more secure connection or begin attempting to submit it a few days earlier (to ensure it finally arrives
before the cut-off date). In other words, it is your responsibility to take the steps necessary to ensure
your paper is delivered to your Manager when promised.
Do not make travel plans before the Final Exam. I am not allowed to let you take the exam earlier/later because you booked a flight ticket for a date earlier than the final exam. In the event you have to miss the Final Exam for a valid reason, a request for a deferred exam must be made at your home Faculty's Undergraduate Program Office (b_comm@umanitoba.ca, if you are an Asper student). Applying for a deferred exam does not guarantee your request will be granted.

ATTENDANCE POLICY

For recording attendance purposes, I will be asking that your camera is on during the entire duration of your class. I will be taking a screenshot as a record of the attendance.

Attendance will be taken at every class. Experiences in previous sessions have found that those students who miss classes typically have the lowest final scores.

Students arriving late will not be allowed into the session (mainly because I will probably not notice them; I’ll be busy discussing the day’s lesson); students leaving early (or not present during the class when I ask their opinions regarding a specific theory or case study) will be considered absent for that class.

There may be informal surveys taken during class to ensure that you are actually attending the class (as opposed to just ‘signed-on’).

ELECTRONIC DEVICE POLICY

Using a computer or smartphone with a camera/mic during class and exams is necessary for this course.

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. Students should not participate in personal direct electronic messaging / posting activities such as e-mail, texting, video or voice chat, wikis, blogs, social networking, online and offline “gaming” during scheduled class time. Obviously, this ‘inattentiveness’ to the course will reflect on your final grade.

Although this is course is taught in a remote teaching format, we will observe the protocols that would be expected during in-person classes. Please make sure your cellphone does not ring during class. No frivolous posting of messages in the Chat area during class. Practice self-control—don’t browse the Internet or check your e-mail/social media/text messages while class is in progress. Do not video/audio record class lectures or take pictures of the screen without the instructor’s permission.

OUT-OF-CLASS COMMUNICATION

My course-related slides and case studies will be posted on UM Learn. You will also post your article review, presentation and group paper on UMLearn.

Regarding any additional out-of-class communication, I will also use your U of M e-mail account for general announcements.
REFERENCING STYLE FOR WRITTEN WORK

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

CLASS SCHEDULE

Please note; although I make ‘best efforts’ to maintain this schedule, unanticipated events can force changes with minimal notice (based on time availability).

<table>
<thead>
<tr>
<th>Week</th>
<th>Coverage</th>
<th>Lecture / discussion topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 9</td>
<td>Review Course Outline</td>
<td></td>
</tr>
<tr>
<td>Sept 14 &amp; 16</td>
<td>Section 1</td>
<td>Introduction to Global Marketing</td>
</tr>
<tr>
<td></td>
<td>Section 2</td>
<td>A Global Marketer’s Trade and Economic Perspective</td>
</tr>
<tr>
<td>Sept 21 &amp; 23</td>
<td>Section 2</td>
<td>A Global Marketer’s Trade and Economic Perspective</td>
</tr>
<tr>
<td></td>
<td>Section 3</td>
<td>Social and Cultural Influences</td>
</tr>
<tr>
<td>Sept 28 &amp; 30</td>
<td>Section 3</td>
<td>Social and Cultural Influences</td>
</tr>
<tr>
<td></td>
<td>Section 4</td>
<td>Political, Legal and Regulatory Issues</td>
</tr>
<tr>
<td>Oct 5 &amp; 7</td>
<td>Section 5</td>
<td>Segmentation, Targeting and Positioning</td>
</tr>
<tr>
<td></td>
<td>Section 6</td>
<td>Market Entry Strategies</td>
</tr>
<tr>
<td>Oct 12</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Oct 14</td>
<td>Section 6</td>
<td>Market Entry Strategies</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Mid-Term</td>
<td>Sections 1 – 6</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Section 7</td>
<td>International Branding and Product Alternatives</td>
</tr>
<tr>
<td>Oct 26 &amp; 28</td>
<td>Section 8</td>
<td>Pricing Alternatives</td>
</tr>
<tr>
<td></td>
<td>Section 9</td>
<td>International Distribution.</td>
</tr>
<tr>
<td>Nov 2 &amp; 4</td>
<td>Section 10</td>
<td>Global Advertising and Sales Management</td>
</tr>
<tr>
<td>Nov 9 &amp; 11</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Nov 16 &amp; 18</td>
<td>Section 11</td>
<td>International Project Management – Part 1</td>
</tr>
</tbody>
</table>
| Nov 23 & 25 | Sections 11 & 12 | International Project Management – Parts 1 & 2  
Group papers due Nov 25th. |
| Nov 30 & Dec 2 | Section 13 | Competitive Strategies 
Presentations due Dec 2nd. |
| Dec 7      | Section 13 | Competitive Strategies                                                                    |
| Dec 9      |               | Course Review - Closing Comments                                                          |
UNDERGRADUATE BONUS CREDIT RESEARCH PARTICIPATION PROGRAM

Students can participate in up to four online research studies this term to earn bonus credit. Each study takes approximately 15 minutes to complete, and provides a 0.5% bonus to your course grade. There is a maximum bonus of 2% per course.

Please note that each study can only be completed once for extra credit: completing the same study more than once will not provide additional course credit.

Benefits of the Program:
This program is designed to give students a glimpse into how marketing theory is developed through participation in marketing research studies conducted by faculty here at the Asper School of Business.

Participation in academic research studies also enhances the value of the degrees from Asper. University reputations are affected by the quality of research conducted by their faculty: participating in these studies helps Asper professors publish in scholarly journals, consequently improving the school’s reputation.

Procedure:
You will be notified via email prior to each study so that you may participate online. At the end of each study, you can choose a course to which you assign the bonus credit. Please take a screen shot of the page where you assign the bonus credit, for your records.

At the end of each study session, you will be debriefed, i.e., you will be informed as to what was being studied in each study. This debriefing will allow you to see how marketing theory is developed through academic research.

All studies that you participate in are approved by the Psychology/Sociology Research Ethics Board, University of Manitoba. If you have any questions, please feel free to contact the subject pool administrator at mktg_research@umanitoba.ca.

Alternative Assignment:
Should you wish to earn bonus credit, but not wish to participate in research, the following option is offered as an alternative assignment for bonus credit. This alternative assignment is designed to take approximately 15 minutes of time, the same time that would be spent if you were participating in the research program.

Students are to find one short research report in the *Journal of Consumer Psychology* or *Psychological Science* and will be required to read the article and submit a one page summary of the main findings to mktg_research@umanitoba.ca by the end of the particular study period a student chooses not to participate in (i.e. if the study period is from Feb 1 – 15, this is the period in which the alternative assignment has to be done and submitted). Credit will be given to the student as if they participated in the research study. Please note that a separate assignment has to be completed for each study.

Some study data and information from the study may be sent outside of the University of Manitoba to other researchers, academic institutions, health care facilities, or organizations for further analysis, testing.
or as part of the research study. Any information sent out of the University of Manitoba will not show your name or address, or any other identifiable personal information about you.

Information gathered in this research study may be published or presented in public forums, however your name and other identifying personal information will not be revealed. Increasingly, the scientific community, the granting agencies and medical scientific journals require that data be stored and made available for secondary review and analyses. For publication purposes your de-identified study data may be shared with to other researchers from other institutions for secondary analyses or other research purposes. Any information sent out of the University of Manitoba will not show your name or address, or any other identifiable personal information about you. However, despite efforts to keep your personal information confidential, absolute confidentiality cannot be guaranteed. Your personal information may be disclosed if required by law.

Any questions about the assignment or suggestions for articles should be directed to mktg_research@umanitoba.ca.

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review</td>
<td>October 7, 2020</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>October 19, 2020</td>
</tr>
<tr>
<td>Group Paper due</td>
<td>November 25, 2020</td>
</tr>
<tr>
<td>Presentation due</td>
<td>December 2, 2020</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### 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 Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Quantitative Reasoning</strong></td>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 <strong>Written Communication</strong></td>
<td></td>
<td>Submitted Papers</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3 <strong>Ethical Thinking</strong></td>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4 <strong>Core Business Knowledge</strong></td>
<td>✓</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

The online format of class delivery does not lower the Asper School’s academic integrity standards. The same high levels of academic integrity are expected for on-line courses as they are in regular terms.

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 (includes ‘Chat’ messages posted during videoconference sessions).
- 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.
- recording exam questions using any method, regardless of whether those are shared with others.
- sharing exam questions with those who are yet to take the exam, including future students
- 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 attendance, earning class participation marks, 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>
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| Cheating on exam (copying from or providing answers to another student) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Sharing exam questions electronically during exam | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Group member had knowledge of inappropriate collaboration or plagiarism and played along | F-DISC in course  
Notation of academic dishonesty in transcript |
| Signing Attendance Sheet for classmate | F-DISC in course  
Notation of academic dishonesty in transcript |
## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
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<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
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ABOUT THE INSTRUCTOR

Hello all: my name is Dave Kernaghan. Teaching is actually my ‘fifth’ career choice in life; it seems that I had to try four other occupations in the industrial business world (covering over 30 years) before deciding to finally switch to teaching.

Very briefly, my business life could be summarized as:
- 1970’s: I started with the railway (and learned how to build real trains; every boy’s dream). After a while, I switched to electrical work (and learned how to build hydro-electric stations). Training: Manitoba certification as a ‘Power Electrician’; specializing in high-voltage installations.
- 1980’s: I transferred to Engineering and learned how to design electrical stations (after building them for about ten years). Training: high-voltage transmission, low-voltage control systems, lighting engineering, Canadian Institute of Management.
- 1990’s: I transferred to Project Management. This was my first introduction to managing clients and their expectations. (It’s also when I decided to go back to university and get my MBA; that additional knowledge made it much easier to understand and manage those clients).
- 2000’s: I transferred to Senior Client Management. My job was to ‘manage’ a small group of politically-influential industrial clients. It was during this time period when business owners would invite me to give presentations to their senior staff (on topics ranging from energy efficiency to business-case development); I then realized how much I enjoyed teaching (possibly as a future career).
- 2010’s: I was asked by various colleges and universities to teach some of their business courses. I was also asked by a local organization (in 2015) to design a complete on-line training program (that included over 400 individual modules).

And here we are today.