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INSTRUCTOR

Name: Keri L. Kettle
Office: 650 Drake Centre
Phone: 204-474-8347
Email: keri.kettle@umanitoba.ca
Office hours: Mon/Wed 0830-1000 or by appointment

COURSE GOAL

Marketing is about getting your product to consumers.

You will develop your ability to analyze business situations from a marketing perspective.

We will review marketing strategies and tactics that you (should) have learned in prior courses, the emphasis will be on your reasoned application of marketing strategies and tactics.
TEACHING PHILOSOPHY

I don’t teach ... I coach.

What’s the difference, you ask?

When you teach, you focus on instructing another person how to do something.

When you coach, you focus on helping them become better at something.

My focus is not on instructing or imparting knowledge, but rather on helping you develop skills so that you can perform better at your chosen profession.

You can choose whether or not you wish to take advantage of this course. Some people like to receive instruction and demonstrate their newfound knowledge by passing a test ... I respect that.

If you do take advantage of what this course offers, you will develop analytic and writing skills that will help you to perform at a greater level moving forward.

Know that you will receive prompt and thorough feedback from me on all aspects of your performance.

Being an effective coach requires me to live up to three principles:

(1) My primary goal is to enable you to develop your abilities. I don’t lecture: You can acquire information from many sources, and as a coach I guide you in developing the ability to utilize that information. This implies that my courses require you to complete tasks and assignments that apply to real-world settings, such as developing new ideas, giving presentations to other people, and preparing documents to a standard that is expected in the corporate world.

(2) Being an effective coach requires me to challenge you, for it is only by demanding more of you that you will really push yourself to improve. You can attain a good grade by putting forth a very high level of effort and performance.

(3) Strong coaching requires prompt and thorough feedback. In fact, my own research shows that you will perform better when you anticipate receiving prompt feedback. To enable you to improve your skills, I must provide the honest feedback that enables you to do so. You can expect to receive timely performance feedback that accurately identifies both the strengths and weaknesses of your work.
### CLASS SCHEDULE

I reserve the right to make any changes to this Schedule and Syllabus with notice to the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Assignment</th>
<th>Notes &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 4</td>
<td>Course Introduction</td>
<td>Mission Statements and Financial Performance</td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Exercise: Personal Case Part 1</strong></td>
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<tr>
<td>Sep 9</td>
<td>Marketing Plan – Mission Statements</td>
<td><strong>Due: Mission Statement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Exercise: Personal Case Part 2</strong></td>
<td></td>
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<tr>
<td>Sep 11</td>
<td>Analyzing the Business – Strengths &amp; Weaknesses</td>
<td><strong>Due: Strengths &amp; Weaknesses</strong></td>
</tr>
<tr>
<td>Sep 16</td>
<td>Analyzing the Business – Opportunities &amp; Threats</td>
<td><strong>Due: Opportunities &amp; Threats</strong></td>
</tr>
<tr>
<td>Sep 18</td>
<td>Segmentation</td>
<td><strong>Due: Segmentation</strong></td>
</tr>
<tr>
<td>Sep 23</td>
<td>Targeting</td>
<td><strong>Due: Targeting</strong></td>
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<tr>
<td>Sep 25</td>
<td>Positioning</td>
<td><strong>Due: Positioning</strong></td>
</tr>
<tr>
<td>Sep 30</td>
<td>In-Class Dyson Case Analysis – Strategy</td>
<td><strong>Due: Dyson Strategy</strong></td>
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<tr>
<td></td>
<td>Post Current Case #1</td>
<td></td>
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<tr>
<td>Oct 2</td>
<td>From Strategy to Tactics</td>
<td><strong>Due: Dyson Tactics</strong></td>
</tr>
<tr>
<td>Oct 7</td>
<td>Current Case #1</td>
<td><strong>Due: Current Case #1</strong></td>
</tr>
<tr>
<td>Oct 9</td>
<td>In-Class Client Overviews</td>
<td>In-Class Client Overviews</td>
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<tr>
<td><strong>Oct 14</strong></td>
<td><strong>THANKSGIVING</strong></td>
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<tr>
<td>Oct 16</td>
<td>Case #1 – Lululemon</td>
<td><strong>Due: Case 1</strong></td>
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<tr>
<td>Oct 21</td>
<td>Case #2 – Club Sportif</td>
<td><strong>Due: Case 2</strong></td>
</tr>
<tr>
<td>Oct 23</td>
<td>Digital Marketing Metrics &amp; Analytics</td>
<td><strong>Due: Digital Marketing Metrics &amp; Analytics</strong></td>
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<tr>
<td></td>
<td>Post Current Case #2</td>
<td></td>
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<tr>
<td>Oct 28</td>
<td>Group Meetings (In-Class)</td>
<td><strong>Due: Group Project Proposal</strong></td>
</tr>
<tr>
<td>Oct 30</td>
<td>Group Meetings (In-Class)</td>
<td></td>
</tr>
<tr>
<td>Nov 4</td>
<td>Current Case #2</td>
<td><strong>Due: Current Case 2</strong></td>
</tr>
<tr>
<td>Nov 6</td>
<td>Case #3 – Camp Wahanowin</td>
<td><strong>Due: Case 3</strong></td>
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<tr>
<td><strong>Nov 11</strong></td>
<td><strong>FALL BREAK</strong></td>
<td></td>
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<tr>
<td>Nov 13</td>
<td><strong>FALL BREAK</strong></td>
<td></td>
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<tr>
<td>Nov 18</td>
<td>Guest Speaker – Conference Travel</td>
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<tr>
<td>Nov 20</td>
<td>Case #4 – Stack Brewing</td>
<td><strong>Due: Case 4</strong></td>
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<tr>
<td>Nov 25</td>
<td>Group Project Presentations</td>
<td><strong>Due: Group Project</strong></td>
</tr>
<tr>
<td>Nov 27</td>
<td>Group Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Group Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec 4</td>
<td>Course Finale</td>
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</tr>
</tbody>
</table>
ASSESSMENT OF LEARNING

Google Garage Certification (Due Oct 23): 5%
Case Components: 10% = 6 x 1% + 2 x 2%
Current Case Analyses: 10% = 2 x 5%
Individual Case Analyses: 10% = 2 x 5%
Group Case Analyses: 20% = 2 x 10%
     Written Analysis: 5% each
     Presentation: 5% each
Group Project: 40%
     Client Overview: 5%
     Written Proposal: 5%
Final Project: 25%
     Final Presentation: 5%
Contribution to Class: +/- 5%
Total: 100%

GRADING EQUIVALENTS

As a matter of personal policy, I do not curve grades. The grade you receive is the grade you have earned. This means that sometimes the class average is an A, and other times the class average is a C. It will be up to the class, and not a curve, to determine what the class average is.

Here is the approximate grade band for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90% +</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>B+</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>B</td>
<td>75 – 79%</td>
</tr>
<tr>
<td>C+</td>
<td>70 – 74%</td>
</tr>
<tr>
<td>C</td>
<td>65 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>55 – 64%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 55%</td>
</tr>
</tbody>
</table>
GOOGLE GARAGE CERTIFICATION

Many of you will need to understand online and digital marketing for your group projects.

To help, I will grant you 5% of the course grade for completing the Google Digital Garage Certification. To receive credit, you must submit your certificate to me NO LATER THAN October 24th.


There are 23 topics you need to study to prepare for the test to obtain the Digital Garage Certificate of Online Proficiency, which will earn you the full 5% component of your course grade. No proportional grade will be granted.

Note that the 5% is part of the 100% for the course and is not extra credit.

Course overview
• 7 sections (divided into 23 topics)
  • Take a business online
  • Make it easy for people to find a business on the web
  • Reach more customers with advertising
  • Track and measure web traffic
  • Sell products and services online
  • Take a business global
  • Reach more people locally, on social media
• 89 videos (around 11 hours) with transcripts
• 89 put into practice questions
• 23 quizzes
• 1 certification exam (40 questions)
CASE COMPONENT ASSIGNMENTS

These are short (one-page) assignments designed to guide your learning. If you make a reasonable effort, you will get full marks. If you make a shameful effort, you will not.

1) Mission Statement (Due Sep 8th at 10:00 PM): Improve the Asper School’s Mission Statement ... or create an entirely new one. Explain your mission statement in layman’s terms.
   a. Value: 1%

2) Strengths & Weaknesses (Due Sep 10th at 10:00 PM): Identify key strengths and weaknesses of the Dyson company. Explain these.
   a. Value: 1%

3) Opportunities & Threats (Due Sep 15th at 10:00 PM): Identify key opportunities and threats for the Dyson company. Explain these.
   a. Value: 1%

4) Segmentation (Due Sep 17th at 10:00 PM): Describe how Dyson segments the market using Benefit Segmentation.
   a. Value: 1%

5) Targeting (Due Sep 22nd at 10:00 PM): Describe which segment(s) are targeted by Dyson, and discuss the attractiveness of those segments.
   a. Value: 1%

6) Positioning (Due Sep 24th at 10:00 PM): Describe the Four P’s for Dyson.
   a. Value: 1%

7) Dyson Strategy (Due Sep 29th at 10:00 PM): In one page, summarize Dyson’s marketing strategy.
   a. Value: 2%

8) Dyson Tactics (Due Oct 1st at 10:00 PM): In one page, describe specific marketing tactics that Dyson uses to support its strategy.
   a. Value: 2%
**CASE ASSIGNMENTS**

Most of this course involves case discussions. In total, you will submit six case assignments.

You will prepare a total of six case analyses:
- Two Current Case Analyses
- Two Individual Case Analyses
- Two Group Case Analyses

All case assignments are due in two forms:
1) at 10:00 pm the night prior to the due date via UM Learn; and
2) in hardcopy at the beginning of class on the due date.

**Current Cases:**

EVERYBODY in the class must submit each Current Case Analysis.

For each of these cases I will select an event currently occurring in the business news and you will provide an analysis of the current situation and parties involved. The analysis will include an examination of the company’s segmentation, targeting, and positioning (STP) as well as additional questions TBD.

For these cases the assignment is to prepare a maximum 3 page (double spaced 12 pt. font) written analysis of the case:
Page 1: SWOT Analysis (table format) and describe the company’s segmentation, targeting, and positioning
Page 2: Analyze the case, guided by the case-specific question(s) (which I will announce with the case)
Page 3: Make specific recommendations for strategy and tactics.

**Individual / Group Cases:**

These cases use published written materials for business school classes. You will need to purchase these at www.iveycases.com

**Individual Cases:**

Prepare a maximum 3 page (double spaced 12 pt. font) written analysis of the case:
Page 1: SWOT Analysis (table format) and describe the company’s segmentation, targeting, and positioning
Page 2: Analyze the case, guided by the case-specific question(s)
Page 3: Make specific recommendations.

You may also include a fourth page with images, tables, and/or calculations to illustrate your analysis.
Group Cases:

As a group, prepare a maximum 5 page (double spaced 12 pt. font) written analysis of the case.

This must include:
SWOT Analysis (table format).
Describe the company’s current segmentation, targeting, and positioning
Analyze the case.
Make your recommendation. Be specific, detailed, clear, and concise.

You should also include an additional page with images, tables, and/or calculations to illustrate your analysis.

For all cases, your write-up will be evaluated for clarity, clear flow, logical structure, use of case information, evidence-based arguments, integration of quantitative and qualitative data and conclusions flowing from analysis.

For individual assignments, you may not work with anyone else or get input from anyone else or any outside source on these assignments. Besides the case itself the only materials you may use are those available on the company’s website or your own investigation of the company. If you use outside materials I strongly discourage direct quoting. If you directly quote (e.g. from the company’s website) then you must identify it as a direct quote by putting it in quotation marks and identifying the source. Otherwise, it should be your ideas based on the information you have found.
Case-Specific Guidelines:

Here are questions you need to consider for each specific case:

**Lululemon**
- Does Lululemon have a problem? If so, what is it? Think beyond the information presented in the case.
- Do they have competition? Who? Why?
- How does Lululemon provide unique value to its customers?

**Club Sportif MAA**
- What unique value does Club Sportif offer?
- How is Club Sportif different from other gyms?
- Make specific recommendations for a long-term solution for Club Sportif?
- Show me calculations to support your argument.

**Camp Wahanowin**
- Why does Camp Wahanowin have a problem? Explain.
- Think beyond the information presented in the case. What’s really happening outside of Wahanowin that is causing these changes?
- Make specific recommendations for a long-term solution for Wahanowin.

**Stack Brewing**
- What is unique about Stack Brewing?
- Should Stack expand production? Explain your answer to this question ... and
- Show me calculations to support your argument.
**INTERPRET YOUR CASE GRADE**

Cases are not tests. This means that there is no single correct answer, and that your grade is drive by the quality of your analysis and reasoning, and NOT by what you specifically recommend.

Here’s what your grade means (approximately):

0 / 5  It’s very, very, very clear that you put zero effort into this assignment.

1 / 5  You have fundamentally failed to understand the nature of this assignment, and the quality of your writing is extremely poor.

2 / 5  You seem to have missed the purpose of the assignment, and the quality of your writing is quite poor.

3 / 5  You have provided a good analysis of the case, a reasonable recommendation, and your writing is of an acceptable standard.

4 / 5  You have provided a strong analysis of the case, a solid recommendation, and your writing is good. Well done.

5 / 5  You have provided a thoughtful analysis of the case, a well-articulated recommendation, and your writing is both clear and concise. Very well done.

**INTERPRET YOUR PRESENTATION GRADE**

Group case presentations are graded out of 5 Points. Here’s what your grade means (approximately):

0 / 5  It’s very, very, very clear that you did not take this presentation seriously.

1 / 5  You have fundamentally failed to understand the importance of a verbal presentation, and the quality of your work is extremely poor.

2 / 5  You seem to have missed the purpose of the assignment, and the quality of your writing is quite poor.

3 / 5  Your presentation is adequate, demonstrates a good analysis of the case, a reasonable recommendation, and your slides are acceptable.

4 / 5  Your presentation flows well, is presented professionally, and demonstrates a strong analysis of the case. Well done.

5 / 5  Your presentation is clear and concise, well-practiced, and you have provided a thoughtful analysis of the case. Very well done.
ATTENDANCE POLICY

I don’t track your attendance. Merely attending class and neglecting to contribute is no different than staying at home and sleeping. You’re not going to learn anything if you don’t actively contribute to class … so if you’re not capable of, or interested in, contributing to class discussions, you might as well stay home.
I care about contribution.

CONTRIBUTION GRADE

A successful learning environment requires contributions from everyone.

At a minimum, I expect that you will actively contribute to the class. This means that you will do the following:
- Arrive early to class.
- Be prepared for the discussion.
- Make intelligent contributions to class discussions.

Here’s how I handle class contributions:

If you make outstanding contributions to the class, I will grant you some bonus points (up to 5%) in determining your final grade.

If you merely attend class, or make contributions to class that are less than expected, I will take away some points (up to 5%) in determining your final grade.

If you spend your class time with your smart phone perched on your lap, texting friends or otherwise distracting yourself, I will notice. If you choose to do this, you can expect a negative contribution grade.

GROUPS

The class will be divided into six groups, each of which will consist of five to six students. These will be self-formed, possibly with my assistance as needed.

Group formation and case assignment should be completed by September 18th, 2019.

Groups will be the same for both the Group Case Analyses and the Group Project.

The sooner you form your groups, the sooner you can get to work on your Group Project.
**GROUP PROJECT**

Each group will design a “real-life” marketing plan for a small business or a non-profit organization.

You are free to choose a business of your own, and I have some clients who are interested.

**You must choose your client no later than September 30th.**

Here are your deliverables:

1) In-Class Client Overview: October 9th
2) Written Project Proposal: 10:00 PM, October 27th
2) Final Project: 10:00 PM, November 24th
3) Presentation: To be assigned, as per schedule.

**In-Class Client Overview:**

As a group, prepare a maximum 5-minute presentation for the class. The objective of this presentation is to elicit feedback from the class on your client, and possible directions for the project.

The presentation must include:
Description of the Client
What is the current problem they are facing?
What initial ideas do you have to help them?
OR
What ideas do they have that they are seeking help with?

**Written Project Proposal:**

As a group, prepare a maximum 2 page (double spaced 12 pt. font) written description of the business and the challenge they are facing.

This must include:
Page 1: SWOT Analysis (table format) and describe the company’s segmentation, targeting, and positioning
Page 2: What is your initial proposal to solve this challenge?

**Final Project:**

In this project, the objective is to develop a case, like the ones you’ve seen in class, that describes a marketing challenge or opportunity as a case history, then analyzes the case to provide recommendations.
As a group, prepare a maximum 12 page (double spaced 12 pt. font) written business plan.

This must include:
- Executive Summary (1 page)
- SWOT Analysis (table format).
- Describe the business’ current segmentation, targeting, and positioning
- Analyze the business and the challenge they are facing.
- Make your recommendation. Be clear and concise.
- Tables are permitted for additional information.

After conducting an analysis of the organization’s internal and external environment, your group will design a detailed marketing plan for them. The end product will be a written plan with one copy going to the instructor for grading and one copy to the client. More details will be distributed later in the course.

Your written submission will be evaluated for clarity, clear flow, logical structure, use of case information, evidence-based arguments, integration of quantitative and qualitative data and conclusions flowing from analysis.

Examples of issues might be: performance of a product, a new product launch, a pricing issue, a proposed advertising campaign, dropping a product line, or sales force or channel performance. For examples of what you might consider, you could look at some of the marketing cases in our course.

If it helps you, think more tactical than strategic in orientation.

Suggestion: use about half the paper, or about 5-6 pages, for describing “the case.”

The remaining half of the paper should be devoted to developing your recommendations. As part of the response, I’d like you to provide two or three options and try to estimate the financial, human or other consequences of each option. Then, in reasonable detail, describe the nature of the chosen program and how you might implement it.

I will be evaluating the report on much the same criteria that you might use if you were the receiver, i.e. the organization and presentation of the issue, the quality of the analysis and recommendations, the clarity of communication, and the “value-added” to the company.

Group Presentation:

As a group, prepare a maximum 10 minute presentation.

This presentation is a visual explanation of your written submission.

I do not expect every group member to speak. Assign the speaking and writing duties as you see fit.

Your presentation will be evaluated for clarity, clear flow, logical structure, use of case information, evidence-based arguments, integration of quantitative and qualitative data and conclusions flowing from analysis.
Peer Evaluation

A peer evaluation will be conducted at the end of the course. At this time, each group member will assess the percentage of the work each group member carried out (this will also take the group case presentation into account). If there are 5 group members and all did an equal amount of the group work, then each group member will be assessed as doing 20% of the total work. If there is a systematic reporting that a group member did not “carry his/her weight”, this will be taken into account when assigning the final grade for that individual for the group project.

COURSE MATERIALS

Readings

During the semester, I will assign selected readings. These will be made available through UMLearn.

Cases

The case and reading packages for this course are available for purchase online. Additional materials may be made available for download through UM Learn.

Here are the instructions for downloading the Course Pack of cases from Ivey Publishing:

Starting: Sep 04, 2019
Ending: Dec 04, 2019

1. Go to the Ivey Publishing website at www.iveycases.com
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the “Student User” role.
3. Click on this link or copy into your browser: https://www.iveycases.com/CoursepackView.aspx?id=24182
4. Click "Add to Cart".
5. You may choose to order in either print or digital format.
   a. To order the material in digital format, check "digital download" and click "OK".
   b. To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
   a. If you ordered digital copies: Click "Download your Digital Items" or go to “My Orders” to access the file.
   b. If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.
IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

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t. 519.661.3208 | tf. 800.649.6355
www.iveycases.com

Business Hours:
Monday to Thursday: 8:00am-4:30pm (ET)
Friday: 8:00am-4:00pm (ET)

MISSED EXAM AND LATE SUBMISSION POLICY

There are no exams to miss.

All assignments are due by 10:00 PM the night before the class in which they will be discussed. Any assignment submitted after the 10:00 PM deadline will be deducted no less than 20%. Any assignment submitted after the start of class the next morning (10:00 AM) will receive a grade of 0.

ELECTRONIC DEVICE POLICY

Electronic devices are not permitted for use in class under any circumstances. Attempts to covertly use electronic devices, such as by placing a smart phone on your lap and texting, will be noticed and lead directly to lower contribution grades.

OFFICIAL COURSE DESCRIPTION

From the Course Calendar:

“An examination of strategies and tactics marketing managers use for products and services at various stages in the product life cycle. Uses qualitative and quantitative analyses to develop critical thinking essential for making marketing decisions.”
# INTENDED LEARNING OUTCOMES

**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>Goal / Objective</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><strong>1</strong> Quantitative Reasoning</td>
<td></td>
<td>Entire course</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><strong>2</strong> Written Communication</td>
<td></td>
<td>Entire course</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
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</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
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<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
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<tr>
<td><strong>3</strong> Ethical Thinking</td>
<td></td>
<td>Entire course</td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td></td>
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<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
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<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
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</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>4</strong> Core Business Knowledge</td>
<td>✓</td>
<td>Entire course</td>
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</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>
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<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course</td>
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<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course</td>
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<tr>
<td></td>
<td>Suspension from taking Asper courses for 2 years</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course</td>
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<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course</td>
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<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course</td>
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<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<td>Submitting paper bought online</td>
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<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course</td>
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<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course</td>
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<td></td>
<td>Notation of academic dishonesty in transcript</td>
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<tr>
<td>Impersonation on exam</td>
<td>Expelled from the University of Manitoba and reported to Winnipeg Police</td>
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**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, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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<th>For Information on…</th>
<th>…follow this link</th>
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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>
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<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
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<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
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<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
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<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
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<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
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<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
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<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
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<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
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<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
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<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
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