

**MKT 7010 (G01) (3.0 CH)**  
**MARKETING MANAGEMENT**  
**FALL 2020**

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**INSTRUCTOR**

|        |                               |                  |                        |
|--------|-------------------------------|------------------|------------------------|
| Name:  | Clayton Harapiak              | Office Location: | Online                 |
| Phone: | 204-474-9230                  | Office Hours:    | TBA                    |
| Email: | Clayton.Harapiak@umanitoba.ca | Class Room:      | Online                 |
|        |                               | Class Time:      | Monday 6:15PM – 9:30PM |

**COURSE DESCRIPTION**

Within global enterprises, several different core operational functions participate in the design, development, manufacturing and sales of new products and services. The marketing department mediates the interactions between these core operational functions and the customer. The purpose of the course is to examine concepts related to marketing, sales and e-commerce in countries with different laws, political and economic environments, and cultures. Marketing management attempts to position an organization's products and services, brand and communications so they meet the needs and preferences of each target country or region. Marketing activities are designed to generate awareness and demand for the organization's offerings, and sales activities should convert awareness and demand into purchases.

**TEACHING PHILOSOPHY**

My teaching philosophy has incorporated many tenets of the "flipped learning" classroom, primarily using Internet Communication Technology (ICT) for sustainable development. Practical application of marketing theories and concepts to multi-national corporations, SME, and start-ups (via group or individual student projects) will assist students in enhancing their employment opportunities after graduation.

**COURSE OBJECTIVES**

1. Discuss why Marketing is an important functional area in an organization.
2. Discuss what management professionals need to know about Marketing concepts.
3. Discuss how to use Marketing strategies to gain competitive advantage.
4. Apply decision making and critical thinking skills to evaluate case-based scenarios.
5. Apply course knowledge and skills to collaborate with colleagues using collaboration tools.

## AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for 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 **MBA 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.

|   | <b>Goals and Objectives in the MBA Program</b>                                                                                                                                                       | <b>Goals and Objectives Addressed in this Course</b> | <b>Course Item(s) Relevant to these Goals and Objectives</b> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------|
| 1 | <b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities. | ✓                                                    | Entire course                                                |
|   | A. Students are able to identify situations where strategic thinking is necessary.                                                                                                                   | ✓                                                    | Entire course                                                |
|   | B. Students are able to identify different strategies.                                                                                                                                               | ✓                                                    | Entire course                                                |
|   | C. Students are able to perform a basic strategic analysis.                                                                                                                                          | ✓                                                    | Entire course                                                |
|   | D. Students are able to recommend strategic alternatives and their implementations.                                                                                                                  | ✓                                                    | Entire course                                                |
| 2 | <b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.                                                                                              | ✓                                                    | Entire course                                                |
|   | A. Students have an awareness of global diversity, and multicultural awareness.                                                                                                                      | ✓                                                    | Entire course                                                |
|   | B. Students have an awareness of different global perspectives.                                                                                                                                      | ✓                                                    | Entire course                                                |
|   | C. Students have been exposed to global business environments through course materials                                                                                                               | ✓                                                    | Entire course                                                |
| 3 | <b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.                                                         | ✓                                                    | Entire course                                                |
|   | A. Students demonstrate an understanding of the responsibility of business in society.                                                                                                               | ✓                                                    | Entire course                                                |
|   | B. Students demonstrate an understanding of ethical decision making.                                                                                                                                 | ✓                                                    | Entire course                                                |
|   | C. Students demonstrate moral development in ethical decision making.                                                                                                                                | ✓                                                    | Entire course                                                |
|   | D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.                                                                                         | ✓                                                    | Entire course                                                |
| 4 | <b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.                                     | ✓                                                    | Entire course                                                |
|   | A. Students are able to identify that a problem containing a quantitative aspect exists.                                                                                                             | ✓                                                    | Entire course                                                |
|   | B. Students are able to apply financial methodologies in the answering of business questions.                                                                                                        | ✓                                                    | Entire course                                                |
|   | C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.                                                                    | ✓                                                    | Entire course                                                |
|   | D. Students are able to interpret the results of a financial analysis.                                                                                                                               | ✓                                                    | Entire course                                                |

## COURSE FORMAT

This course will be conducted “live” via videoconferencing using Zoom and/or WebEx and will not involve in-person instruction. Classes will be during the scheduled class time. For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

## 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. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

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

- Windows 10, 8, or 7
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

## COURSE ASSESSMENT

Student progress will be assessed through:

| Type of Evaluation                             | Percentage of Grade      | Due Date                                      |
|------------------------------------------------|--------------------------|-----------------------------------------------|
| <b>Participation</b>                           | <b>10%</b>               | Ongoing                                       |
| <b>Group Project</b><br>Report<br>Presentation | <b>30%</b><br>20%<br>10% | Week 10 (Dec 7 at 11:00pm)<br>Week 10 (Dec 7) |
| <b>Midterm Exam</b>                            | <b>20%</b>               | Week 6 (Nov 2 at 7pm)                         |
| <b>Final Exam</b>                              | <b>25%</b>               | TBD                                           |
| <b>Assignments</b>                             | <b>15%</b>               | Weeks 2-8                                     |

### **Evaluation Details**

#### **Participation/Assignments**

For recording attendance purposes, it is possible your instructor may require you to have your camera on during the entire duration of your class or part of it. Students are expected to attend and participate

in all classes. Class participation means asking and answering questions and participating in discussions during class. Throughout this course, students will work in groups to present on a variety of topics from the readings and PPTs. Groups will be evaluated based on their presentation as well as their participation in other group presentations. Participation and assignments will have a maximum weighting of 25% of the final grade in the course. The final mark for participation will be calculated based on the individual marks assigned/circled beside each assessment criteria below.

| <b>Participation</b>                                                                                                | <b>Mark</b> |
|---------------------------------------------------------------------------------------------------------------------|-------------|
| Offers thoughtful and perceptive insight, asks good questions, and helps move discussion forward.                   | 2           |
| Minimally participates in class discussion and requires prompting by the instructor to participate more frequently. | 1           |
| Rarely participates in class discussions, and ignores prompts by the instructor.                                    | 0           |

| <b>Focus</b>                                                                                                                                                                         | <b>Mark</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pays attention in class, listens attentively and respectfully to the instructor and other students, and respects all classroom rules, including appropriate electronic device usage. | 2           |
| Pays attention in class, but occasionally gets distracted by side conversations or online activities.                                                                                | 1           |
| Is inattentive in class and gets easily distracted by side conversations or online activities.                                                                                       | 0           |

| <b>Professionalism</b>                                                                           | <b>Mark</b> |
|--------------------------------------------------------------------------------------------------|-------------|
| Respects others, demonstrates self-control, and contributes to a positive classroom environment. | 2           |
| Respects others, but occasionally lacks self-control or engages in disruptive behaviours.        | 1           |
| Disrespects others, lacks self-control, and/or disrupts class frequently.                        | 0           |

| <b>Preparedness</b>                                                                                                                                                           | <b>Mark</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Comes well-prepared for class, completes all required readings or homework, exhibits a strong knowledge of assigned readings, and has the necessary equipment and/or uniform. | 2           |
| Comes prepared for class, but occasionally does not complete all required readings or homework, and/or does not have the necessary equipment and/or uniform.                  | 1           |
| Rarely comes prepared for class, does not complete required readings or homework, and/or does not have the necessary equipment and/or uniform.                                | 0           |

| <b>Teamwork</b>                                                                                                               | <b>Mark</b> |
|-------------------------------------------------------------------------------------------------------------------------------|-------------|
| Actively participates in group work, meets group obligations, and respects all team members.                                  | 2           |
| Participates in group work, but may not meet all group obligations or treat all members of the group equally or respectfully. | 1           |
| Neglects group obligations and assigned tasks, misses group deadlines, and/or disrespects individual group members.           | 0           |

| <b>Work Skills</b>                                      | <b>Mark</b> |
|---------------------------------------------------------|-------------|
| Full attendance and on time each day                    | 2           |
| 1- 2 missed days, with 1-2 late arrivals                | 1           |
| More than 2 missed days, with more than 2 late arrivals | 0           |
| <b>Total Marks</b>                                      |             |

## Group Project

### Objective

The team project is a marketing plan for a product or service of your choosing from your chosen organization. There will be 3-6 members per team. There will be time allocated during the last part of certain classes for teams to work on the projects. At this time the instructor will review progress and answer questions.

Each team will turn in a final report documenting their findings and analysis of the provided deliverables. The report will use a professional format (APA or Harvard Business Referencing), be no longer than 10 pages (excluding Title Page, Table of Contents, References, and Appendixes), and use references and in-text citations as applicable (1.5 line spacing).

The presentation should be minimum 10 slides and presentation time of 10 minutes utilizing color visual aids, followed by a 5 minute Q & A period. Before the presentation each team must submit a soft copy by email to the instructor. The projects reports must be submitted before the presentation date

### 2- Deliverables

The marketing plan should include the following:

1. **Executive summary**
2. **Market analysis** (i.e. market demographics, market growth, buyer behavior)
3. **Company analysis** (i.e. brief history, products/services, competitors)
4. **Marketing Mix** (i.e. 7 Ps)
5. **Competitive Advantage** (i.e. value, durability, inimitability of new product)
6. **Branding Strategies** (i.e. developing a strong brand)
7. **Organizational Culture** (i.e. Hofstede's framework; facilitators of innovativeness)
8. **Partnership Strategies** (i.e. types; benefits/risks)
9. **Marketing Research** (i.e. product, pricing, segmentation, distribution, promotion research)
10. **STP** (i.e. demographics, psychographics, etc.)
11. **Distribution Channels** (i.e. channel structure, length, exclusivity, etc.)
12. **Pricing Strategies** (i.e. price skimming, penetration, etc.)
13. **Consumer orientated sales promotion activities** (e.g. product advertisement)
14. **Conclusion and recommendations**
15. **Future work**

The written report will be due on December 7 at 11:00pm (Week 10). However, the final presentation will be due during the final class (Week 10). Each team must present their final results for 10 minutes plus Q & A session. All team members must present. There will be a Peer Evaluation of other team members' performance, and individual Team Evaluation of your own team members.

Students can work daily and incrementally on their group assignments, based on the progressive knowledge acquired until the final project. Each assignment for the group project will be completed in groups and each participant will adopt a different role for presentations. Students will be provided with information in class outlining the group project and expectations.

|                    | % of Grade | A<br>Format | B<br>Language | C<br>Explanation |
|--------------------|------------|-------------|---------------|------------------|
| Final Report       | 20%        | 5%          | 5%            | 10%              |
| Final Presentation | 10%        | 2%          | 3%            | 5%               |
| Assignments        | 15%        | 5%          | 5%            | 5%               |
| <b>TOTAL</b>       | <b>45%</b> |             |               |                  |

### Midterm Exam

There will be 1 Midterm Exam in this course consisting of multiple choice questions and long answer responses. The exam will take approximately 2 hours.

|              | Exam time | % of Grade | Marks | Multiple choice | Long-answer |               |            |
|--------------|-----------|------------|-------|-----------------|-------------|---------------|------------|
|              |           |            |       |                 | Language    | Comprehension | Conclusion |
| Midterm Exam | 2 hours   | 20%        | 100   | 60              | 5           | 30            | 25         |

### Final Exam

The final exam will be up to 2 hours in duration and consist of multiple choice questions, case studies and long-answer questions.

|            | Exam time | % of Grade | Marks | Long-answer |               |            |
|------------|-----------|------------|-------|-------------|---------------|------------|
|            |           |            |       | Language    | Comprehension | Conclusion |
| Final Exam | 2 hours   | 25%        | 100   | 10          | 50            | 40         |

### GRADING SCHEME

Final grades are based on the student's weighted mark and performance relative to other students. The following are the **tentative** grade cut-offs

| Marks        | Letter Grade | Performance    |
|--------------|--------------|----------------|
| 93 and above | A+           | Excellent      |
| 90 – 92.99   | A            | Very Good      |
| 85 – 89.99   | B+           | Good           |
| 80 – 84.99   | B            | Satisfactory   |
| 75 – 79.99   | C+           | Marginal       |
| 70 – 74.99   | C            | Unsatisfactory |
| 60 – 69.99   | D            | Unsatisfactory |
| Below 60     | F            | Unsatisfactory |

These tentative cut-offs are subject to adjustment up or down depending on the relative performance of the current class compared to prior classes that have taken the course with the same instructor.

There will be peer evaluation and team evaluation for some group work.

**NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.**

### **ATTENDANCE POLICY**

Due to the course structure, attendance is mandatory for all classes. Participation marks will be deducted for missed classes, unless supporting corroborative documentation for absence is provided. In-class assignments will be graded at zero without supporting corroborative documentation for absence.

### **MISSED EXAM AND LATE SUBMISSION POLICY**

Students must attend all scheduled exams. Corroborative supporting documentation (e.g. physician note, etc.) must be provided for any missed exams, to schedule an alternative exam.

All assignments are due by scheduled deadlines. Late assignments will not be accepted without supporting corroborative documentation.

### **ELECTRONIC DEVICE POLICY**

For this course, using a computer or smartphone with a camera/mic during class is necessary. Please obtain the permission of the instructor prior to audio/video-recording a lecture.

### **COURSE SCHEDULE**

Topics are subject to change at instructor's discretion and according to students' interest and progress.

#### **Week 1 (Sept 21): Introductions; Marketing Management in the digital network era**

Introductions of instructor and class participants

The digital network revolution; political, social and economic impacts; ICT as a general purpose technology

#### ***Resource materials:***

Textbook, Chapter 1, "Introduction to the World of High-Technology Marketing" pp. 1-44.

["Global flows in a digital age: How trade, finance, people and data connect the world economy."](#) McKinsey Global Institute, April 2014.

["Globalization goes digital: Why it matters for countries, companies and citizens,"](#) New America Foundation webcast based on the McKinsey global flows report.

Neil Gershenfeld, "[How to make almost anything: The digital fabrication revolution](#)," *Foreign Affairs*, 91:6 November/December 2012, pp. 43-57.

Video Case Study: E-Go Bikes

## **Week 2 (Sept 28): Branding, images, attention and customer decision-making**

Marketing strategies and brand positioning  
Develop an international competitive strategy; SWOT  
Economic, environmental and social considerations: The Triple Bottom Line

Nation, company, product (Note that Chapter 12 starts with the "Samsung's Global Branding Strategy" case, and video.)

### ***Resource materials:***

Textbook, Chapter 2 "Strategic Market Planning in High-Tech Firms" pp. 45-80.  
Textbook, Chapter 12, "[Strategic Considerations in Marketing Communications](#)" pp. 471-49

Reading packet: [Branding in the Post-Digital World](#), Interbrand, 2012.

Video Case Study: Intel

## **Week 3 (Oct 5): Culture and corporate climate considerations**

Origins of Google and its culture; The Gartner Hype Cycle

### ***Resource materials:***

Textbook: Chapter 3, "Culture and Climate Considerations for High-Tech Companies," pp. 81-102. Textbook, Case Study: "Is there more to Skype than hype", pp. 495-498  
Reading Packet: [The Consumer Decision Journey](#), McKinsey Quarterly, 2009.

Video Case Study: Google

## **Week 4 (Oct 19): Research and Development**

Discussion on R&D (relative private sector, government, academic share)

### ***Resource materials:***

Textbook, Chapter 4, "Market Orientation and Cross-Functional (Marketing-R&D) Interaction, pp. 103-140. Textbook, Case Study: "Charting a new course for Xerox: Strategic marketing planning", pp. 499-502.



## **Week 5 (Oct 26) & Week 6 (Nov 2): Partnerships and alliances in the network era; Open innovation**

Product Life Cycle; Porter Generic Strategies  
Tapscott TEDx video and discussion of open innovation, partnerships, alliances  
Partnerships and alliances, standards (presentation/discussion based on Chapters 4,5 of text)  
**MID-TERM EXAM (Nov 2)**

### ***Resource materials:***

Textbook, Chapter 5, "Relationship Marketing: Partnerships and Alliances," pp. 141-190.  
TED Video: [Don Tapscott, "Four Principles for the Open World," Edinburgh, 2012.](#)  
Introduction and chapters 1-3 from Jonathan Zittrain, *The Future of the Internet and How to Stop It*, Yale University Press, 2008. <http://yupnet.org/zittrain/>

Video Case Study: Sony Metreon

## **Week 7 (Nov 16): Marketing Research and Customer-centric marketing**

Buyer behaviour; STP; Categories of Adopters  
Marketing research and Customer-centric marketing; Market Segmentation

Discussion/case: Samsung Electronics "Customer-focused innovation: Samsung Electronics and Digital Imaging" Columbia Business School case (YouTube Videos)

### ***Resource materials:***

Textbook, Chapter 6, "Marketing Research in High-Tech Markets" pp. 191-230  
Textbook, Chapter 7, "Understanding High-Tech Customers" pp. 231-272.  
Reading Packet: [Deloitte Customer-centricity: Embedding it into your organisation's DNA](#)  
YouTube: Samsung Case, Part 1: A Customer-driven Brand <http://www.youtube.com/watch?v=r-8AlleOnVI>  
Samsung Case, Part 2: Innovation Process <http://www.youtube.com/watch?v=YRCip1KDR18>  
Samsung Case, Part 3: Market Leadership [http://www.youtube.com/watch?v=k\\_zgSc33\\_ug](http://www.youtube.com/watch?v=k_zgSc33_ug)

Video Case Study: Ziba Design/Starbucks

## **Week 8 (Nov 23): Place: Marketing in both real and cyber space; Supply Chain Management**

The geography of globalization: cyberspace and urban spaces/language and cultural boundaries;  
Applying "long tail" analysis to different industries

### ***Resource materials:***

Textbook, Chapter 9, "Distribution Channels and Supply Chain Management in High Tech Markets," pp. 319-356.  
Textbook, Case Study: Environmental Systems Research Institute (ESRI), pp. 503-506.  
Science, 6 June 2014 articles on "Rethinking the Global Supply Chain,"

## Week 9 (Nov 30): Technology and product management; Pricing strategies

Walled garden versus open plain: the "what to sell" decision  
Manufacturers in the global smartphone market; implications of decentralized and customized manufacturing

### **Resource materials:**

Textbook: Chapter 10 "Pricing Considerations in High-Tech Markets" pp. 357-380. Textbook,  
Textbook, Case Study: "Goomzee mobile marketing", pp. 311-522.

## Week 10 (Dec 7): Digital networks as the new context and ecosystem for marketing

Promotional Tools; Developing the promotional message  
The new economics of media and marketing; digital convergence  
Naver versus Google, "Smartphone Shock" and cloud computing

**FINAL PRESENTATIONS**

**FINAL EXAM TBD**

Textbook, Chapter 11, "Marketing Communication Tools for High-Tech Markets, p. 357-380.

Case Study: "SELCO-India: Lighting the base of the pyramid", pp. 523-526.

Reading Packet: Yochai Benkler, Part 1 (chapters 1-4) from [The Wealth of Networks: How Social Production Transforms Markets and Freedom](#), New Haven: Yale University Press, 2006.

Ithiel Pool, *Technologies of Freedom*, Cambridge: Harvard University Press, 1983. (selections)

Henry Jenkins, *Convergence culture: Where old and new media collide*, New York: New York University Press, 2006. (Read the Introduction, "Worship at the altar of convergence," A new paradigm for understanding media change )

[View full text in ACLS Humanities E-Book](#)

Peter Drucker, selected reading(s)

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## 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 Graduate Program Office.

| For Information on...                                                                                                                                 | ...follow this link                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams                                                                | <a href="#">MBA Course Information</a>                   |
| Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>                                          | <a href="#">MBA Student Handbook</a>                     |
| Help with research needs such as books, journals, sources of data, how to cite, and writing                                                           | <a href="#">Library Resources</a>                        |
| Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills                                  | <a href="#">Writing and Learning Support</a>             |
| Support and advocacy for students with disabilities to help them in their academic work and progress                                                  | <a href="#">Student Accessibility Services</a>           |
| Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations                                            | <a href="#">Copyright Office</a>                         |
| Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures                                            | <a href="#">Academic Integrity</a>                       |
| Policies & procedures with respect to student discipline or misconduct, including academic integrity violations                                       | <a href="#">Student Discipline</a>                       |
| Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns                                  | <a href="#">Student Advocacy</a>                         |
| Your rights and responsibilities as a student, in both academic and non-academic contexts                                                             | <a href="#">Your rights and responsibilities</a>         |
| Full range of medical services for any physical or mental health issues                                                                               | <a href="#">University Health Service</a>                |
| Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault                                       | <a href="#">Health and Wellness</a>                      |
| Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling. | <a href="#">Student Counselling Centre</a>               |
| Support services available for help regarding any aspect of student and campus life, especially safety issues                                         | <a href="#">Student Support Case Management</a>          |
| Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being                                          | <a href="#">Live Well @ UofM</a>                         |
| Help with any concerns of harassment, discrimination, or sexual assault                                                                               | <a href="#">Respectful Work and Learning Environment</a> |
| Concerns involving violence or threats, protocols for reporting, and how the university addresses them                                                | <a href="#">Violent or Threatening Behaviour</a>         |

## ACADEMIC INTEGRITY

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I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves 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 Graduate 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 tests 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.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitob

### **Clayton Harapiak**

Department of Business Administration, Accounting and Finance, Marketing  
I.H. Asper School of Business

Clayton Harapiak is an educator of technology management and business administration, leadership coach, and management consultant.

Clayton Harapiak completed his Advanced B.A. at the University of Manitoba. He entered graduate school at the University of Manitoba (M.A.), and later worked with leading scholars throughout Canada on a M.Sc., M.Ed., and Phd. At the University of Derby (UK), he completed his MBA specializing in Leadership. Clay has lectured at top-tier universities and colleges in Canada, USA, UK, and South Korea.

For over 15 years, he has delivered training and provided consultations for global multi-national corporations in electronics, banking, garment, pharmaceuticals, hospitality, IT industries and many more.