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**IMPLEMENTATION OF A NEW LEARNING OUTCOME-BASED  
UNDERGRADUATE CURRICULUM:  
THE ROLE OF THE FIRST-YEAR INTRODUCTION TO BUSINESS COURSE**

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## **ABSTRACT**

We discuss the 2007 introduction of a newly designed learning outcome-based undergraduate curriculum at the Odette School of Business, University of Windsor. In particular, we address the role of the first-year Introduction to Business course developed as the entry-level prerequisite for the new curriculum. The objectives of the course, in terms of the first-year learning experience, are: 1) to ease first-year business students into the business curriculum from both knowledge and skills perspectives; and 2) to shape the attitudes of first-year business students to enable them to take personal responsibility for their own learning success.

## **IMPLEMENTATION OF A NEW LEARNING OUTCOME-BASED UNDERGRADUATE CURRICULUM**

The Odette School of Business at the University of Windsor introduced a learning outcome-based undergraduate curriculum in the Fall semester of 2007. The new undergraduate Business curriculum was designed following eight fundamental principles (Odette Report, 2007).

**Principle #1: Mission Driven** – The curriculum should be consistent with the Odette School of Business Mission, Vision, and Values Statements.

**Principle #2: Goal Driven** – The curriculum should be consistent with the goals of the Odette School of Business.

**Principle #3: Outcome Focused** – The curriculum should contribute to the development of those characteristics felt to be necessary for the success of an Odette School of Business graduate. These characteristics must be consistent with the University of Windsor’s “Characteristics of the Windsor Graduate”.

**Principle #4: Learning-Centred** – The curriculum should encourage the learner to take greater responsibility for his/her learning, both before and after graduation.

**Principle #5: AACSB Standards** – The curriculum should be consistent with the AACSB curriculum standards.

**Principle #6: Internationalization** – The curriculum should include discussion of topics relating to business in a global environment.

**Principle #7: Stakeholders** – The curriculum should be developed through active and open consultation with all stakeholders: students, faculty, staff, alumni, and the business community.

**Principle #8: Process Evaluation** – The curriculum review process should be designed and conducted so that its effectiveness in achieving the seven principles stated above can be assessed continuously.

In its design, the new curriculum takes into consideration 1) the objectives and outcomes of the program and its courses, 2) characteristics of the students who will enrol in the programs, 3) a teaching philosophy based on the objectives and outcomes of the program, 4) appropriate teaching methods for each course, and 5) material to be taught in each course.

During the program review and curriculum redesign process, the Odette School of Business

developed a learning philosophy focused on how students learn best. Based on the program objectives and outcomes, the Odette School of Business believes that students learn best from example and application, personal interaction, experiential learning, and the integration of concepts and techniques.

To encourage this form of learning, instructors in the Odette School of Business will utilize an appropriate mix of course design and teaching and evaluation methods, including cases and guided discussion, individual and group projects, problem-based learning, simulations and role playing, etc., to provide students with opportunities to address real-world questions that do not necessarily have a correct answer. These techniques will stress real-world examples and applications that illustrate, reinforce, and integrate concepts from multiple business functions, in an environment that encourages critical thinking, appropriate communication, respect for other individuals, and an appreciation for life-long learning.

During the review of the previous business curriculum the following major concern was expressed: Students entering the Business program do not know what a business is, how business interacts with the community and the economy, or what the functional areas of a business are or do. In the previous curriculum, undergraduate business students were introduced to specific functional areas of business without first being exposed to the business world and its issues. As a result, a first-year, first-semester Introduction to Business course was introduced into the new curriculum. The objective of the course is to provide entering students with a first look at business, focusing on the external environments in which business operates and the issues that these environments create.

The purpose of this first course is to introduce and superficially address issues encountered in business (e.g., government and legal issues, ethical issues, international issues, etc.). More detailed discussion of these issues follows in later courses. As well, this course addresses how to search for, and find, information about topics that impact a business and the environments in which it operates. Most importantly, this course helps new business students shape their attitudes to enable them to take

responsibility for their own learning success. Successful completion of Introduction to Business is a prerequisite for all second-year required Business courses.

## **THE ROLE OF THE FIRST-YEAR INTRODUCTION TO BUSINESS COURSE**

The main offering of the Introduction to Business course 04-75-100 is scheduled during the first semester, first year of the undergraduate business curriculum. The course is the entry-level prerequisite for all other business courses and thus students must successfully complete the course prior to advancing further in their respective business programs. Since its inception in the Fall 2007 semester, through the completion of the Fall 2008 semester, the course has been offered to 14 sections (capacity 100 students) on the main University of Windsor campus and to one section (capacity 40 students) at the remote Lambton College campus. Two sections (capacities 100 and 50 students) are currently on offer at the main campus during the Winter 2009 semester. Students who enroll in the course are mainly from the core business program (est. 70%); others are students having a program requirement, e.g., engineering, and students seeking a potentially useful elective (est. 30%).

The main objectives of the course, in terms of the first-year business student learning experience, are: 1) to ease first-year business students into the business curriculum from both knowledge and skills perspectives; and 2) to shape the attitudes of first-year business students to enable them to take responsibility for their own learning success. The course is designed to best help students develop an understanding of their future places, as entry-level managers, in business and other forms of organizations. The pedagogical approach is holistic from six perspectives. First, learning objectives are established across all of knowledge, skills and attitudes (KSAs). Second, the course is highly structured and is standardized across all sections. Third, a variety of teaching and assessment methods is applied. Fourth, the course spans a wide range of business subject matter. Fifth, the

opportunity is realized to facilitate supplementary higher-level supervisory learning through a teaching assistant (TA) development program. Finally, linked to the AACSB accreditation process, learning outcome measures are being developed related to each course for which Introduction to Business is a direct prerequisite.

### **Learning Objectives: Knowledge, Skills and Attitudes (KSAs)**

As listed in the course outline (see Appendix A), the learning objectives are as follows:

**Knowledge:** Under standard university testing conditions, students are to demonstrate that they have acquired a basic level of business-related knowledge sufficient, at a minimum, to achieve a passing grade on the combined midterm and final examinations (refer to text and workbook).

**Skills:** By completing individual and group projects, students are to demonstrate that they have acquired a basic strategic analytical capability sufficient, at a minimum, to achieve a passing grade on the combined individual and group projects (refer to project requirements attachment).

**Attitudes:** Using class participation as a proxy measure, students are to demonstrate a level of responsibility commensurate with that of entry-level managers. They are expected to participate actively in all classes sufficient, at a minimum, to achieve a passing grade for participation.

Furthermore, to emphasize the importance of each learning objective to their future development throughout their academic and managerial careers, it is emphasized to students that they must pass all three learning objective components of the course to pass the course itself:

Students must pass all three components to pass the course and must demonstrate superior performance across all three components to achieve a superior grade.

**Grading (Attitudes):** Students will receive a 1-mark credit for each regular class in which they participate fully, to a maximum of 24 marks (potential 4 marks bonus). Students must earn at least 12 of the total available 24 participation marks, i.e., 50%, to pass the course. Participation will be confirmed by the handing in of written work during each class. Any student who falsifies, or has another student falsify, the participation record will receive a failing grade “F” for the course.

**Grading (Knowledge):** The midterm and final examinations (closed-book) will consist of short-form questions, e.g., multiple choice or similar format. Students must earn at least 20 of the combined available 40 knowledge marks, i.e., 50%, to pass the course.

**Grading (Skills):** The individual and group projects are described in the attached “Project Requirements” statement. Students must earn at least 20 of the combined available 40 skills marks, i.e., 50%, to pass the course.

The classification of learning objectives in terms of KSAs is standard pedagogical practice as detailed in the education, training and development literature (Dunnette, 1976; Fleishman, 1972; Oskamp, 1991; Thacker & Blanchard, 2006). However, the holistic pedagogical approach applied in the delivery of the Introduction to Business course also incorporates the leadership and management literatures. The course pedagogy draws upon advances in the strategic leadership (Finkelstein & Hambrick, 1996; Hitt & Ireland, 2002; Ireland & Hitt, 1999; Rowe, 2001) and capitalization of human resources (Becker, 1964; Bourdieu, 1986; Burt, 1992; Sison, 2003) literatures, with specific focus on moral leadership as a necessary component of successful strategic leadership practice (Ciulla, 1998; Phillips, 2006). The purpose of focusing on moral leadership is to address perceptions of deficiencies in the moral practices of business leaders in particular and societal leaders in general. The need to pursue this focus is widely recognized in the Academy as evidenced by the publication of the Academy of Management Learning & Education’s *Special Issue: Ethics and Social Responsibility* (AMLE, 2006).

Related to this focus, in the delivery of the course, the first author poses three questions to students. First, “Do you want to be a member of the band or a member of the audience?” The purpose is to orientate students toward taking an active role in their own career management. Second, “What value do you bring to the firm?” The purpose is to focus students on the knowledge and skills they need to develop. Finally, “Which values do you bring to the firm?” The purpose is to focus students on the attitudes they need to develop. This orientation toward knowledge, skills and attitudes is derived from the first author’s dissertation “CEO Moral Capital” (Phillips, 2006), as further developed in a conference presentation entitled “Developing the Moral Capital of our Future Strategic Leaders” (Phillips, 2008). The following formulae summarize the moral leadership orientation of the course:

*Strategic Leadership Success = Technical Ability X Relational Capacity X Moral Propriety*

*Symbolic Capital = Human Capital X Social Capital X Moral Capital*

Students are required to take personal responsibility for achieving success. Success is conceptualized in terms of the effective development and subsequent management of their individual stocks of human, social, moral and symbolic capital. Success in the course is based on students' performance within each, and across all, of the three corresponding KSA learning objectives.

### **Structure and Standardization**

The Introduction to Business course is highly structured and is standardized across all sections. The standard course outline (see Appendix A) contains information pertaining to: General Information (contacts); the Course Description (general and specific); Learning Objectives and Expected Outcomes; Textbook, Other Materials and Course Web Site; Class by Class Assignments (material to be covered in class, guest speakers, exam and project due dates, important course registration dates, student evaluation of teaching date, listing of reading and other preparatory assignments, and learning designations in terms of knowledge and skills); Important Notes about Grading Components; Odette School of Business Grading Policy; Academic Integrity and Code of Conduct; Student Evaluation of Teaching (SET); Missed Exams and Late Assignments; Registration, Adding and Dropping Courses; Advisory from International and Exchange Student Services; and detailed Project Requirements and Case Analysis Guidelines.

**Structure.** The purposes of such a high level of structure are threefold. The first is to help students make a successful adjustment between the relatively structured high school environment they have departed and the relatively unstructured university environment they have entered. The second is to identify the resources necessary and to provide a relatively risk-free organizational environment to enable students to apply their own initiative to achieve success. Finally, the high level of structure in



the Introduction to Business course forms a sharp contrast to the level of structure students will encounter in future courses. The aim is that students will recognize this contrast in structure and self-generate the necessary level of structure to achieve success in their future studies.

**Standardization.** Across all sections (14 previously offered, 2 currently on offer) a standardized pedagogical approach has been applied by the five instructors employed to-date to deliver the course. All section offerings have been coordinated by the first author, a tenure-track assistant professor; the remaining four instructors have been hired on a sessional basis. The workload involved in delivering the course, particularly the grading of the individual and group project comprising the skills component is very labour intensive. To this end, as discussed later, the course coordinator has established a teaching assistant (TA) development process which involves standardized TA training.

The majority of the course sections on offer are held in standardized high technology-equipped classrooms. Standard texts, course outlines, guest speakers and support materials are employed. At the same time, there is some flexibility in the teaching approach taken by individual instructors given their varying employment backgrounds and experiences. Related to the knowledge component, midterm and final exams are standardized. However, scheduling requires that different midterm exams, comprised of questions covering identical material and at the same level of difficulty, are employed to avoid information transmission among students in different sections. Related to the skills component, the grading of the individual and group projects is conducted by the TAs who work under the supervision of the course coordinator. Related to the attitudes component, grading is standardized by requiring students to complete daily hand-ins and to attend class in order to earn their participation marks.

### **Teaching Methods and Assessment**

**Knowledge.** The lecture method is used to deliver knowledge-related material. Material is presented using lecture notes, slides, newspaper clippings, CD and DVD clips, internet downloads,

research-related computer files, and the on-line university learning support system: Collaboration and Learning Environment Windsor (CLEW). The purpose is to ensure that students acquire a basic level of business-related knowledge. Assessment of the knowledge component is weighted at 40%. It is comprised of: two midterm examinations, each weighted at 10% and containing 50 multiple choice questions to be completed in one hour; and the comprehensive final exam weighted at 20% and containing 100 multiple choice questions to be completed in two hours. To pass the course students must obtain a minimum of 20 of the available 40 knowledge component marks.

**Skills.** Supplementary readings, project work, case analysis and group work are used to deliver and apply skills-related material. The purpose is to ensure that students acquire a basic strategic analytical capability. Assessment of the skills component is weighted at 40%. It is comprised of: an individual project comprising a career strategic analysis weighted at 20%; and a group project comprising a corporate strategic analysis weighted at 20%. To pass the course students must obtain a minimum of 20 of the available 40 skills component marks. In addition to acquiring strategic analytical skills, students acquire skills in the areas of self-management, group management, research and report writing. All of these aspects are graded and are included in the project grading schemes detailed in the course outline (see Appendix A).

**Attitudes.** Daily hand-in assignments, in conjunction with in-class attendance, serve as a participation proxy for attitudinal development. The daily hand-in questions currently in use by the first author for the Winter 2009 semester are listed in Appendix B. During each class session students are required to be present, to hand in their answers to the previous day's question, and to collect the new question to be answered for the next class. Answers are submitted in typed format with a word limit between 250-300 words. Questions are related to all of the knowledge, skills and attitudes components of the course and are linked to the subject matter currently being addressed and/or the students' stage of progress through the course. The three general foci of the questions are that they:

cover relevant material, i.e., the subject matter for the day; deal with the ethics of business, i.e., the position of the individual within business and of business within wider society; assist the students in developing their reflexive and critical thinking skills, e.g., self-assessments of their progress through the course and their definitions of success.

The daily hand-ins are sorted and graded by the course instructor and the marks posted over the CLEW system to give students immediate feedback. It must be noted that this process is very labour intensive. The attitudes component is weighted at 20%, however 24 marks are available and thus students may earn a bonus of up to 4%. To pass the course students must earn at least of 12 of the available 24 marks. Any bonus marks earned can be applied by the course instructor to shift students who have failed the course due to their performance in either or both of the knowledge and skills components from an “F” to either a “D-”, “D” or “D+” grade. This minor accommodation serves to reward students who have demonstrated a positive attitude toward learning, yet fall marginally short in the knowledge and/or skills components of the course.

### **Business Subject Matter**

The subject matter is diverse and is related to all three KSA learning objectives.

**Knowledge.** A broad brush approach is taken when covering business knowledge. In general, the business knowledge imparted covers: the business environment, e.g., economic, global, technological, legal and ethical; the functional areas of business, e.g., operations, marketing, accounting, finance and human resources; and running a business, e.g., forms of business ownership, entrepreneurship, management and leadership. This knowledge serves to familiarize students with the basics of the business subject areas to follow in their programs (see Appendix A). The text reference is *Understanding Canadian Business (6<sup>th</sup> Ed.)* (Nickels, McHugh, McHugh & Cossa, 2007).

**Skills.** The business skills subject matter was specially selected for the course and is intended to be of use to students throughout their university and business careers. It includes: self-management and work group management; financial, career and business planning; strategic thinking, analysis and decision-making; oral and written communication skills, research and report writing; and ethical leadership, group dynamics and governance. These skills form the basis for students to assume responsibility for, and to take a self-directed approach to, their own learning (see Appendix A). The text reference is *Introduction to Business* (Primis, 2007).

**Attitudes.** Business attitudes are covered using a participation proxy based on the premise that reliability is a key contributor to success. Appendix B lists questions generally related to the in-class subject matter for the day. Students are required to answer the question as a one-page (250-300 word) hand-in. The questions are largely reflexive in nature with the main foci being upon performance improvement, ethics and social responsibility, and achieving success, from all of the personal, group, business firm and societal perspectives. In delivering this aspect of the course, the first author currently starts each class with a music video clip related either to course content for the day or to a reflexive, ethical approach to self-management and leadership.

### **Teaching Assistant (TA) Development Program**

An opportunity presented by the current course design was to initiate a TA training program. During the Fall 2008 course offering of six main sections, two TAs were hired for each section for a total of twelve TAs. This number included three senior TAs who continued on from the previous year's offering and nine new TAs from the second year of the Business program. The second year students had to have a successful track record in the Introduction to Business course, the Business Communications course, and across the range of first year studies. Furthermore, their resumes were

reviewed to assess levels of community involvement, levels of demonstrated responsibility, and leadership potential.

The teaching assistants were hired to proctor examinations, grade the individual and group projects, consult with students, and to perform related administrative duties. The new TAs undertook a supervisory role in carrying out their duties. In particular, the project grading is quite arduous, and thus, in addition, the senior TAs undertook a managerial role in guiding and developing the new TAs. The intent is to continue with this apprenticeship model, and to refine it further, in the Fall 2009 semester. In addition to providing basic supervisory and managerial experience to individual TAs, a resultant benefit to the Odette School of Business is an annual supply of newly trained TAs. Individual TAs have already been recruited to support the Business Communications and Human Resource Management courses.

#### **AACSB Accreditation (AoL):**

The Odette School of Business is currently in the process of obtaining AACSB accreditation (AACSB, 2009). One of the principles for designing the new curriculum was that the new curriculum should be consistent with the AACSB curriculum standards. One of the most important aspects of AACSB standards is to demonstrate Assurance of Learning (AoL) after students reach a milestone in the curriculum. Completion of the Introduction to Business course has been selected as the first milestone for business students at the Odette School of Business in measuring their understanding of the general business environment, basic research skills, and attitude toward taking responsible and ethical approaches in learning. The first test is scheduled to be administered in Winter 2009 at the time of the writing of this paper.

## OBSERVATIONS AND REFLECTIONS

The following observations and reflections are those of the first and second authors. They are related to their roles as Introduction to Business course coordinator and Business Program curriculum re-design coordinator respectively. Observations and reflections are not presented in any particular order or priority.

### **Observations and Reflections of the Introduction to Business Course Coordinator**

**Context: The course coordinator.** At the time of being contracted to design the Introduction to Business course, the first author was working as a sessional instructor at the Odette School of Business during the Summer 2007 semester. Subsequently, the first author has been employed as a tenure-track assistant professor of management since July 1<sup>st</sup> 2007. The first author graduated with a Ph.D. in Business Administration from a major Canadian university in 2006. Prior to pursuing the academic profession, the first author had a successful 25-year career in operational management in government service in the maritime industry. Take-away: A new set of eyes was applied to design and implement the new entry-level course for a revised business curriculum in an established institutional setting.

**Inputs: Applying previous experience.** Inputs to the course design process included: the strategic direction of the Odette Business School as discussed with the Dean; interactions with the management area head, tenure-track and tenured professors, sessional instructors, the management area administrative assistant, and external publishers' representatives; experience gained through teaching the 04-71-441 Training and Development course and the 04-71-140 Principles of Management<sup>1</sup> course during the Summer 2007 semester, i.e., as related to course pedagogy and student body culture; teacher

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<sup>1</sup> The 04-75-100 Introduction to Business course replaced the 04-71-140 Principles of Management course.

training and experience gained through the Ph.D. qualification process<sup>2</sup>; past professional managerial role of being responsible for the identification of training and development needs and the implementation of meaningful, targeted training and development courses; personal experience in undertaking a wide range of professional and academic training and educational activities; finally, ongoing developments in the business world related to the business environment in general and the role of business leaders in particular. Take-away: A broad range of inputs was used in the design and implementation of the new course.

**Support and collaboration.** A major factor contributing to the effective implementation of the 04-75-100 Introduction to Business course has been the ongoing support of academic and administrative colleagues. The first author was given relatively free rein to design and implement the course. Any necessary interventions and recommendations were received on a timely basis and were expressed with positive intent. Take-away: A supportive and collaborative institutional environment facilitated the effective design and implementation of the new course.

**Bottom-up cultural change.** The process and content involved in designing, implementing and delivering the new Introduction to Business course enables the Odette School of Business to enact a positive cultural change in the student body. In short, the cultural change is aimed at: enabling students to better manage themselves and their relationships with others; to become more self-sufficient, adaptable and responsible for their own learning; and to demand both more of themselves and more of their business school. This bottom-up cultural impact supplements the ongoing top-down strategic change approach within the Odette Business School, i.e., enables a strategic pincer movement. Take-away: The design, implementation and delivery of a new course and revised curriculum, although tools of top-down cultural change, can serve as enablers of bottom-up cultural change in an educational institution.

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<sup>2</sup> This focused mainly on the case method.

**Inclusiveness: Valued resources.** The course design implements an inclusive approach to both institutional (university-wide) resources and diversity issues. First, as part of the course pedagogy (see Appendix A), the following university resources are employed in the learning process: Centre for Teaching and Learning (CTL) – the Collaborative Learning Environment Windsor (on-line CLEW environment); the Leddy Library – Business Librarian; the Centre for Career Education – Career Development Coordinator; the Academic Writing Centre – Writing Consultants; and past students – employed as TAs. Second, the University of Windsor community is representative of global business and of the wider world in its number of international students and their respective cultural and ethnic backgrounds. Accordingly, the Introduction to Business course pedagogy involves an inclusive approach to learning within the classroom. In particular, the make-up of work groups for the corporate strategic analysis group project emphasizes diversity in terms of M/F genders, domestic/international students, and business/non-business students (see Appendix C). A heavy emphasis is placed on making beneficial use of different perspectives to optimize business decision making. Take-away: By employing an inclusive approach to the resources and perspectives at its disposal, the course sets an example for our future business leaders to follow throughout their business careers.

**Pooling of students.** An initial observation is that students are pooled in available course sections based on the timing of their acceptance into the business program and course. Registrants include early acceptance business students as one wave, late acceptance business students as a second wave, international business students as a third wave, and students from the wider university community as a fourth wave. Students, in general, self-select their sections based upon the time they are offered and the available space within each section. As a result, each section develops its own personality. Of the three sections the first author taught during the Fall 2008 semester, in relative terms: one section was comprised, in general, of a student body with high interest, high capability and little diversity; the second section was comprised, in general, of a student body with less interest,



somewhat less capability and somewhat greater diversity; the third section was comprised, in general, of a student body with high interest, moderate capability and high diversity. Take-away: The classroom mix of students impacts overall section performance. The classroom mix is a function of scheduling and timing issues. Consideration should be given to standardizing the timing of the multiple sections on offer in order to standardize learning levels across sections.

**Short-term consideration: The workload.** Although the course is a standardized offering, the workload for instructors is substantial. First, the section size is 100. Second, the material covered, from knowledge, skills and attitudes perspectives, is wide-ranging. Third, in addition to daily preparation activities, there is the requirement to grade the daily participation hand-ins and record marks on a daily basis. Fourth, all instructors engage in coordinating the overall course offering, i.e., brief progress meetings and common grading of individual and group projects. Finally, a firm line is taken with students related to performance expectations and shifting the weight of responsibility for success onto their shoulders. Depending on how this process is handled, the impact on teacher ratings may not be beneficial. Take-away: A standardized course offering for first-year business students is unlikely to be an effective match for either the capabilities or the career aspirations of certain academics.

**Long-term consideration: Belief in the process.** As with any other strategic, tactical or operational change, key contributors to keeping the process going are: belief in doing the right things; belief in doing things the right way; and belief in the end goal. The end goal of the Introduction to Business course, from a student perspective, and underlying all of the knowledge, skills and attitudes learning objectives, is to have students assume responsibility for their own success. The end goal, from an Odette Business School perspective, is to advance the learning culture of the institution. Preliminary signs are that movement is being made toward both of the student and institutional end goals. An example is the TA training process. The first author is positively encouraged by the willingness

expressed by certain of, the now, second-year TAs<sup>3</sup> in providing guidance to first-year Introduction to Business students and in improving the learning culture of the Odette Business School. Take-away: Change is a slow process. Belief in the process, belief in the end result, and belief in the students involved, are all required to be successful.

### **Observations and Reflections of the Business Program Curriculum Re-design Coordinator**

**Context: The curriculum design coordinator and associate dean.** As the Associate Dean of the Odette School of Business, the second author has spearheaded the business curriculum review and redesign process since 2004. The new curriculum was introduced in the Fall semester of 2007. Parallel to the introduction of the new curriculum, the Odette School of Business also introduced an English diagnostic test for incoming new students. It is our intention to make successful completion of the English test a mandatory condition for passing both the Introduction to Business course and the Business Communications course. Two years after the new curriculum was launched, the positive effects of these two new introductory courses and of the compulsory English enhancement program are being observed by faculty members teaching higher level courses. Students have demonstrated a better understanding of the general concept of business as a subject. They have shown improved communication skills both in written and oral forms. More importantly, they are better at relating different subjects and placing them in a business context.

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<sup>3</sup> It should be noted that of the twelve TAs employed during the Fall 2008 semester, about half would be included in this category. These TAs will be retained for the Fall 2009 semester and will be involved in the training of six new TAs drawn from the current first-year student contingent.

## CONCLUSION

It is too early to conclude that the improved business knowledge, communication skills and learning attitudes of students following the new business curriculum are direct results of the new first-year courses. However, the first-year experience of these students is very different than that of students following the previous curriculum. First of all, these students are better prepared for the upcoming business subjects. Secondly, through closely monitored group projects, there is a developing sense of belonging to a learning community which was not experienced by students following the previous curriculum. Thirdly, most of these students have begun to understand that completing a four-year honors degree at the Odette School of Business is not a random decision. Their commitment to accepting responsibility, working hard, and participating with a positive attitude are critical for achieving success in the program. The next challenges for the business school are to design an instrument or means to measure both the tangible and intangible effects of the Introduction to Business course on the experience of our first-year students. Also, to better understand how our students are affected by this course throughout the remainder of their studies at the Odette School of Business.

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## APPENDIX A - COURSE OUTLINE



# 75-100-01 Introduction to Business Winter 2009

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### General Information:

**Class meetings:** Tuesdays and Thursdays: 2:30 p.m. to 3:50 p.m. (Room 104 TC)

**Instructor:** Dr. John. R. Phillips

**Office hours:** Tuesdays and Thursdays:  
1:00 p.m. to 2:00 p.m. and by  
appointment. **Office:** Room 459 OB

**Telephone:** (519) 253-3000 ext. 3115 **E-mail:** [jrp@uwindsor.ca](mailto:jrp@uwindsor.ca)

**Secretary:** Mmmmmmmm **E-mail:**

**Office:** Room 405 OB

**Teaching Assistants:** XXXXXXXXXXXXX **E-mail:**

YYYYYYYYYYYYY  
Room 324 OB

### Course Description:

#### General:

- This course takes a holistic approach in helping students develop an understanding of their future places, as entry-level managers, in business and other forms of organizations. Functional business learning is undertaken using the lecture method. In parallel, the basic elements of strategic management are introduced in order to develop students' strategic thinking capabilities. Project work focuses on adapting students' career strategies to the employment environment, and on adapting companies' strategies to their competitive environments. Finally, the case method is used to emphasize ethical self-management, group dynamics and organizational governance, and entrepreneurial processes involved in starting and managing a small business. The course demands that students use their initiative, develop their analytical, decision-making and interpersonal management skills, and take responsibility for achieving success.

#### Specific:

- The lecture method is used to impart to students a basic level of knowledge about: "Business Trends: Cultivating a Business in Diverse Global Environments"; "Business Ownership and Small Business"; "Leadership, Organization, and Production to Satisfy Customers";

“Management of Human Resources”; “Marketing: Developing and Implementing Customer-Oriented Marketing Plans”; and “Accounting Information and Financial Activities”. Throughout, particular focus will be placed on: “Small Business and Entrepreneurship”; “Making Ethical Decisions in the Workplace”; “Using Technology to Manage Information”; and “Competing in Global Markets”.

- ❑ The case method is used to induce in students a basic strategic thinking capability and basic problem solving, decision-making and strategic analysis skills. The selected supplementary materials address: self-management; managing personal finances; personal career planning; case analysis; business planning; group work; strategic analysis; and small business processes.
- ❑ Students are expected to participate in: class-wide discussions; in-class work groups; and individual and group project work. They are expected to place themselves in the roles of business, and other organizational, managers and leaders. They are expected to use their initiative and to effectively employ the technological resources available to them, e.g., library facilities, the publisher’s web site, the CLEW system, and the Internet more generally.

### **Learning Objectives and Expected Outcomes:**

- ❑ **Knowledge:** Under standard university testing conditions, students are to demonstrate that they have acquired a basic level of business-related knowledge sufficient, at a minimum, to achieve a passing grade on the combined midterm and final examinations (refer to text and workbook).
- ❑ **Skills:** By completing individual and group projects, students are to demonstrate that they have acquired a basic strategic analytical capability sufficient, at a minimum, to achieve a passing grade on the combined individual and group projects (refer to project requirements attachment).
- ❑ **Attitudes:** Using class participation as a proxy measure, students are to demonstrate a level of responsibility commensurate with that of entry-level managers. They are expected to participate actively in all classes sufficient, at a minimum, to achieve a passing grade for participation.

### **Textbook, Other Materials and Course Web Site:**

- ❑ Nickels, W. G., McHugh, J. M., McHugh, S. M., & Cossa, R. 2007. Understanding Canadian Business (6<sup>th</sup> Ed.). Toronto: McGraw-Hill Ryerson. (Is available at University Bookstore).
- ❑ University of Windsor Customized Primis Workbook. 2007. Introduction to Business. Toronto: McGraw-Hill/Irwin. (Is packaged with text - at University Bookstore only).
- ❑ The course home page (CLEW) will be used to load course lessons, make announcements and inform you of your individual grades. It is your responsibility to check the course home page regularly. Access CLEW at <https://clew.uwindsor.ca>. Access the My Workspace page by entering your UWin ID, Password and Logging In. Access the course home page by clicking on the My Courses tab and then clicking on the Course Number 04-75-100.

- Reference materials for the Individual and Group Projects are on course reserve at the Leddy Library.

### Class by Class Assignments 04-75-100 - Winter 2009 (Section 01):

| <b>(Lesson)</b><br><b>DATE:</b> | <b>(In Class)</b><br><b>TOPICS, ASSIGNMENTS &amp; EXAMS:</b>  | <b>(Prior to Class)</b><br><b>PREPARE:</b>   |
|---------------------------------|---|--|
| (Lesson 1):<br>Tue Jan 06       | Introduction and Overview<br>Managing within the Dynamic Business Environment<br>Application: Your “Managerial Capital” and “Achieving Success”   | - Read Course Outline - Orientation<br>- Read Chapter 1 - Knowledge<br>- Read Self-Management - Skills   |
| (Lesson 2):<br>Thu Jan 08       | How Economic Issues Affect Business<br>Application: Major Economic Issues<br>Discussion: Personal Finances<br><b>Assign Individual Project:</b> Personal Strategic Analysis   | - Read Chapter 2 - Knowledge<br>- Internet/media: Become familiar with a major business issue<br>- Access Student OLC “Personal Finances” - Skills                   |
| (Lesson 3):<br>Tue Jan 13       | Guest Speakers: TAs xxxxxxxxxxxx and yyyyyyyyyyy:<br>- Individual Project Guidelines (30 min.)<br>- Student Use of Technology (20 min.)<br>Using Technology to Manage Information   | - Read Individual Project Guidelines - Skills<br>- Access CLEW web site and McGraw-Hill Student OLC – Skills<br>- Read Appendix A - Knowledge                        |
| (Lesson 4):<br>Thu Jan 15       | Guest Speakers: uuuuuuuuuuuuuuuuuuuuu (Career Development Coordinator, Centre for Career Education) and vvvvvvvvvvvvvvvv (Manager, Odette Career and Placement Services):<br>- Career Planning (40 min.)<br>Competing in Global Markets<br><b>January 16: Final Registration (Add/Drop) Day</b> | - Access CCE and OCAPS web sites and Student OLC “Getting Ready for Prime Time” - Skills<br>- Read Personal Career Planning - Skills<br>- Read Chapter 3 – Knowledge |
| (Lesson 5):<br>Tue Jan 20       | Guest Speaker: wwwwwwwwwwww (Writing Consultant, Academic Writing Centre):<br>- Academic Writing Practices and Support (30 min.)<br>The Role of Government in Business  | - Access AWC web site - Skills<br>- Read Chapter 4 - Knowledge   |
| (Lesson 6):<br>Thu Jan 22       | Ethics and Social Responsibility<br>Working Within the Legal Environment of Business<br>Application: Major Ethical/Legal Business Issues  | - Read Chapter 5 - Knowledge<br>- Read Appendix B - Knowledge<br>- Internet/media: Become familiar with major business ethics/legal issue                            |
| (Lesson 7):                     | Forms of Business Ownership   | - Read Chapter 6 - Knowledge   |

| <b>(Lesson)</b><br><b>DATE:</b> | <b>(In Class)</b><br><b>TOPICS, ASSIGNMENTS &amp; EXAMS:</b>  | <b>(Prior to Class)</b><br><b>PREPARE:</b>  |
|---------------------------------|---|---|
| Tue Jan 27                      | Application: Corporate Web Site<br>Discussion: Business Planning  | - Internet: Become familiar with a major corporate web site<br>- Read Business Planning – Skills  |
| (Lesson 8):<br>Thu Jan 29       | Entrepreneurship and Starting a Small Business<br>Preview: Midterm Examination #1   | - Read Chapter 7 - Knowledge<br>- Complete Appendix C - Skills  |
| (Midterm 1):<br>Tue Feb 03      | <b>Midterm Examination #1</b>   | - <b>Study Chapters 1 - 7 and Appendices A &amp; B</b>  |
| (Lesson 9):<br>Thu Feb 05       | Management and Leadership<br>Discussion: Strategic Analysis<br>Review: Midterm Examination #1 Results   | - Read Chapter 8 - Knowledge<br>- Read Strategic Analysis - Skills  |
| (Lesson 10):<br>Tue Feb 10      | Guest Speakers: TAs xxxxxxxxxxx and yyyyyyyyyyy:<br>- Individual Project Guidelines Review (30 min.)<br>- Group Project Guidelines Preview (30 min.)  | - Opportunity to work on Individual Project and to prepare for Group Project.   |
| (Lesson 11):<br>Thu Feb 12      | <b>Collect Individual Project:</b> Personal Strategic Analysis<br>In-class Human Capital Marketplace - Group Selection Process<br><b>Assign Group Project:</b> Corporate Strategic Analysis | - <b>Individual Project Due</b><br><br>- Prepare your group selection criteria  |
| (No Lessons):<br>Feb 17 & 19    | Study Week  | - Work on group project   |
| (Lesson 12):<br>Tue Feb 24      | Adapting Organizations to Today's Markets<br>Producing World-Class Goods and Services<br>Review: Individual Project Results and Progress in Course  | - Read Chapter 9 - Knowledge<br>- Read Chapter 10 - Knowledge<br>- Individual assessment of progress to-date: 3 main improvements made and 3 main opportunities missed. |
| (Lesson 13):<br>Thu Feb 26      | Guest Speaker: zzzzzzzzzzzzzzzzzzz (Business Librarian, Leddy Library):<br>- Utilizing Available Library Resources (30 min.)<br>Motivating Employees & Discussion: Group Processes          | - Access Library Services: Business web site - Skills<br>- Read Chapter 11 - Knowledge<br>- Read Group Work - Skills  |
| (Lesson 14):<br>Tue Mar 03      | Human Resource Management: Finding and Keeping the Best Employees<br>Understanding Employee-Management Issues and Relations   | - Read Chapter 12 - Knowledge<br>- Read Chapter 13 – Knowledge  |
| (Lesson 15):                    | Discussion: Case Analysis   | - Read Case Analysis – Skills   |



| <b>(Lesson)</b><br><b>DATE:</b> | <b>(In Class)</b><br><b>TOPICS, ASSIGNMENTS &amp; EXAMS:</b>  | <b>(Prior to Class)</b><br><b>PREPARE:</b>   |
|---------------------------------|---|--|
| Thu Mar 05                      | Application: Strategic Analysis - Personal Ethics<br>Preview: Midterm Examination #2  | - Prepare case: “Peter Green’s First Day” – Skills   |
| (Midterm 2):<br>Tue Mar 10      | <b>Midterm Examination #2</b>   | - <b>Study Chapters 8 – 13</b>   |
| (Lesson 16):<br>Thu Mar 12      | Marketing: Building Customer and Stakeholder Relationships<br>Managing the Marketing Mix: Product, Price, Place, and Promotion<br>Review: Midterm Examination #2 Results<br><b>March 13: Final Voluntary Withdrawal Day</b> | - Read Chapter 14 - Knowledge<br>- Read Chapter 15 - Knowledge   |
| (Lesson 17):<br>Tue Mar 17      | Application: Strategic Analysis – Group Dynamics<br>Discussion: Group Project Status  | - Prepare case: “OHNO Swim Club” - Skills  |
| (Lesson 18):<br>Thu Mar 19      | Understanding Accounting and Financial Information<br>Financial Management  | - Read Chapter 16 - Knowledge<br>- Read Chapter 17 - Knowledge   |
| (Lesson 19):<br>Tue Mar 24      | Application: Strategic Analysis – The Small Business Decision and Preparing for Small Business Ownership  | - Prepare case “The Framemakers”<br>- Skills   |
| (Lesson 20):<br>Thu Mar 26      | <b>Collect Group Project:</b> Corporate Strategic Analysis<br>The Financial Services Industry in Canada<br>Managing Risk  | - <b>Group Project Due</b><br>- Read Chapter 18 - Knowledge<br>- Read Appendix D – knowledge   |
| (Lesson 21):<br>Tue Mar 31      | <b>Student Evaluation of Teaching</b><br>Application: Strategic Analysis – Managing the Small Business<br>Review: Group Project Results and Progress in Course  | - <b>Assess Course and Instructor</b><br>- Prepare case “Clovis Jewellers” - Skills<br>- Group assessment of group progress to-date: 3 main improvements made and 3 main opportunities missed. |
| (Lesson 22):<br>Thu Apr 02      | Application: Strategic Analysis – Looking to the Future<br>Moving Forward: Growing Your “Managerial Capital”<br>Preview: Final Examination  | - Prepare case “Thomson Greenhouse” - Skills<br>- What is success and how will you achieve it?   |
| (Final Exam):<br>Thu Apr 16     | <b>Final Examination</b><br>15:30 p.m. – Location TBD.  | - <b>Focus: Chapters 14 - 18 and Appendix D</b><br>- <b>Comprehensive: Chapters 1-18</b>   |

## Course Assignments and Grading:

|  | Date   | Percent     |
|--|--|-------------|
| Class Participation Proxy (Attitudes).   | Throughout   | 20%         |
| Midterm Examination #1: Based on Chapters 1-7 (Knowledge).   | Tuesday, Feb 03  | 10%         |
| Individual Project (Skills).   | Thursday, Feb 12   | 20%         |
| Midterm Examination #2: Based on Chapters 8-13 (Knowledge).  | Tuesday, Mar 10  | 10%         |
| Group Project (Skills).  | Thursday Mar 26  | 20%         |
| Final Examination: Based on Chapters 14-18 (Focus Knowledge) and on Chapters 1-18 (Comprehensive Knowledge). | Thursday, Apr 16: 15:30 p.m.<br>Location To Be Determined. | 20%         |
| <b>TOTAL:</b>  |  | <b>100%</b> |

## Important Notes about Grading Components:

The provisions in the paragraphs below apply prior to any grading adjustment necessitated by the Odette School of Business Grading Policy. Students must pass all three components to pass the course and must demonstrate superior performance across all three components to achieve a superior grade.

**Grading (Attitudes):** Students will receive a 1-mark credit for each regular class in which they participate fully, to a maximum of 24 marks (potential 4 marks bonus). Students must earn at least 12 of the total available 24 participation marks, i.e., 50%, to pass the course. Participation will be confirmed by the handing in of written work during each class. Any student who falsifies, or has another student falsify, the participation record will receive a failing grade “F” for the course.

**Grading (Knowledge):** The midterm and final examinations (closed-book) will consist of short-form questions, e.g., multiple choice or similar format. Students must earn at least 20 of the combined available 40 knowledge marks, i.e., 50%, to pass the course.

**Grading (Skills):** The individual and group projects are described in the attached “Project Requirements” statement. Students must earn at least 20 of the combined available 40 skills marks, i.e., 50%, to pass the course.

## Odette School of Business Grading Policy:

The final grades will conform to the Odette School of Business grading standards as described below.

| <i>Grade</i> | <i>Letter</i> | <i>Numeric</i>     | <i>Grade</i> | <i>Letter</i> | <i>Numeric</i>     |
|--------------|---------------|--------------------|--------------|---------------|--------------------|
| <u>Point</u> | <u>Grade</u>  | <u>Percentages</u> | <u>Point</u> | <u>Grade</u>  | <u>Percentages</u> |
| 13           | A+            | 93 and up          | 7            | C+            | 67 - 69.9          |
| 12           | A             | 86 - 92.9          | 6            | C             | 63 - 66.9          |
| 11           | A-            | 80 - 85.9          | 5            | C-            | 60 - 62.9          |
| 10           | B+            | 77 - 79.9          | 4            | D+            | 57 - 59.9          |
| 9            | B             | 73 - 76.9          | 3            | D             | 53 - 56.9          |
| 8            | B-            | 70 - 72.9          | 2            | D-            | 50 - 52.9          |
|              |               |                    | 1            | F             | 35 - 49.9          |
|              |               |                    | 0            | F-            | Under 35           |

The Odette School of Business standards prescribe that the mean grade for this course shall be in the C- to B- range or, between 60 and 72.9 percent. Unofficial grades will be posted to the course web site as soon as they are available. You are cautioned that posted grades are neither final nor official until they are vetted through the Dean's office, authorized by the Registrar's office and then posted on your transcript in the SIS.

### **Academic Integrity and Code of Conduct:**

Academic honesty is expected of all students and included in the Student Code of Conduct. Students are expected to behave in a manner that ensures their work is judged accurately and fairly. Plagiarism, unauthorized collusion, or cheating in any form, are serious offences whether in examinations, quizzes, assignments or other course components contributing to the final grade. Unless stated otherwise, such as in group work, all assignments and exams are to be completed individually.

When there is academic dishonesty of any form, the instructor is unable to assess the academic merit of the work that is submitted, hence is unable to assign a mark to the work and the normal default grade is zero (0) on the test, project or assignment in question. There will be no supplementary exam or assignments for individuals who have breached this code of conduct. In the case of team or group assignments, each team member is responsible for the contents of all the work that is submitted for grading and every team member is subject to the default grade. Occurrences of plagiarism or cheating are reported to the Associate Dean and disciplinary proceedings may be initiated pursuant to Senate Bylaw 31.

The University of Windsor policy on plagiarism (See: University of Windsor Calendar, <http://cronus.uwindsor.ca/registrar>, 2.4.21 Policy on Plagiarism or the web page of the academic integrity office: [www.uwindsor.ca/aio](http://www.uwindsor.ca/aio) will be strictly followed and enforced for all assignments and projects. In this course your assignments might be submitted to electronic verification for the detection of plagiarism. To avoid penalty, if someone else's words are used, even if they are segments as short as a phrase, they should be placed in quotation marks and properly cited or referenced. This includes information and text from web sites, books, brochures, journals or other sources."

### **Student Evaluation of Teaching (SET):**

Administration of the SET form will be at the beginning of a class within the last two weeks of the class schedule. The instructor will leave the classroom during the evaluation period and a student will be selected from class to distribute and collect the evaluation forms. At the end of the evaluation, the completed forms will be placed in an envelope and then sealed. The student and instructor should sign across the sealed flap, and the student will then return the sealed envelope to the appropriate secretary's office.

## Missed Exams and Late Assignments:

Generally, any missed assignment or missed examination will result in a mark of zero (0). Students who miss an examination due to unforeseen extenuating circumstances are entitled to request a supplemental examination by following the formal **OSB Supplemental Examination Request Process** as detailed on the Odette School of Business web site and summarized below.

It is the student's responsibility to complete and submit the OSB Supplemental Examination Request Form to the Dean's office for evaluation. This form requires instructor acknowledgement that a supplemental examination will be provided and the instructor will be present at the scheduled date/time of the supplemental exam should the request be approved by the Dean's office. The OSB schedules a supplemental examination date each semester, however supplemental examinations may be scheduled at an alternate time by the course instructor. Students must submit the completed form and all other relevant documentation to the Dean's office at least one (1) calendar day before the supplemental exam may be written and within the prescribed deadline date. Late submissions will not be accepted.

A non-refundable supplemental examination administration fee of \$20 is payable to the Dean's office upon submission of each supplemental examination request form. Students may be approved to write only one (1) supplemental examination for each missed exam. The Dean, OSB reserves the right to deny any supplemental examination request for any reason.

Consistent with University Senate policies and bylaws, the OSB will consider supplemental examination requests based only on one of the following five conditions:

| <u>Condition:</u>                      | <u>Definition:</u>   | <u>Mid-term Process:</u>   | <u>Final Process:</u>   |
|--|--|--|---|
| <u>Exam Conflict:</u>                  | 3 exams in 1 calendar day<br>2 exams at the exact same time.                                   | Submit request form to OSB Dean's office within first 4 weeks of term.   | Submit application for alternative exam to the Registrar office within first 4 weeks of term. |
| <u>Religious Obligation:</u>           | Religious observance conflicting with the date/time of exam.                                   | Submit request form to OSB Dean's office within first 4 weeks of term.   | Submit application for alternative exam to the Registrar office within first 4 weeks of term. |
| <u>Bereavement:</u>                    | Compassionate accommodation to students grieving the loss of a family member.                  | Accommodation provided for exams scheduled within 5 days of the death of a family member (i.e. spouse, child, parent, grandparent and grandchild). Contact your course instructor at your earliest convenience and submit request form to the OSB Dean's office upon return. |   |
| <u>Medical:</u>                        | Unanticipated serious health circumstances.  | Submit request form to the OSB Dean's office within 2 weeks of the missed exam. Must include a completed OSB Student Medical Certificate (see course CLEW site) dated for the date of the missed exam. Doctor's notes will <u>not</u> be accepted.                           |   |
| <u>Other Extenuating Circumstance:</u> | Unanticipated circumstance beyond the student's control (i.e. jury duty, varsity sports team). | Submit request form and detailed supporting documents to the Dean's office within 2 weeks of missed exam. All extenuating circumstances will be evaluated independently and on their own merit. Personal travel arrangements are <u>not</u> acceptable.                      |   |

Any student with a documented disability who wishes to discuss academic accommodations, please contact: Student Disability Services at 519-253-3000 ext. 3288 in Room 117 Dillon Hall, or e-mail [disability@uwindor.ca](mailto:disability@uwindor.ca) and notify the course instructor within the first two weeks of the semester.

## **Registration, Adding and Dropping Courses:**

It is your responsibility to make sure you are officially registered in this course. Check the class list on the SIS before the day of the “late registration date”. You will not be registered for this course after that date, nor is any switching of sections allowed. If you are not officially registered in this course by the late registration date, you will not be graded in any way. The late registration date for the present semester can be found at the “Important Dates” link at <http://www.uwindsor.ca/registrar>.

## **Advisory from International and Exchange Student Services:**

All UWindsor Business students are encouraged to consider the academic, professional, and personal opportunities that spending 1 or 2 semesters on exchange will provide. There are exchange opportunities, with classes taught in English, available exclusively for [Business students](#) in Germany, Hong Kong, the Netherlands, Sweden, and France. Additional opportunities, including destinations that require second language skills are also available. Students generally go on exchange in their 3rd year or after having completed approximately 20 classes. Additional information on [requirements, available opportunities, and frequently asked questions](#), can be found on the Exchange website at <http://www.uwindsor.ca/exchange>, or by sending email to [exchange@uwindsor.ca](mailto:exchange@uwindsor.ca)

## **Project Requirements – General:**

The overall focus throughout this course is on developing positively your personal and business knowledge, skills and attitudes. This course will assist you in determining whether or not a career in business is an appropriate route for you to pursue. However, no matter which path you choose in the future, this course is designed to be of material value to you. Throughout this course you are expected to participate fully and to demonstrate your initiative.

**Grading:** You are required to complete two projects: individual and group. Each project contributes a 20% weighting toward your final grade for the course. One of the requirements to pass the course is that you obtain a minimum of 20 of the available 40 combined project marks, i.e., 50%. Your projects are to be submitted at the start of the specified class periods.

**Format:** Projects are to be completed on a word processor, submitted on 8.5” x 11” white paper, double-spaced text, 1” margins, full justification, Type 12 Times New Roman Font, and are to follow APA citation and referencing guidelines. They are to include, in sequence: Title Page (c/w course number and title, project title, professor’s name, your name(s) and date submitted); Executive Summary (1 page maximum); Table of Contents; Introduction; Content and Analysis; Discussion and Conclusion; References; and Appendices. Appropriate Figures, Tables and Supplementary Items, i.e., supporting materials, are to be included as Appendices and must be referred to in the main text. Note that References and Appendices can be single-spaced.

**Orientation:** The projects have the purposes of developing your personal and business skills in the areas of strategic thinking and analysis, problem solving and decision-making, self-management, group work and report writing. To complete both projects effectively it is important that you think as managers and leaders and apply the knowledge, e.g., the theories and concepts, you have learned throughout the course. Please remember to cite and reference.

## **Individual Project Requirements:** (See Grading Scheme – Attached)

**This project is to be completed independently on an individual basis.** It is about preparing you, the individual student, to enter the business world. It is tied closely to, and is scheduled to coincide with, the readings about self-management, personal finance, career planning and case analysis. Furthermore, by reviewing the assigned text and workbook, and by utilizing available electronic and library resources, you will be able to augment significantly the quality of the content, analysis and discussion contained in your report. Your report is not to exceed either 10 pages of text in the main body, i.e., Introduction to Conclusion inclusive, or 20 pages in overall length.

**Assignment:** You are to analyze your future situation, as you are about to graduate from university to enter the business world. Your analysis is to include:

- The financial situation of a typical 4<sup>th</sup> year student about to graduate from university. (Please note: You are **not** to include your personal financial details.) This is to be supported by a projected balance sheet (included as Appendix A – 1 page max.) and income statement (included as Appendix B – 1 page max.).
- Your assessment of your individual major personal strengths and weaknesses (5 of each) and the major environmental opportunities and threats (5 of each) facing you when you enter the business world.
- Your short- (1 year), medium- (5 year) and long-term (10 year) goals following graduation (5 in each category). These goals are to focus mainly on your career. However, at your discretion, for each timeframe, one goal can be related to you as a person, and one goal can be related to your position as a member of wider society.
- Projecting forward to the conclusion of your career, you are to address the legacy you intend to leave behind. What impact will you have made? How will you want to be remembered?
- Moving forward from your current status as a student taking this course, you are to address the strategies you will employ to ensure that as a graduating 4<sup>th</sup> year student, entering the permanent workforce, you will optimize your personal, business and societal contributions.
- In reporting the above information you should optimize the use of Appendices. Your actual analysis should be conducted in the text.
- In accordance with the guidelines for academic integrity, you are to properly cite and reference a minimum of 10 independent sources of high quality.

## Introduction to Business 04-75-100: Individual Project Grading Scheme

Personal Strategic Analysis by Student: \_\_\_\_\_

| <u>Item:</u>  | <u>Mark:</u> |
|---|--------------|
| <p><b>1. <u>Format (20%):</u></b> The individual report: 1. Follows the format provided in the project guidelines, i.e., see page 9 of the course outline. 2. Uses proper English spelling, grammar, sentence and paragraph structure.</p>  |              |
| <p><b>2. <u>Research (20%):</u></b> The individual report: 1. Demonstrates an appropriate level of independent research to derive relevant content and to support the analysis and discussion, i.e., a minimum of 10 sources. 2. Employs the APA citation/referencing system properly to acknowledge sources of data, information, concepts and theories, i.e., whether obtained from assigned course readings or from independent sources.</p>               |              |
| <p><b>3. <u>Content (20%):</u></b> The individual report includes substantive content to cover each of the required sections, i.e., see page 10 of the course outline, including: 1. Generic student financial situation. 2. Personal SWOT analysis. 3. Short-, medium-, and long-term goals. 4. Career legacy. 5. Immediate career strategy going forward.</p>   |              |
| <p><b>4. <u>Analysis (20%):</u></b> The individual report includes a meaningful strategic analysis of each content section and a comprehensive discussion that ties together the overall personal strategic analysis.</p>   |              |
| <p><b>5. <u>Professionalism (20%):</u></b> The individual report: 1. Communicates the student's personal strategic analysis in a finished manner and contains no superficial gloss. 2. Contains an executive summary (1 page); a concise representation of the content and analysis. 3. Contains an Appendix A (1 page); an accurate and comprehensive balance sheet. 4. Contains an Appendix B (1 page); an accurate and comprehensive income statement.</p> |              |
| <p><b>6. <u>Overall (100%):</u></b></p>   |              |

**Ratings:**

**20 Scale**

**Assessment**

0  
3  
6  
10  
14  
17  
20

Extremely Poor  
Very Poor  
Poor  
Fair  
Good  
Very Good  
Extremely Good

TA: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ E-mail: \_\_\_\_\_

## **Group Project Requirements:** (See Grading Scheme – Attached)

**Caution:** This project is to be completed on a group basis – **No freeloaders please!** To optimize your performance, the way in which you manage yourselves will be critical. It will be helpful to note the levels of participation and the capabilities of other individual class members during the first part of the course. You should ensure that your group’s range of capabilities matches the tasks you need to perform from both content and process perspectives. Take into account that some individuals may drop the course. Groups are responsible for maintaining their internal discipline and are to contact the course instructor in the event they cannot do so. The course instructor has the option of removing an individual(s) from a group and assigning that individual(s) a project of equivalent scope to be completed on an individual basis with a 25% project penalty (5 marks) for non-collaboration.

This project moves beyond your individual-level analysis to a time when you will be operating in the business world. It is tied closely to, and scheduled to coincide with, the readings about case analysis, business planning and strategic analysis. By reviewing the assigned text and workbook, and utilizing available electronic and library resources, you will be able to augment significantly the quality of the content, analysis and discussion contained in your report. Your report is not to exceed either 20 pages of text in the main body, i.e., Introduction to Conclusion inclusive, or 40 pages in overall length. The quality of this report is to be significantly higher than the quality of your individual reports based on the increased level of human capital available to you.

**Assignment:** You are to work as a group to analyze the strategy of a Canadian corporation publicly listed on the Toronto Stock Exchange. You are to:

- Effectively and efficiently form and operate a group of 6 persons having diverse backgrounds and capabilities. Include in your report a signed contract among group members (Appendix A – 2 pages max.) and a reflexive assessment of group processes (Appendix B – 4 pages max.).
- Select an appropriate corporation from the list provided by the course instructor. Each group will analyze a different company. Use publicly available information, i.e., you are not to contact the company directly, to describe the company and analyze its current business- and corporate-level strategies.
- Use publicly available information to project forward 5 years and analyze the business environment the company will be operating in.
- Employ an appropriate strategic analysis model, e.g., SWOT analysis, to adapt the company’s current business- and corporate-level strategies to the business environment of the future.
- As applicable, discuss: 1. Major components of the firm’s strategy. 2. Major functional areas related to the operation and administration of the firm. 3. Major areas emphasized in the text, e.g., entrepreneurship, ethics, technology, and global competition.
- Optimize the use of Appendices. Your actual analysis should be conducted in the text.
- In accordance with the guidelines for academic integrity, you are to properly cite and reference a minimum of 20 independent sources of high quality.



## Introduction to Business 04-75-100: Group Project Grading Scheme

Group # \_\_\_\_\_ Corporate Strategic Analysis of: \_\_\_\_\_  
 Students: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

| <u>Item:</u>  | <u>Mark:</u> |
|---|--------------|
| <p><b>1. <u>Format and Research (30%):</u></b> The group report: 1. Follows the format provided in the project guidelines, i.e., see page 9 of the course outline. 2. Uses proper English spelling, grammar, sentence and paragraph structure. 3. Demonstrates a high quality word processing capability. 4. Demonstrates an appropriate level of independent research to derive relevant content and to support the analysis and discussion, i.e., a minimum of 20 sources. 5. Employs the APA citation/referencing system properly to acknowledge sources of data, information, concepts and theories, i.e., whether obtained from assigned course readings or from independent sources.</p>  |              |
| <p><b>2. <u>Content and Analysis (40%):</u></b> The group report includes substantive content and analysis to cover each of the required sections, i.e., see page 12 of the course outline, including: 1. Company description. 2. Current business- and corporate-level strategies. 3. A projection forward by 5 years to the business environment the company will be operating in. 4. Proposed adaptations to the company's business- and corporate-level strategies to match the future business environment. 5. Application of an appropriate strategic analysis model(s), e.g., SWOT analysis, others. 6. A comprehensive and meaningful strategic discussion that ties together the aforementioned content and analysis sections.</p> |              |
| <p><b>3. <u>Professionalism and Group Process Assessment (30%):</u></b> The group report: 1. Communicates the corporate strategic analysis in a finished manner and contains no superficial gloss. 2. Contains an executive summary (1 page max.); a concise representation of the content and analysis. 3. Contains an Appendix A (2 pages max.); a formal signed contract among the group members. 4. Contains an Appendix B (4 pages max.); a reflexive assessment of group processes that addresses group organization, problems encountered, how problems were resolved, and how the group would improve its performance on future projects.</p>   |              |
| <p><b>4. <u>Overall Assessment (100%):</u></b></p>  |              |

| <u>Ratings:</u> | <u>30 Scale</u> | <u>Assessment</u> | <u>40 Scale</u> |
|-----------------|-----------------|-------------------|-----------------|
|                 | 0               | Extremely Poor    | 0               |
|                 | 5               | Very Poor         | 6               |
|                 | 10              | Poor              | 13              |
|                 | 15              | Fair              | 20              |
|                 | 20              | Good              | 27              |
|                 | 25              | Very Good         | 34              |
|                 | 30              | Extremely Good    | 40              |

TA: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ E-mail: \_\_\_\_\_

## **Case Analysis Guidelines: Problem-Solving Approach**

These guidelines supplement the SWOT analysis guidelines provided in your textbook. They are to be employed, as applicable, when conducting in-class case analyses.

### **Throughout Your Case Analysis:**

- Place yourself in the manager's position.
- Apply the course material.
- Cite relevant theories and concepts.
- Use proper spelling and grammar.

### **Part I: List and Assess Key Facts**

- Briefly list the key facts.
- Assess the key facts.

### **Part II: Identify and Discuss Implications of Problem(s)**

- Identify the problem(s).
- Discuss the implications of the problem(s).

### **Part III: Identify and Address Underlying Cause(s)**

- Identify the underlying cause(s) of the problem(s).
- Address the potential origins of the cause(s).

### **Part IV: Identify and Rate Alternative Courses of Action/Potential Solutions**

- Identify alternative courses of action/potential solutions to the problem(s).
- Rate alternative courses of action/potential solutions in order of optimality of outcome.

### **Part V: Justify Optimal Course of Action/Solution, Implementation, Control and Contingency**

- Justify your optimal course of action/solution.
- Discuss implementation of your optimal course of action/solution.
- Address control of your implemented optimal course of action/solution.
- Discuss your contingency course of action/solution.

### **Part VI: Expand Learning beyond the Case**

- Move beyond the obvious to include your views, opinions and ideas.
- Describe a theory illustrated in the case, discuss its limitations and propose a new theory.
- Move beyond the case and apply what you have learned on a wider basis.

### **Part VII: Draft the Executive Summary (1 page)**

## **APPENDIX B – PARTICIPATION QUESTIONS (ATTITUDES)**

### **Introduction to Business 04-75-100 W09 - Participation Questions**

**Responses:** To be typed, between 250 and 300 words (1 page, include word count), and valued at either 1 or 2 marks. Questions will be assigned at the end of each class and responses collected at the start of the next class.

**On the front:** 1. At the top, type the course name and number, section number and date submitted. 2. Type the question. 3. Type your response.

**On the back:** 1. At the top, left, print your name (last name first) then sign your name. 2. Groups, at the top right, print your group number.

**Lesson 1 for 2:** Reflexively assess your self-management capabilities: Identify and discuss your 3 main self-management weaknesses, how you will convert them into self-management strengths, and how you will apply those strengths in a business firm? (Individual – 2 marks)

**Lesson 2 for 3:** Discuss your views about how a future, major, technological development will affect Canadian business 10 years hence? (Individual – 1 mark)

**Lesson 3 for 4:** Discuss the factors you would need to consider if your company intended to send you overseas on a 2-year career development assignment? (Individual – 1 mark)

**Lesson 4 for 5:** In your view, what is the optimal level of government involvement in business? (Individual – 1 mark)

**Lesson 5 for 6:** Will a career in business place you on the “Stairway to Heaven” or on the “Highway to Hell”? (Individual – 1 mark)

**Lesson 6 for 7:** What form of business ownership do you prefer and why? (Individual – 1 mark)

**Lesson 7 for 8:** Are you entrepreneurial? Why or why not? (Individual – 1 mark)

**Lesson 8 for 9:** How would you conduct a corporate strategic analysis? (Individual – 1 mark)

**Lesson 9 for 10:** Nil. Review Individual and Group Project Guidelines.

**Lesson 10 for 11:** Draft and submit your group contract? (Group – 1 mark, in class)

**Lesson 11 for 12:** Analyze the competitive strategy of your firm? (Group – 1 mark)

**Lesson 12 for 13:** Reflexively assess your individual progress in this course: Identify and discuss 3 main improvements you have made and 3 main opportunities you have missed? (Individual – 2 marks)

**Lesson 13 for 14:** Discuss how you resolved, or intend to resolve, a major conflict within your group? (Group – 1 mark)

Lesson 14 for 15: Analyze the case “Peter Green”? (Individual – 1 mark)

Lesson 15 for 16: Compare and contrast the lyrics of The Offspring’s “Americana” and John Lennon’s “Imagine”. What is your view of the future relationship between business and society? (Group – 1 mark)

Lesson 16 for 17: Analyze the case “OHNO Swim Club”? (Individual – 1 mark)

Lesson 17 for 18: Analyze the financial management strategy of your firm? (Group – 1 mark)

Lesson 18 for 19: Analyze the case “The Framemakers”? (Individual – 1 mark)

Lesson 19 for 20: Reflexively assess your group’s progress in this course: Identify and discuss 3 main improvements your group has made and 3 main opportunities your group has missed? (Group – 2 marks)

Lesson 20 for 21: Analyze the case “Clovis Jewellers”? (Individual – 1 mark)

Lesson 21 for 22: What is success and how will you achieve it? (Group – 2 marks)

Not assigned: Analyze the case “Thomson Greenhouse”? (Individual – 1 mark)

## APPENDIX C – GROUP SELECTION (SKILLS)

### Introduction to Business 04-75-100 W09

#### Group and Company Selection Guidelines: Human Capital Marketplace

##### Mandatory Group Selection Criteria:

- Groups are to have a diverse membership to avail of diverse perspectives.
- Groups are to have 6 members, or as required 5 members.
- Male and female genders in each group.
- At least one international student in each group.
- At least one non-business major in each group.
- Only one student who is repeating the course in each group.
- No more than one family member in each group.
- If you value your friendships, don't have your friends in your group.
- Individual group members are to be selected based on their competencies.

##### Desirable Group Selection Competencies:

- Core Reading: 1. Content - strategy chapter in supplementary text. 2. Process - group work chapter in supplementary text.
- Content: Strategy, accounting, finance, operations, marketing, human resources, industry expertise, entrepreneurial, other?
- Process: Leadership, interpersonal, organizational, report writing, research, technological, English, entrepreneurial, other?
- Availability: Compatible geographical locations and schedules.

##### Company Selection and Contract:

- Once you have selected your group you are to have it approved by the instructor. Thereafter you are to select an available company from the attached list (first come – first served).
- In-class assignment: You are to draft and submit a one-page contract. It will include: (front page) course title, date, group number, company selected, contract terms and conditions; (back page) group e-mail addresses, group members' names (printed, last names first), group members' signatures.
- In each subsequent class, group members are to sit together as a group.
- Suggestion: Start up a stock list on [www.globeinvestor.com](http://www.globeinvestor.com) in order to get an initial read on the 21 companies.
- Upon receipt of this document you can commence putting your groups together.

## Introduction to Business 04-75-100 W09 –

### Group Project: 21 Companies from S&P/TSX 60 Index

#### Industrial:

- Bombardier Inc. – BBD.B
- Canadian National Railway Company – CNR
- Enbridge Inc. – ENB
- George Weston Limited – WN
- Magna International Inc. – MG.A
- Nova Chemicals Corporation – NCX
- TransCanada Corporation – TRP

#### Mining:

- Agrium Inc. – AGU
- Barrick Gold Corporation – ABX
- Cameco Corporation – CCO
- Lundin Mining Corporation – LUN
- Potash Corporation of Saskatchewan – POT
- Teck Cominco Limited – TCK.B
- Yamana Gold Inc. – YRI

#### Oil & Gas:

- Canadian Natural Resources Limited – CNQ
- Husky Energy Inc. – HSE
- Imperial Oil Limited – IMO
- Nexen Inc. – NXY
- Petro-Canada – PCA
- Suncor – SU
- Talisman energy Inc. - TLM

#### Internet Sites:

- [www.globeinvestor.com](http://www.globeinvestor.com)
- [www.tsx.com](http://www.tsx.com)
- Company web pages.