

SGMA 217 All Sections
Introduction to Business Skills

Course Outline – Fall 2016
(13 pages)

Instructor	Phone	Office	e-mail	Office Hours
Norm Althouse (Co-Coordinator)	220-6683	SH 439	norm.althouse@haskayne.ucalgary.ca	Tues/Thurs 1 pm to 2 pm or by appointment
Peggy Hedges (Co-Coordinator)	220 3353	SH 144	hedges@haskayne.ucalgary.ca	Mon 9 am to 10:30 am
Hadi Fariborzi		SH 431	hadi.fariborzi@haskayne.ucalgary.ca	Please see Norm or Peggy

Office Hours Students are invited to visit any of the instructors for SGMA 217 with office hours. You do not need to be registered in that particular instructor's lecture sections. Any inquiries regarding grades, marking, and etc. must be referred to the course coordinator **only**. If office hours do not work for your schedule please e-mail one of the course co-coordinator for an appointment.

Website <http://d2l.ucalgary.ca>

Lecture	Lecture Days	Lecture Time	Lecture Location	
01	Tues/Thurs	9:30 – 10:45	SH 210	Althouse
02	Tues/Thurs	11:00 – 12:15	SH 210	Althouse
03	Tues/Thurs	12:30 – 13:45	SH 210	Hedges
04	Tues/Thurs	14:00 – 15:15	SH 210	Hedges
05	Tues/Thurs	15:30 – 16:45	SH 210	Fariborzi
06	Mon/Wed	14:00 – 15:15	SH 210	Althouse
07	Mon/Wed	15:30 – 16:45	SH 210	Althouse
Lab	Wed	17:00 – 19:45	MFH 162	

Regardless of the lab that you have indicated on your course registration, all SGMA 217 students will attend in MFH 162. **Lab start time is 17:30.**

Course SGMA 217 is a required course for students in the Haskayne School of Business (HSB).
Description SGMA 217 is one of three first year business courses that provide foundations of business for future courses in the HSB.

There are two primary objectives for this course. Firstly, businesses require their employees to be able to communicate clearly. We will spend a considerable amount of time in this course learning and practicing how to clearly communicate our ideas and findings both verbally and in writing. This requires us to understand the language of business. The second objective of the course is to learn various business terms and concepts that will need to become second nature in our day to day communications in business. Without the proper language and correct, clear communication, our ideas and concerns will rarely command serious consideration.

As well, this course is designed to help students to further develop personal skills that will be important to their academic success and will carry forward into their careers. We will spend time developing good individual and group study habits, examine the issues surrounding ethical decision-making, practicing the proper composition and use of business e-mail, learning how to conduct secondary research effectively, and learning how to write a solid business report and present it convincingly. The course topics include: the external business environment, human resource management, and marketing. Various pedagogical approaches will be used to show different teaching and learning styles.

Course Objectives **Program-Level Outcome 1: Each student will communicate effectively.**

Course-Level Outcomes:

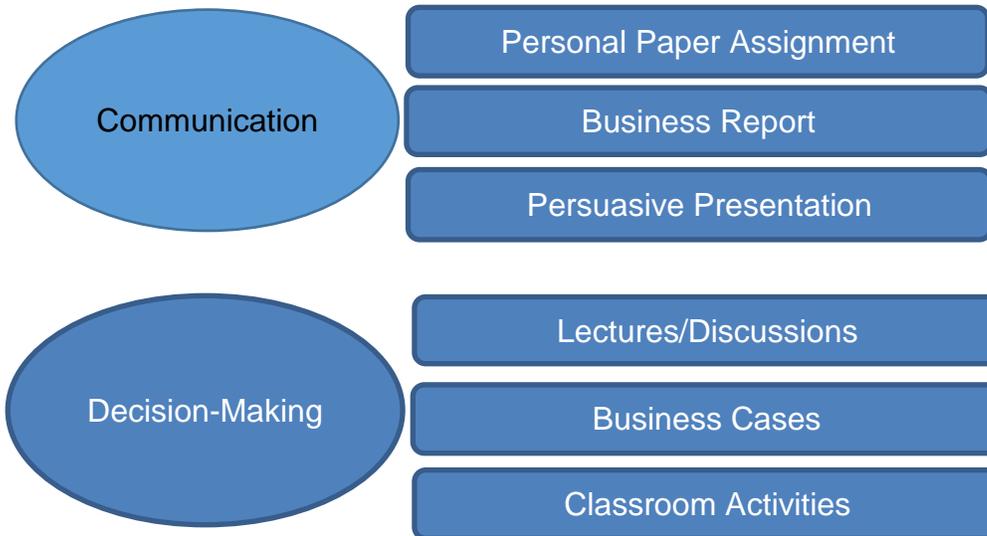
- A. Students will recognize personal writing deficiencies and seek out resources for improvement.
- B. Students will demonstrate effective secondary research methods.
- C. Students will prepare a properly organized and formatted business report.
- D. Students will deliver a persuasive presentation incorporating effective oral presentation techniques and appropriate visual tools.

Program-Level Outcome 2: Each student will be skilled in critical thinking and decision-making.

Course-Level Outcomes:

- A. Students will be able to explain the integrative nature of business.
- B. Students will develop alternatives and defend choices when assessing a business problem.

Various assessments are used to reinforce the primary objectives.

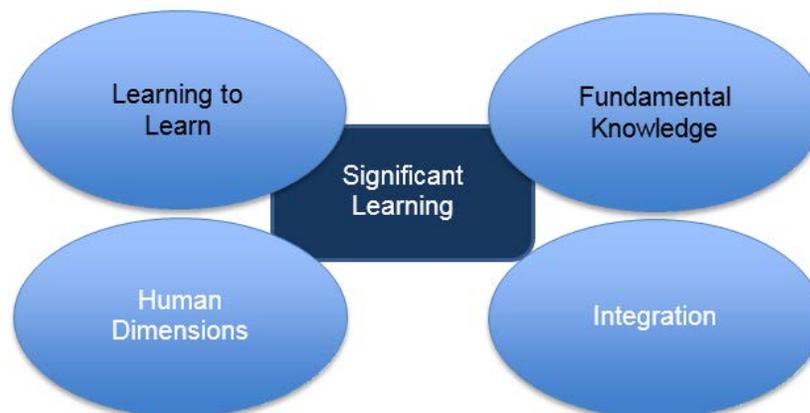


Communication assessments include the personal paper assignment, the written business report, and the group presentation.

Lectures and class discussions, business cases, and classroom activities will be used to strengthen decision-making.

Significant Learning Students are expected to achieve significant learning by active learning (as opposed to passive learning). Through various pedagogical approaches students will have an opportunity to develop business skills (see diagram below). Some of the classroom activities will help the students to better understand and receive feedback about their individual learning and study habits. As well, group exercises are used to not only reinforce the concepts but also to understand and practice group study methods.

Through study, lectures and discussions students will learn basic business knowledge and how different aspects are integrated. Group exercises and term group project will help the student to better understand group dynamics and practice interpersonal skills



Learning research skills early will help to develop the skills that employers are looking for. Below is a statement from Elizabeth Cannon, University of Calgary President:

uCalgary president touts benefits of undergraduate research

Supporting hands-on research at the undergraduate level is crucial for the development of experience, skills, and creative thinking that students will need to be successful after graduation, writes University of Calgary President Elizabeth Cannon. Noting the emphasis employers now place on skills such as problem-solving, communication, and leadership, Cannon points to the benefits of teaching students research skills early. “We want students to go beyond being consumers of knowledge, and instead develop the skills that allow them to create new knowledge,” she writes.

Source: <http://academica.ca/top-ten/ucalgary-president-touts-benefits-undergraduate-research>

Required Textbook and/or Other Materials

Items 1 through 3 are used in MGST 217 and SGMA 217. These items are bundled and may be purchased through the U of C Bookstore.

1. Future of Business, 5th Canadian Edition; Althouse, N. R., Allan, L. A., Hartt, C. M, C., Nelson Education Ltd., Toronto, Canada; 2017.
2. MINDTAP™ access code - MINDTAP™ materials will reinforce concepts and help to prepare you for assessments.
3. Introduction to Business Analysis – used in MSGT 217 only

Note: A copy of the Future of Business 5th edition is on one hour reserve in the Business Library. Reserve materials must remain in the Business Library.

Class Preparation & Desire2Learn (D2L)

Lectures focus on the material presented in the textbook and general discussion relating to the topic(s) outlined in the lecture schedule. Students are expected to read the assigned text chapters prior to class and be prepared for class discussion. Students should regularly check the “Announcements” section of D2L for on-going notices.

Your instructor may not necessarily cover all of the materials in the chapter, but it is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor during class.

Your instructor will use various exercises, activities, and assessments to measure students’ learning during classes. These are intended not only to measure a student’s success, but also to give immediate feedback to students regarding their performance (e.g., study habits, retention, application, etc.). Materials regarding the writing projects and presentation are posted on D2L. It is important that students are familiar with these resources.

Study Groups

Students are encouraged to form study groups. These groups may be self-selected or students may choose to use their project groups. The purpose of the study group is to “challenge each other” by asking questions relating to the course materials. This is another study method that has been shown to be very productive and effective. Many of the classroom activities are designed to help you understand and practice the “group study” concept.

Labs (Wed 5:30 pm)

Labs are used for professional development and to give students more

information about the HSB and the resources available. As a member of the HSB community it is important that you understand these resources and how they will help you as you progress through your academic and future career. You are encouraged to attend these labs as they will further your knowledge and competitive advantage. Labs are offered throughout the term, on an as needed basis. Check your class schedule and announcement page for more information.

Library

The Haskayne School of Business Library is an integral part of your learning. During classes on September 28/29, your group will meet a librarian (room to be determined) for a hands-on clinic to explain methods for retrieving information using secondary research methods. This is very important for you academic and professional career.

Before the hands-on clinic, you must complete the on-line tutorial. The on-line tutorial and hands-on clinic part of the group exercise marks.

Student Success Centre (SSC) and Writing Support Services

Students are encouraged to use the SSC, located on the 3rd floor of the TFDL. A series of Student Success Seminars run throughout the term to address study skills, including preparing for multiple choice tests, problem-solving, time management, and more.

Term Group Project Help from the Student Success Centre

During the October 17th and 18th classes, the Writing Support Services will deliver a presentation regarding business writing, with particularly emphasis on skills for the upcoming assignment. It is critical that all students attend this session.

Contacting Your Instructor

Students requiring assistance are encouraged to speak to their instructor during class. If you wish to meet with the instructor at other times, please drop in during office hours or make arrangements for an appointment via telephone or email. Students should get into the habit of making and keeping business appointments. Should you fail to attend or cancel the appointment at least 24 hours in advance, you will lose the right to book another appointment. If you are contacting your instructor or course coordinator via the telephone, please leave your name, lecture number, and contact information (if you are leaving a number that you can be reached at, please speak slowly and clearly).

Proper Business Use of Email

Email is commonly used by students to communicate with their instructor. However, it does limit the effectiveness of the communications and may not be the best way for instructors to answer student questions, especially those requiring an explanation of concepts covered in this course or some personal concerns. Your instructor will inform you as to his/her expectations about emails. All e-mails sent to your instructor must have "SGMA 217 F16" – subject of the e-mail in the subject line or it may not be opened.

SGMA 217 is a face-to-face course and not an "on-line" course. Guidelines for e-mailing your instructor are:

1. If the question concerns the group project, the group should ask the question either during the class, immediately before or after the class, during office hours or by appointment (i.e., no e-mail or just one group member representing the group).
2. Under no circumstances will grades or the calculation of grades be discussed by e-mail.
3. If the question is not related to the course materials and you want to e-mail your instructor please follow these guidelines:
 - a. Use a proper greeting (e.g., Dr. or Mr./Ms. (name), Professor (name) or any other greeting that your instructor has indicated is acceptable. (Hey, is not an acceptable business greeting)
 - b. Identify yourself by: stating your name, lecture number and group number.
 - c. Ask the question and then signal the end of the communication by again stating your name.
4. If you are e-mailing during your instructor's class time, after 4:30 p.m. or during the weekend, do not expect a response until the next business day, at the earliest.

Grade Distribution

Personal Paper Assignment	15%
Midterm Exam	20%
Final Exam	10%
Group Exercises	10%
Individual Quiz	20%
Term Group Project (written)	15%
Term Group Project (presentation)	5%
Participation/Contribution	5%

Late Submissions

Assignments, exams, reports, etc. must be completed and submitted, by the submission deadline and via the specified method. Unless there are extenuating circumstances, assignments submitted late will be subject to a penalty of 25% in the first 24 hours and a 50% penalty in the next time period (24 to 48 hours).

After 48 hours the student will receive a zero (0).

Note: Submissions that are to be handed-in at class are due prior to the start of the class so the process does not interfere with the class. For example, if your class begins at 9:30 am, any submission after 9:30 will be considered late.

Note: 1 second after the submission time is considered late (e.g., 9:30:01).

Personal Paper Assignment (PPA)

This is the first writing assignment of this course. As we have indicated, good writing skills are essential in business and this reflective writing assignment will give you the opportunity to practice how to organize and summarize your thoughts in a coherent and concise document. See D2L “Personal Paper Assignment” content tab.

Term Group Project

This is the second major writing assignment of the course. As in the Personal Paper Assignment, this project will provide you with the opportunity to practice how to organize and summarize your thoughts in a coherent and concise document. As well, you will be required to present some of your findings to the class. Detailed rubrics will be provided along with class/lab sessions discussing expectations, common mistakes and ideas that may be useful.

There are four components to the term group project: project management, written report, presentation, and term group project final assessment. See D2L “Term Group Project” content tab.

Exams and Individual Quiz

Midterm Exam – Chapters 1 – 5 (25%) Wednesday October 13th, 2016 from 17:30 – 18:30.

Individual Quiz – Chapters 7, 13, and 14 (20%). Wednesday November 16th, 2016 from 17:30 to 18:15 You are encouraged to prepare the chapter materials using group study.

Final Exam – Chapters 9 – 12, information from labs, and case discussions (10%) Wednesday December 07, 2016 from 17:30 to 18:15.

The quiz and the exams are closed book and focus on materials from the relevant chapters and lectures. The quiz and exams require you to know, understand and apply a number of key terms and concepts. The format for the quiz and exams will be multiple choice. As the quiz and exams cover a number of chapters, you are encouraged to begin reviewing the terms and concepts as early and as often as possible. Many of these terms and concepts will be elaborated on in later HSB courses so an awareness of the terms, their meaning, and application is important.

If you miss the quiz or either exam you must provide proper documentation, dated the day of the quiz or exam, to be eligible for a deferred writing.

No communication/electronics devices, books or notes are allowed at the desk or on the person during the quiz or exams. Please make sure that all devices are turned off before entering the exam room and are placed away from your person (e.g., in a backpack, left on the instructor’s table, etc.).

Day of an Exam

The instructor will ***NOT*** answer questions from students on ***the day of an examination or quiz***. This means in person, during or between lecture time, via telephone or via email.

The reasons for this are to encourage students to prepare early and, given it is impossible to see all students on the day of an exam or quiz, it may be argued that those who did get to visit, might have received an unfair advantage.

Participation/Contribution

In learning communities, it is important to take initiative for your own learning and to participate/contribute to the learning of others. You are expected to take the initiative to respond to questions presented by anyone in our learning community. This can include answering the instructor's questions, reflecting on your learning and sharing this with the class, etc. The participation/contribution assessments will occur randomly during the term and will be graded on the quality of the contribution. If you are not present, you cannot participate nor contribute and there are no opportunities to makeup missed activities.

Grade Scale

The Haskayne School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade, but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

A+	≥	98.00	B+	≥	88.00	C+	≥	78.00	D+	≥	65.00
A	≥	94.00	B	≥	84.00	C	≥	74.00	D	≥	60.00
A-	≥	90.00	B-	≥	80.00	C-	≥	70.00	F	<	60.00

There are two components in SGMA 217: business knowledge (textbook, exercises, labs, clinics, etc.) and business application (exercises and the term group project). Students must demonstrate that they have at least a basic understanding of the business knowledge to be successful in SGMA 217.

Grades are not rounded nor are the grades curved. Only absolute grades are used.

Academic Integrity

All students are required to verify that they have successfully completed the academic integrity modules. Your instructors will provide a handout for each student to sign that verifies that they did complete all modules and any work submitted will comply with the academic regulations. Failure to complete the modules and verification handout may result in grades being withheld.

Emergency Evacuation Plan

In the event of an emergency, the building must be evacuated and all individuals are to meet at a predetermined location. Additional information on the emergency procedures and the list of rendezvous points can be found here <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

University Regulations

Academic Accommodation:

The University of Calgary is committed to ensuring that each student is afforded an academic environment that has been developed on the principles of equal and equitable access, respect for individual differences, and academic integrity. **Student Accessibility Services (SAS)** offers services to students with documented disabilities including learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to contact Student Accessibility Services to request academic accommodation. The nature and type of academic accommodations vary from student to student and are dependent upon the student's disability and the academic requirements.

If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403.220.8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss needs for accommodation with the instructor no later than fourteen (14) days after the start of this course.

<http://www.ucalgary.ca/access>

Accommodations on Protected Grounds other than Disability:

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate/undergraduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or to the Associate Dean, AD MBA Program or AD Undergraduate Program. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

Academic Honesty:

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the Faculty by the Dean. If a student allows his/her name to stand on group work when in fact there is essentially no contribution made, then that student is guilty of academic misconduct. Please refer to the current University Calendar for further details.

Plagiarism:

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Software Policy:

Faculty, students and staff of the University of Calgary are expected to use software in a lawful manner in accordance with the Canadian law of copyright and the software's specific license conditions.

Copyright and Photocopying:

All material used in this course is for the sole use of the individual and should not be recopied either in print or digital format. For copyright guidelines and University of Calgary policies please visit: <http://library.ucalgary.ca/copyright>. All copyright related questions can be directed to the Copyright Office: copyright@ucalgary.ca.

Recording Lectures:

Recording of lectures and labs is permitted for individual private study, only at the discretion of the instructor. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion. Both the student and the instructor must sign the appropriate Release Form to facilitate recording lectures or labs.

Other Information

Counselling and Student Development Centre:

The Counselling Centre focuses on three major areas: personal counselling, career development and academic success. Should you require assistance, please phone 220-5893 or review the website at: <http://www.ucalgary.ca/counselling/>

Student Accessibility Services (SAS)

Student Accessibility Services exists to create an accessible and inclusive educational environment for those students with permanent disabilities or temporary impairments. <http://www.ucalgary.ca/access>

Students' Union Representative:

Email: haskayne1@su.ucalgary.ca
haskayne2@su.ucalgary.ca

Freedom of Information and Protection of Privacy Act:

For information on the Freedom of Information and Protection of Privacy Act please visit <http://www.ucalgary.ca/secretariat/privacy>

Safe Walk:

<http://www.ucalgary.ca/security/safewalk>

Office of the Ombudsperson:

The Student Ombuds Office offers a safe place for undergraduate and graduate students to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. Operated independently of the University of Calgary, the Ombuds Office is confidential, impartial, and informal. The Ombuds Office is a great resource for students to voice concerns and learn about the possible courses of action to take. More information can be found at <http://ucalgary.ca/ombuds>

Haskayne Undergraduate Statement of Student Responsibility

RESPONSIBILITY is:

Respect for **E**veryone I care about, impact and represent, **S**o I make a **P**ositive impact **O**n my **N**eighbours, peers, colleagues, and family. **S**taying responsible **I**s what keeps me grounded **B**y reminding me the way **I** Live is **I**nfluenced by **T**he actions of others; my actions impact **Y**ou – today and in the future.

As a Haskayne School of Business Student:

- When faced with tough choices, I have a responsibility to ensure that alternatives are explored, their consequences understood, and priorities are set based on ethical values so that “win-win” solutions are possible.
- I am accountable for my actions and responsible for their consequences – both in the short and long term.
- I will be consistent in my actions, words, and intentions so they reflect commitment to my ethical and responsible core values.
- I can play a role in respectfully raising awareness among others and encouraging my peers and colleagues to find positive solutions to ethical challenges.
- I will develop and sustain lasting relationships through open and honest communication, and demonstrating personal integrity.
- I have the responsibility to strive for a career and life that embody my passions and reflect my sound values while living to an ethical standard.
- It is my responsibility as a student to develop to my full potential and in turn make a positive contribution to the world around me. It is my social responsibility to help my fellow students, coworkers, and members of the community at large to fully realize their potential as well.
- I am responsible for shaping a positive world for future generations, including the management of my own ecological footprint and respect for the environment in my decisions and actions.
- I have a responsibility to embrace, encourage, and sincerely accept diversity. Diversity of opinion, background, and belief is a competitive advantage and helps build a positive future.

My ethics become “real” when I choose to live my life in a way that is true to my core values. It is my responsibility to live ethically – no one can do it for me.

This statement was created with the input of over 400 Haskayne undergraduate students in the 2008 – 2009 academic year. It was officially unveiled March 20, 2009 at the Corporate Social Responsibility and Sustainable Development Program conference on Corporate Tools. This statement applies to all undergraduate students at the Haskayne School of Business, University of Calgary.

Date	Day		
Sept 12/13	M/T	Introduction to SGMA 217	Discussion
Sept 14	Wed	Lab – Haskayne Night – An introduction to HSB Services	
Sept 14/15	W/R	Chapter 1	Discussion
Sept 19/20	M/T	Chapter 2	Discussion
Sept 21	Wed	Lab – Meet Your Dean (Dr. Jim Dewald)	
Sept 21/22	W/R	Chapter 3 and Personal Study Habits Feedback Exercise Home work – prep for group work	Discussion/Exercise
Sept 26/27	M/T	Groups assigned – Meet Your Group Exercise Project Management Instructions	Group Activity/Instructions
Sept 28	Wed	Lab – TBA	
Sept 28/29	W/R	Library Clinic (2% exercise) - go to SH 105 during regular class time	
Oct 03/04	M/T	Project Management Plan Assignment due at the start of class Intro to Cases – Brookfield Case	Review
Oct 05	Wed	Lab – TBA	
Oct 05/06	W/R	Chapters 4 – 5	Discussion
Oct 10/11	M/T	Group introduction and company overview	Presentations by groups
Oct 13	Wed	Lab – Midterm Exam (chapters 1 – 5) (worth 25%)	
Oct 13/14	W/R	LEGO Exercise	Group Activity
Oct 17/18	M/T	Introduction to proper business writing (SSC)	Lecture/Discussion
Oct 19	Wed	Lab – TBA	
Oct 19/20	W/R	CCAL and Personal Paper Assignment Instructions (PPA)	Lecture/Discussion
Oct 24/25	M/T	Chapters 9 /10	Group Activity
Oct 26	Wed	Lab – NO LAB (OPMA 317 EXAM)	
Oct 26/27	W/R	<i>(PPA due prior to the start of class)</i> Chapters 9 – 10 (3% exercise)	
Oct 31/Nov 01	M/T	HROD/Ethics case – Project Review (groups will meet with the instructor and review the project process)	Group Activity
Nov 02	Wed	Lab – Proper Business Reports	
Nov 02/03	W/R	Chapters 11 – 12 (5% exercise)	Group Activity/Discussion
Nov 07/08	M/T	Chapters 11 – 12 Review	Lecture/Discussion
Nov 09	Wed	Lab - Persuasive Presentations	
Nov 09/10	W/R	Groups to develop questions for Chapters 7, 13, and 14	<u>No Classes</u>
Nov 10 to Nov 13 – No Classes Reading Days			
Nov 14/15	M/T	Group questions Chapters 7, 13, and 14 (from those developed by the groups – see Nov 9/10 above)	Individual quiz
Nov 16	Wed	Lab – Chapters 7, 13, and 14 (20% Quiz)	
Nov 16/17	W/R	Marketing Case and Discussion	Discussion
Nov 21/22	M/T	Marketing (Inventory) Exercise	Instructions
Nov 23	Wed	Lab – No lab (working on final draft of report)	
Nov 23/24	W/R	Group finalizing reports – Instructors available	Group Activity/Discussion
Nov 25	Fri	Reports are due (between 10 – 12 noon in SH 439)	
Nov 28/29	M/T	Group Work – Presentations (instructors available)	Group Activity
Nov 30	Wed	Lab - TBA	
Nov 30/Dec 1	W/R	Presentations (All printed presentations are due before the start of class)	
Dec 05/06	M/T	Presentations (peer evaluations for all groups and project review due after all presentations are completed)	
Dec 07	Wed	Lab – Final Exam – chapters 9 – 12, labs, and from case discussions (10% of final grade)	
Dec 07/08	W/R	Study for your other final exams	