

I. COURSE DESCRIPTION:

This course is an introductory survey of modern Canadian business. With the assistance of a Learning Specialist, the CICE student will study various forms of business ownership and organization and will be introduced to the basic management functions of planning, organizing, staffing, directing and controlling as they relate to the various areas of business.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to

1. Describe the business trends, which cultivate a business in a diverse global environment.Potential Elements of the Performance:

- Describe the relationship of businesses' profit to risk assumption
- Discuss the importance of stakeholders and non-profit organizations to business activities.
- Explain how entrepreneurship is critical to the wealth of an economy, and list the five factors of production that contribute to wealth.
- Review the six elements that make up the business environment and explain why the business environment is important to organizations.
- Define how a free market works and define supply and demand.
- Compare and contrast capitalism, socialism, and communism.
- Discuss the significance of key economic indicators and the business cycle.
- Illustrate the benefits of importing and exporting.
- Explain the relationship of multinationals in a global market.
- Debate the advantages and disadvantages of trade protectionism in terms of tariff and non-tariff barriers.

2. Compare and contrast various legal forms of business ownership and describe ethics in relation to small business.Potential Elements of the Performance:

- Explain the effects of the six categories of government on business.
- Trace the historical role of government in the Canadian

economy and understand why Crown corporations were created.

- Clarify how monetary and fiscal policy decisions affect business.
- Describe management's role in setting ethical standards and distinguish between legal, ethical, compliance-based, and integrity-based codes.
- List three steps that can be considered when setting up a corporate ethics code.
- Define corporate social responsibility and examine corporate responsibility to stakeholders.
- Discuss the advantages and disadvantages of a sole proprietorship, partnership, corporation, franchising, and global franchising.
- Define and give examples of three types of corporate mergers, and explain the role of leveraged buyouts and taking a firm private.
- Differentiate between ethics and laws, compliance-based and integrity-based codes, as well as define the process in setting up the corporate ethics code.
- Describe management's role and relationship to stakeholders when setting ethical standards.
- Discuss forms of business ownership in terms of advantages and disadvantages.
- Define types of corporate mergers and buyouts.
- Describe co-operatives and franchises.

3. **Explain the role and traits of a successful leader, outline various organizational structures, and develop production strategies to satisfy customers locally and globally.**

Potential Elements of the Performance:

- Describe attributes of a successful entrepreneur and why small business is important to an economy.
- Explore ways to learn about how small businesses operate.
- Analyze what it takes to start and run a small business.
- Outline the advantages and disadvantages that small businesses have in entering global markets.
- Outline the four functions of management and develop a summary of these functions.
- Describe the difference between a manager and a leader incorporating leadership styles and traits.
- Discuss various issues involved in structuring and organization according to Fayol and Weber.(4 points)
- Summarize the benefits of two organizational models.

- Understand how organizations are connecting with their external environment.
 - Explain how restructuring, organizational culture, and informal organizations can help businesses adapt to change.
4. **Apply knowledge of producing world-class goods and services to the operation of an organization. Explain how to motivate the most efficient and effective teams.**

Potential Elements of the Performance:

- Describe operations management, planning issues, and problem solving involved in both the manufacturing and the service sectors, including facility location, facility layout, and quality control.
 - Discuss the problem of measuring productivity in the service sector, and tell how technology is leading to productivity gains in service companies.
 - Describe three manufacturing techniques that have improved the productivity of companies.
 - Relate the significance of Taylor's scientific management and the Hawthorne studies to management.
 - Identify the levels of Maslow's hierarchy of needs, and relate their importance to employee motivation.
 - Distinguish between the motivators and hygiene factors identified by Herzberg.
 - Explain how job enrichment affects employee motivation and performance.
 - Differentiate between McGregor's Theory X and Theory Y.
 - Describe the key principles of goal setting, expectancy, reinforcement, and equity theories.
 - Show how managers put motivation theories into action through open communication and job recognition strategies and how managers personalize motivation strategies to appeal to employees around the globe and across generations.
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- Trace the six steps in appraising employee performance, and summarize the objectives of employee compensation programs.
 - Describe the ways in which employees can move through a company: promotion, reassignment, termination, and retirement.
 - Illustrate the effects of legislation on human resource management.

III. TOPICS:

1. Business Trends: Cultivating a Business in Diverse Global Environments.
2. How Economic Issues Affect Business
3. Competing in a Global Market
4. The Role Of Government in Business
5. Ethics and Social Responsibility
6. Forms of Business Ownership
7. Entrepreneurship and Starting a Small Business
8. Management and Leadership
9. Adapting Organizations to Today's Markets
10. Producing World-Class Goods and Services
11. Motivating Employees

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Nickels, McHugh, McHugh, Cossa, Understanding Canadian Business 8th **Canadian Edition**, McGraw-Hill Ryerson ISBN 0-07-105161-9

On-line resources provide students with a study guide and reference materials to support course material. Students are advised to make good use of the companion website. The Professor may from time to time request that students complete and submit work to prepare for tests using on-line resources.

Library Resources: Globe and Mail Report on Business, Financial Post, Toronto Star Report on Business, Canadian Business and others.

V. EVALUATION PROCESS / GRADING SYSTEM:

<i>Test #1 Chapters 1-2-3</i>	<i>25%</i>
<i>Test #2 Chapters 4-5-6</i>	<i>25%</i>
<i>Test #3 Chapters 7-8-9</i>	<i>25%</i>
<i>Test #4 Chapters 10-11-12</i>	<i>25%</i>

All tests will be completed with the assistance of the Learning Specialist. Any modifications to the tests will be proposed by the Learning Specialist and are subject to approval from the professor

Missed Tests

Students are expected to be present to write all tests in class. If a student is unable to write a test due to illness or a legitimate emergency, that student must contact the professor **prior** to class and provide reasoning, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a **grade of zero** on the test.

Once the test has commenced, the student is considered absent and will not be given the privilege of writing the test. The late student must see the professor at the end of the class time and provide a suitable explanation.

Students caught cheating during a test will receive an automatic zero.

In order to qualify to write the missed test, the student shall have:

- attended at least 80% of the classes.
- provided the professor an acceptable explanation for his/her absence.
- been granted permission by the professor.

NOTE: The missed test will be a comprehensive test.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

COURSE OUTLINE ADDENDUM

1. Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
2. Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:
The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom: Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.