



**Huron University College
Management and Organizational Studies
Course Outline**

MOS 3388A Organizational Governance

Fall 2019

Course Meets: Mondays, 8:30am to 11:20am, Room: A1

Instructors: Prof. Jan Klakurka
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Course Calendar Description:

This is an integrating and experiential course, which exposes students to the basic nature and character of top governance decision-making. The objective is to help students think critically about governance from different perspectives, i.e., mainstream and multi-stream approaches, to better understand and help resolve current management issues. Students get involved in the formulation and analysis of corporate strategies and policies. It provides the opportunity to link basic concepts and techniques learned from the various functional areas to see how it fits from a total corporate viewpoint. The highlight of the course will be the opportunity to undertake a governance audit of the Board of Directors of a non-profit agency from the Elgin-Middlesex community for across a variety of criteria for “good governance”.

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS, or; GLE2001F/G and enrollment in Governance, Leadership & Ethics, or; permission of the Chair of MOS.

Antirequisite(s): MOS 4422F/G.

Course Description:

In this course, students will learn about how organizations are governed toward their long-term goals. Concepts introduced will include the nature, composition and functioning of the Board of Directors, in profit-oriented, not-for-profit, and public-sector entities. Students will be introduced to the primary roles of directors of the board and their responsibilities. The course will take a balanced approach to the perspective of whom the Board serves, both shareholders and broader stakeholder groups. Students will be introduced to the building blocks of “good governance”, namely keen strategic orientation, beyond mere financial literacy, positive sustainability stance, and governance process best practice and self-evaluation.

Course Objectives:

Throughout this course, we will focus on:

1. assessing the effectiveness of governance roles and responsibilities,
2. understanding strengths and blind spots,
3. recognizing the implications of behaviors and actions,
4. developing skills for addressing difficult governance situations and advancing monitoring and strategic goals and risks of and by a board of directors.
5. auditing a non-profit Board of Directors and making recommendations for improvement in its governance practices

Through transformative learning, the students shall be able to communicate ideas, information, and arguments orally and in writing the notion and practice of governance and its relation to the development/underdevelopment of society, government, and the world. Furthermore, the students are expected to practice critical thinking through a governance project that promotes good democratic governance and collaborative learning.

Learning Outcomes:

The purpose of this course is to enable students to:

1. Enhance their own critical reading skills.
2. Discuss the major differences between old and new approaches to organizational governance: its structures, relationships, objectives, methods, and implications.
3. Assess major environmental changes that have led most Western economies to alter their approach to governance.
4. Reflect critically on the long-term implications for democratic rule and citizenship of the focus on new methods of Organizational Governance.

Evaluation:

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

	<u>Value</u>	<u>Date</u>
Class Participation	15%	Daily
CEO / Chair Effectiveness Report	10%	October 7 th , 2019
Individual Board Composition Project	20%	November 18 th , 2019
Individual Case Studies (15%x2)	30%	Selected from those in casebook (one case report due by October 28 th , 2019)
Community Board Audit Project	25%	December 4 th , 2019

All assignments must be submitted within the Assignment section of OWL, and receive a grade in order for students to pass this course.

Please submit all work in .pdf, as the case may be, to save trees and facilitate use of TTS (text-to-speech) by professor. Turnitin will be utilized for your submissions.

Summary of Important Huron University College Dates (Other than project deadlines)

September 9, 2019	First Day of Classes for MOS 3388A
November 12, 2019	Last day to DROP MOS 3388A without academic penalty
December 2, 2019	Last Day of Classes for MOS 3388A

Activity	Percentage of Grade	Description
CEO / Chair Effectiveness Report	10%	<p>Student should select a real CEO or Board Chair of their choice. Based on publicly-available and library sources of information (including Annual Reports, news releases, academic journals, etc.), analyze the competencies of the particular CEO/Chair and evaluate their effectiveness across the spectrum of their role, including their ability to drive shareholder and stakeholder value. Develop a list of professional development performance goals for the individual for the upcoming year+.</p> <p>It is due end-of-day (11:55pm) on October 7th, 2019. No exceptions. It will be uploaded to the Assignment section of OWL.</p>
Participation	15%	<p>Preparation for class case discussion, as demonstrated by;</p> <ul style="list-style-type: none"> • willingness to lead and actively participate class discussions in a professional manner • providing valuable insights and analysis • responding to “cold-calls” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings <p>Each week 3-4 students will be asked to give an impromptu 1-2 minute presentation on a random topic provided by the Professor. Students will have 5 minutes to prepare their speech. Each student will be called upon once during term. Occasionally, students will be given exercises to prepare in advance of class. A random number of students may be called upon to present such analyses.</p>
Board Composition Project	20%	<p>This assignment requires individual students to compare and contrast the Boards of Directors governing two organizations. The two organizations need not be from the same industry, but may be. Students must research, from available sources, the composition of the Board of Directors and create individual Board profiles. Students should evaluate the appropriateness of the Board composition and make recommendations, as deemed necessary.</p> <p>Due: November 18th, 2019. No exceptions to due date.</p>

Case Assignments	30% (2 x 15% each)	<p>Individually prepared case analysis of two cases, which will be selected by students from those in the casebook. Case analyses will be handed-in at the beginning of class. The case write-up should be approximately 8-10 pages in length, with a maximum of five exhibits. The student should write the case assignment from the perspective of the main character in the case whose business issue requires a solution. The case-writing tools presented in class, in the text, and delivered on OWL as supplementary readings should be used to “crack the case”. The case assignment should include the following:</p> <ul style="list-style-type: none"> • Identify the main character in the case and their strategic / governance business issue(s) • Summarize the key case “question(s)” from the perspective of the main character, asking the question “what needs to be done now, soon, this year, in 3 years, in 10 years”? • Using the casebook, course tools, and supplementary tools and information, conduct an analysis of the firm, its competitors, market, products, finances, people, operations, innovativeness, culture, and other business areas, to determine the root causes of the case issue(s) and identify potential short and long-run solutions • What governance issues exist for the case organization? Who is responsible? What can be done and is recommended? • Describe the governance failures and remediation actions taken by the companies. Were these sufficient? Conduct additional research to determine how the company is performing today. • Go beyond the case facts in theorizing what the industry might look like in 2025 and 2050, and what the organization can do to stay relevant, growing current customers and acquiring new ones; ask what this company is doing/can do to become sustainable, create uncontested market space, develop wealth for stakeholders, and enhance profitability/other objective measurements • Propose a solution(s) to the business problem(s). Create a detailed plan of action for the character/company to execute in order to solve their problem, enhance their competitiveness, and “win in the marketplace”, including the 5 W’s of how to execute on the plan
Community Board Audit Project	25%	<p>No extensions. Each will be uploaded to the Assignment section of OWL. One case is expected to be handed-in by October 28th, 2019 to facilitate grading prior to the drop deadline.</p> <p>Students will engage with the Board of a local Elgin-Middlesex county not-for-profit organization, through the United Way of Elgin-Middlesex, to understand the challenges and advise on best approaches to achieve “good governance” now and in the future. Students will be introduced to community-based partners, including chairs and/or Board members, and work with them during the academic term to provide assistance in the areas of governance process, board self-evaluation, risk assessment, alignment with organizational mission. Students will provide a research-intensive, yet highly creative assessment of the future of the Board of Directors of their organization. Students will approach the project from the perspective of the particular organization, the industry in which it is situated, and</p>

more broadly across the community, considering a multi-stakeholder view. A complete ***governance assessment and vision; role of this Board in society/industry(ies); preparation of individuals to serve effectively in a governance capacity; analysis of factors likely to be faced in the future in expunging Board member obligations, and; a plan of action*** will be components of the final report to be completed by December 4th, 2019.

Students/groups will work on their own time and should allocate the work effort evenly during the term and to any fellow team members. Students must coordinate with community-partner representatives to set mutually acceptable times for gathering information relevant to this project.

Real-life organizational Boards used as the subjects of the report will be vetted for suitability by your professors and team assigned early in the term. Students and co-professors can be expected to sign non-disclosure agreements with the real-world organizations and adhere to the strictest confidentiality standards.

Teams will be assigned to community Board partners in the first two weeks of the course.

The assignment details are as follows:

Objective: Describe the governance landscape and nature of the Board, including a detailed and analytical description of; macro/micro factors, processes, competencies, and governance mechanisms in place; mega- and micro-trends that will affect your organization and its Board; competencies required; stakeholder assessment, and; a planned approach to help move your community Board toward this vision, ***both now and in 2035***. Conduct your analysis from the perspective of where the Board is today and what it will take to achieve your proposed vision for the future.

Report: Approximately 20 pages (+ exhibits). Accompanying PPT presentation required. Materials supplied to the community Board, if in different format, should also be provided.

Poster: Students will develop a single poster describing the Board audit project and non-confidential findings. The last class will include an “open-house” poster session for other Huron stakeholders in class or library (TBD).

Submission: Via Assignments on OWL.

Total	100%
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COURSE READINGS:

Required Text (Select Chapters)

LeBlanc, R. (2019) *The Handbook of Board Governance: A Comprehensive Guide for Public, Private, and Not-for-Profit Board Members*, (2nd Edition preferred, but First edition suitable), Wiley

First Edition is Also Available Free Online (link below):

- https://books.google.ca/books?id=3iouDAAAQBAJ&printsec=frontcover&dq=Leblanc+corporate+governance&hl=en&sa=X&ved=0ahUKEwia_4qY0IPaAhUh6IMKHc2-BGUQ6AEILjAB#v=onepage&q=Leblanc%20corporate%20governance&f=false

NB: We will not use the full textbook, only select chapters amounting to approximately half the text. It is, however, a great resource as you evolve your career and assume governance roles in practice. So, obtaining a published hard copy of the text may be something students consider.

There are two casebooks that will be uploaded to the course OWL site in .pdf format. The files are courtesy of CPA Australia, are available online for free, and are used here under fair use. Select cases from each will be used in class, as assigned below and ad hoc by the co-professors. Students are allowed, however, to use any of the cases for their case reports, including those assigned for class discussion.

Additional sources will be identified and supplied by the course instructors

Course Schedule:

Date	Topic	Readings
Sept 9, 2019	The Responsibilities of the Board	Chpt. 1
Sept 16, 2019	Boards that Lead	Chpt. 2
Sept 23, 2019	Trends in Corporate Governance	Chpt. 3
Sept 30, 2019	Governance as a Corporate Discipline	Chpt. 4
Oct 7, 2019	Director Competence <ul style="list-style-type: none"> • <i>CEO / Chair Effectiveness Report due</i> 	Chpt. 8
Oct 14, 2019	Team Intelligence in Value Creation	Chpt. 9 Case: PCCW Privatization Scandal (casebook #1)
Oct 21, 2019	Leadership & Effective Board Behaviour	Chpt. 10
Oct 28, 2019	Director Misconduct <ul style="list-style-type: none"> • <i>First case report due</i> 	Chpt. 11 Case: Galleon (pg. 138, Casebook #2)
Nov 4, 2019	Reading Week	NO CLASSES
Nov 11, 2019	Director Duties & Liabilities	Chpt. 13
Nov 18, 2019	Risk Management Oversight <ul style="list-style-type: none"> • <i>Board Composition Report due</i> 	Chpt. 15
Nov 25, 2019	Lines of Defense and Assurance	Chpt. 17
Dec 2, 2019	Boards for a Sustainable Future Student Presentations of Community Board Audit Report <ul style="list-style-type: none"> • <i>Community Board Audit Report due</i> 	Chpt. 30

Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others.

Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas.

During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent
1. Attended class, but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".
2. Made minor comments or contributed only when called on.
3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.
4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.
5. Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like a re-evaluation of your grade in any component of the course, you should follow the proscribed procedures as set out in the document available through your Academic Advisor. The suggested procedure is as follows:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., "I *really* need an A," "I worked so hard"), or social justice (e.g. "he got an A for saying the same thing") appeals.

If you do feel that a social justice appeal is justified, you should get the cooperation of the person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.

- (b) You will normally get a response within a week.
- (c) The entire exam or paper will be reevaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets reevaluated” policy is a case where there is a mathematical error in determining a grade.

The instructor is responsible for your grade in MOS 3388A but not responsible for any administrative decisions that may make use of your grade in MOS 3388A. If you believe that your grade requires review, please follow the procedure above.

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, **active** simulation involvement and decision-making, and case summary assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

POLICY AND PROCEDURE

Missed Tests, Quizzes and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify their Academic Advisor on the date of the missed test (or due date in the case of course work) and submit supporting within one week of the originally scheduled test or due date. Students who do not provide their Academic Counselor or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero).

Note that the physician’s report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Academic Advisors will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

If a student is excusably absent from a case one-page hand-in, the value of the final examination will be re-weighted to reflect the value of the case one-page hand-in (2% per quiz). If a student is excusably absent from the final exam, a make-up test will be completed at a date and time set by the Faculty of Arts and Social Sciences.

Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Professor with class participation
- Case discussion facilitated by Professor with active participation by prepared students (all students)
- Two 5-7minute breaks each hour and time to write on-going formal feedback about the class
- Commence Summary Learning Point List Creation
- Class Ends

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and quiz/assignment results will be addressed holistically. Students should prepare all weekly cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and professor at the end of the class will list summary learning points. These points will be important study notes for future

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials

developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof. Fifteen percent (15%) of your group project mark (equivalent to 3% of overall mark) will be based on results of a peer review survey developed, delivered and interpreted by the Instructor. So, work well together and actively contribute.

The Community Board Audit Project may be done individually or in groups (up to 3-4 people), as determined by class size.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. When working in a team, students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving differences:

Conflicts can – and do – occur. Conflicts are part of the team's process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Any student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a mutually agreeable solution, the entire team must meet with the professor as soon as possible – NOT IN THE LAST WEEK AFTER IT'S TOO LATE. The Professor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

Feedback to Instructor

Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted using the Western Student Opinion Survey seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

During the final weeks of term, you are requested to complete the Course Evaluation survey when made available by the Faculty of Arts & Social Sciences.

Submission of Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor's discretion and will include an academic penalty of 2%/day off the grade otherwise obtained. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials and good service, consistent with our obligations to maintain the high academic standards of Huron University College and Western University.

In return we expect that you will conduct yourself in a way that prepares you for the world of work.

- 1 We start on time, so please do not arrive late and disrupt others.
- 2 Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
- 3 Turn off your cell phone, pager, and watch alarm.
- 4 Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
- 5 During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Accessibility Needs

Huron University College is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Student Accessibility Services as soon as possible.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the Huron University College. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the Western degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University's Code of Behaviour on Academic Matters

You are expected to be familiar with the contents of the Code. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.

- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

If you have any question about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the professor or other Huron/Western resources.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all Huron University College students are required to have a valid huron.uwo.ca or UWO email address. You are responsible for ensuring that your university email address is set up. Forwarding your huron.uwo.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from huron.uwo.ca addresses sent to Hotmail, Gmail or Yahoo, etc. accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

OWL and the Course Page

The online course page for this course is accessed through OWL. To access the course page, go to the OWL login at <https://owl.uwo.ca/portal> and log in using your UWO login name and password. Once you have logged in, look for the MOS 3388A - 2019 module where you'll find the link to all course materials.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, OWL materials, etc.

If permission is granted by the professor, it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden

for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

About Your Lecturers

Jan Klakurka is Chair of Management and Organizational Studies at Huron University College, Western University and long-standing Instructor within the strategy department at the Rotman School of Management, University of Toronto. Jan's professional designations include: C. Dir., CPA, CA, APF and CMC, the latter where Jan was past Canadian Association of Management Consultant's Gold Medalist for Canada. He is a graduate of University of Toronto (B.Comm), the Richard Ivey School of Business (MBA), and Director's College, McMaster University. Jan's professional background spans nineteen years in industry and professional services, and six more in academia. Prior to the Academy, Jan was Director, Corporate Planning & Business Development, leading and delivering strategy for a mid-tier firm. He has led finance as corporate controller and streamlined operations as Director, Process Improvement, advised C-suite leaders a senior strategy consulting manager, and worked in Canadian treasury operations. With experience across multiple industries, Jan has served organizations across private and public sectors and now teaches senior year courses in strategy, international business, advanced taxation, among others. Jan's research is directed toward the intersection of strategic planning, lucid foresight and governance, with recent keynotes covering consulting academics and conference presentations in global management. As such, Jan is a designated (APF) member of the Association of Professional Futurists.

Jan has taught *Strategic Management* at University of Toronto since 2005 (UTM: 2005-2009, Rotman: 2012-2018), Huron (2014-2019), and Laurier (2013-2015). Jan's other core teaching courses are *International Business* (2012-2019, including MBA in 2014) and *Management Consulting* at Rotman School of Management (2011-2020) which he brought to Huron (2016-2017). He also regularly teaches *Introduction to Management* at Rotman Commerce (2011-2019). In 2014, he began teaching a Summer Abroad course for Rotman/UofT at Masaryk University In Brno, Czech Republic called *Strategy in the European Context* that is going into its seventh year. Jan was awarded the Excellence in Teaching Award at Rotman in 2017 and multiple past years. He has also taught the general management Ivey LEADER (Leading Education in Emerging Regions) program in Dnepropetrovsk, Ukraine and Minsk, Belarus, has spoken on strategic foresight at University of Toronto, leadership, consulting, and finance at Brock University and the Ivey Business School, taught on the topic of wines at the Independent Wine Education Guild, and has developed and delivered training programs to Deloitte Consulting staff on a range of topics.

A graduate of UTM's Commerce program, Jan went on to complete several designations – CPA, CA, C.Dir., APF and CMC, the latter where he was Gold Medalist for the Canadian Association of Management Consultants (2003). His favourite business book is still Competing for the Future, by Hamel and Prahalad, and he enjoys skiing, golf, scuba-diving, white-water kayaking, and strategic investments. His greatest project is having fun with his two daughters who are thirteen and eleven years-old. In 2006, he was awarded the AIWS designation, joining wine experts worldwide that have completed the Diploma in Wines & Spirits (Dipl.WSET) from the Wine & Spirit Education Trust based in London (U.K.) and is currently on the long road in pursuit of the Master of Wine designation. In 2014, Jan received his Chartered Director's designation offered by the Director's College, Degroote School of Business, McMaster University. Jan is founding partner at Elevae Strategic Advisory and serves as Board member

and CFO of Corporations for Community Connections, Inc. a private foundation of Siemens, and on the finance committee of the Mansfield Ski Club.



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal/>, and on the Huron website at www.huronuc.on.ca/about/accessibility .

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies .

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure

responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

<http://www.sdc.uwo.ca/ssd/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

<http://www.sdc.uwo.ca/ssd/index.html> .

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf ,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>