Rotman Commerce
UNIVERSITY OF TORONTO

Course Outline [Updated November 20, 2024] *All stated times are in KST (Korean time zone).*

MGT395Y0
Business Modeling & Global Organizations
South Korea Summer Abroad 2025
Course Meets: Monday to Thursday, 9:00am-12:00pm, along with mandatory experiential fieldtrips.

Instructor: Amy Kwan
Office Hours: After Class or By Appointment
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Course Goals:
After completing this course, students will:
1. design, build, analyze, interpret, and evaluate the "business model" and "financial health" of global organizations.
2. have a broad overview of the global economy and an understanding of key sectors, including the following: finance, energy, agriculture, food/beverages, water, raw materials, construction, real estate, transportation, retail, and information and communication;
3. appreciate the changing role of global organizations in an increasingly complex and interconnected world;
4. be familiar with some of the most important global organizations in each of the key sectors of the global economy;
5. understand the changing role of governments and intergovernmental organizations in the global economy;

Course Scope and Mission:
This course introduces business modeling with a global organizational context in mind. Through the lens of both developing and analyzing disruptive business models, students will gain an appreciation of how business models can help an organization both start and transform its business and provide a competitive edge. The course starts with an introduction to a business model framework as well as an introduction to global for-profit corporations, not-for-profit corporations, and government organizations. Each of these types of organizations is subsequently studied with case studies used throughout. Different types of industry organizations are subsequently studied through the review and analysis of Annual Reports (disclosure of financial and operating activities) and the application of the business model framework. Ultimately, the purpose of the course is to introduce students to how important, complex, and interconnected a global organization's business model can be. A core component of this course is its collaborative nature with teamwork and presentations. This course is eligible for CR/NCR option.

Statement on Equity, Diversity and Inclusion
The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Course Prerequisites:
N/A - while prior background in basic principles of business and economics are helpful, they are not required.

Course Exclusion:
N/A

Required Readings:
"Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers", Alexander Osterwalder and Yves Pigneur (2010). Wiley. ISBN: 978-0-470-87641-1.

Additional required and recommended readings will be posted on the course website (https://q.utoronto.ca). We may make use of regulatory filings and reports (e.g., Annual Reports) of the organizations that we will be studying.

Evaluation and Grades:

Experiential Fieldtrips: Preparation, Participation, Professionalism, Reflections	Ongoing	18%
Course Homework, Discussions, Participation	Ongoing	18%
Sub-Group BMC Presentation	Ongoing	8%
Full-Group Project BMC Report and Presentation	Ongoing – 3 phases	38%
Final Report (or Exam) and Reflection	Details posted on Quercus	18%
Total		100%

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. Additional details on each deliverable will be available on the course website.

Course Format and Expectations

Experiential Fieldtrip Preparation, Participation, Professionalism, Reflections
- Experiential fieldtrips provide students with an educational learning opportunity outside of the classroom setting. These may include visits to industries/companies, museums, historical sites, etc.
- Details for pre- and post- experiential fieldtrip work will be communicated in class and posted on the course website. This includes but is not limited to homework, fieldtrip reflections, discussion posts (i.e., Quercus, dedicated MGT395 Facebook page), etc.
- Students are expected to conduct themselves in a professional manner during university/course scheduled experiential fieldtrips. This includes but is not limited to punctuality, engagement/attention, and showing respect to the hosts, guides, and coordinators/assistants during on-site visits.
- Please be mindful of instructions and signs respecting the policies of the host sites (i.e., no photography or no video recordings allowed). When in doubt, please ask.

Course Homework, Discussions, Participation
- Details for the discussion board and homework will be communicated in class and posted on the course website. It includes but is not limit to discussion posts, homework, presentations, exercises/quizzes, etc.
- The primary goal of the participation portion of the grade is to reward you for your preparation and individual contributions to the learning environment. It includes but is not limit to attendance, asking and answering questions, field trip reflections/blogs, etc.
- Students are strongly encouraged to bring a name card to every class. Class participation is important to your understanding of the material. The participation grade will be determined by the **quantity and quality** of your participation. You will not be penalized for wrong answers to the questions raised in class.
- As class participation is a graded component of the course, students will be evaluated on the following: Thoughtful responses, Understanding and analysis of topic, Idea generation, Promoting further discussion, Respectful active listening, Attentiveness. While attendance is necessary for

students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.
- Students are expected to treat colleagues and any guests in the classroom as though they would in a professional work setting.

BMC Sub-Group Presentation and Full-Group Project (Report and Presentation)
- Groups will be formed by the instructor. The group will work as a studying unit throughout the course.
- The project will run throughout the course with specified project deliverables at milestone dates which will be announced in class and posted on the course website (Quercus).
- Should there be any concern about contribution, group members should inform the instructor as soon as possible. The instructor reserves the right to award the mark of zero to any student who is working ineffectively in a group.
- Peer evaluations may be undertaken to ensure that all members of each group are contributing equally; that is, the contribution of each member of the group will be assessed by all members of the group at the end of the term and appropriate rescaling of everyone's grade for group work may be made. Peer evaluation would be conducted transparently amongst your group members.

Final Report or Exam, and Reflection
- Details posted on the course website (Quercus).

Policies and Procedures:

Late Assignments
All assignments are due on the date and at the time specified in Quercus. Late submissions will normally be penalized by 20% if the assignment is not received on the specified date, at the specified time. A further penalty of 10% will be applied to each subsequent day.

Course assignment requires students to work in teams
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 conflicts:
- Conflicts are part of the team's process of learning how to work together effectively and when handled well can generate creativity and bring-multiple perspectives to the solution.

Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must meet with the course instructor as soon as possible. The instructor 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.

Plagiarism Detection
Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Laptop Policy
It is expected that students will use technology responsibly, with consideration for their fellow students and other members of the University community. With the permission of the instructor, students are encouraged to use laptops for note taking, in class communication, in class activities and web access. Laptops are not to be used for email, instant messaging, web browsing, and any other activity that is disruptive to other students, the instructor or in general, the classroom environment.

Generative Artificial Intelligence (AI) / ChatGPT
It is recognized that Generative AI, i.e., ChatGPT, Bing, etc. may be used in some courses. For this course,
- Use of Generative AI tools is allowed for self-study and as a learning aid. However, students are accountable for their own work and being aware of the potential limitations and risks of using these tools.
- Students may not use artificial intelligence tools for assignments, taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

For Written Assignments:
Please note that clear, concise, and correct writing will be considered in the evaluation of Case Assignments and Peer Feedback. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Accommodation Policy for Missed Assignments/Examinations
In the event that a student misses coursework due to illness, religious observance or other legitimate reason, the student must notify the instructor on or before the day of the missed coursework or course assessment. When requesting accommodation, the student must provide relevant documentation within 48 hours of the due date or date of the assessment. Once appropriate documentation is received, the instructor will evaluate the accommodation request. If approval is granted, a resolution will be determined by the instructor and may take the form of an alternate deliverable, a re-weighted grade calculation, or another option at the discretion of the instructor. For situations in which students are not granted an academic accommodation for a missed or late deliverable, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as. It is important that you get in touch with them as soon as possible because the process for obtaining your accommodation letter may take up to several weeks. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you have to do is attend classes regularly and submit your notes consistently. Follow these steps:
1. Register online as a **Volunteer Note Taker** at https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx
2. Follow the link that says "Volunteer Notetakers"
3. Select your course and upload a sample of your notes

4. Once you have been selected as a note taker, you'll get an email notifying you to upload your notes.

If you have questions or require assistance, please email as.notetaking@utoronto.ca. Volunteers may receive co-curricular credit or a certificate of appreciation.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework.

Academic Integrity
Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T 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 of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. 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.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not 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 instructor or other U of T resources such as the College Writing Centres or the Academic Success Centre.

Email
At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the Information Commons Help Desk.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail 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.

Quercus and the Course Page
The online course page for this course is accessed through Quercus. To access the course page, go to

q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

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. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Notice of video recording and sharing (Download permissible; re-use prohibited)

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

Saving Paper in Courses

"Each year at U of T, an estimated 10 million sheets of paper are used in the printing of lecture slides, tests, assignments, and other course materials in 1st and 2nd year courses alone" (Sustainability Office, University of Toronto). In order to reduce this number, we are taking part in a program called "SUS101: Saving Paper in Courses" (see http://sustainability.utoronto.ca/projects/paper/courses/studentscourses.htm for more information).

Please do your part in helping to conserve paper in this (and all other) courses. Consider the following ideas:
- Avoid printing electronic documents – get used to working with them from digital format (you will need to do this in your professional careers);
- Make your own notes in electronic documents (e.g., MS Word, MS Excel, Google Docs, etc.);
- If you are printing, make sure you select double-sided printing (available at all libraries);
- Take leadership and share your concerns and ideas with all of us so we can improve our practices.

Weekly Schedule*

Please note that the course schedule is subject to change to accommodate current events and interests. Required preparation for each class (readings, case studies, etc.) will be posted on the course website.

Class	Date	Topic
ARRIVAL/CHECK-IN, OPENING CEREMONY		
0	**June 27**	**ORIENTATION & EWHA WELCOME CEREMONY**
WEEK 1: WELCOME, COURSE OVERVIEW, BUSINESS MODELLING, GLOBAL TRENDS, ECONOMIC ENVIRONMENT		
1	June 30	Course Overview / Introduction to Understanding Global Organizations Introduction to Business Modeling / Overview of the Group Project
2	July 1	Global trends and the global macro-economic environment
3	July 2	Time for Business Modeling (group project and upcoming in-class presentations)
4	July 3	Feeding the world: the business of agriculture and food/beverage manufacturing
TRIP 1	**July 4**	**EXPERIENTIAL FIELDTRIP: Seoul City** [tentative sites: Gyeongbok Palace, Seoul Museum of History, War Memorial of Korea, etc.]
WEEK 2: FOOD & BEVERAGES, ENERGY, REAL ESTATE, TRANSPORTATION, INFORMATION AND COMMUNICATION		
5	July 7	Fueling the world: the business of mining, quarrying, and extraction (oil and gas)
6	July 8	Building and housing the world: the business of raw materials, construction and real estate
7	July 9	Connecting the world: the business of transportation
8	July 10	Connecting the world: the business of information and communication
TRIP 2	**July 10**	**EXPERIENTIAL FIELDTRIP: Seoul City** [tentative sites: KBS, Cheong Wa Dae, Korean Performance etc.]
WEEK 3: FINANCING, GROUP PROJECT PRESENTATION, COURSE WRAP-UP		
9	July 14	Financing the world: role of markets and the business of finance
10	July 15	Group 1-on-1 meetings with Instructor for Group Project Report
11	July 16	Group Project Presentations
12	July 17	Course wrap-up
TRIP 3	**July 17**	**EXPERIENTIAL FIELDTRIP: Outside of Seoul (food and beverage manufacturing)** [tentative sites: Kooksoondang Brewery, etc.]
WEEK 4: GROUP PROJECT REPORT, FINAL INDIVIDUAL SUBMISSIONS, FAREWELL		
TRIP 4	**July 19-23**	**EXPERIENTIAL FIELDTRIP (4 nights: Busan City, Ulsan City, etc.** [tentative company sites: Samsung Museum, Hyundai Motor Co., POSCO, etc.]
	July 24	Group Project Final Report Due (submission via Quercus)
	July 24	**EWHA FAREWELL CEREMONY**

*Schedule is subject to revision. Group project will be announced in class and posted on the course site. Last day to drop course or request CR/NCR without academic penalty is Monday July 21, 2025.