

**IDM 7050 (G01) (3.0 CH)**  
**INTERNATIONAL STUDY TRIP (MAURITIUS)**  
**WINTER 2024**

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**TERRITORY ACKNOWLEDGEMENT**

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

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**INSTRUCTORS**

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**COURSE DESCRIPTION**

This course, under the Master of Business Administration (MBA) program, involves a supervised international experience in a selected country, with the Republic of Mauritius selected for 2024. The course examines the relationship between corporations, senior managers, and social institutions in the selected country, including the interplay between culture, economic development, management systems, and strategies.

**COURSE OBJECTIVES**

This course aims to provide students with an applied international learning experience that facilitates understanding of barriers and opportunities associated with international business. Investigations of selected firms can involve analyses covering the full gambit of organization

functions, including leadership, marketing, finance, economics, operations, supply chains, project development, human resources, sustainability, etc., and as such, draw on both theoretical knowledge and practical experience gained through the MBA program. The Republic of Mauritius, the selected country this year, offers a unique opportunity; there are already many existing cultural, social, and familial ties between the Republic of Mauritius and Manitoba, but less so regarding business.

## **COURSE MATERIALS**

No textbooks are required. All materials will be provided during lectures or publicly available, with web links provided.

## **COURSE ASSESSMENT**

### **Assessment Tasks**

Class Participation.	10%
Quizzes	10%
Country-Background Presentation and Written Report.	15%
Group presentation in Winnipeg on assigned Republic of Mauritius sector.	10%
Final Presentation in Republic of Mauritius.	20%
Final Report.	35%

### **Teams**

Teams of 3 will be formed on Feb 9. Each team must work together on a course project throughout the whole semester.

#### **Class Participation(10%):**

Class participation grade is received through class presentations, inquiring questions, insightful comments, sharing of relevant experience, and class attendance. Active participation in course activities throughout the session, during lecture classes in Winnipeg, and the tour in the Republic of Mauritius. **Quality is more important than quantity.**

#### **In-Class Quizzes on Mauritius(10%):**

We will conduct a few easy in-class quizzes on Mauritius throughout the semester. These quizzes are designed to test your knowledge and understanding of the unique aspects related to Mauritius, contributing to a comprehensive learning experience. The details of each quiz, including topics covered and specific dates, will be communicated to you well in advance. This approach allows ample preparation time and ensures a fair and transparent assessment process.

**Country-Background Presentation and Written Report (15%):**

Each Team must deliver a 15-minute presentation and submit a written report adhering to the provided guidelines. The 15-minute country-background presentation will highlight important aspects of doing business in the **Republic of Mauritius, other islands nearby, or other African countries in the region** that Canadians should know. Such aspects would include features related to geography, social issues (e.g., demographics, education, social norms, business customs, wealth distribution, etc.), politics, legal system, economic system, and anything else deemed important. The sector background report should point to broad areas of opportunity for **Canada/ Republic of Mauritius, other islands nearby, or other African countries in the region** business. It should highlight any issues (positive or negative) that could affect business opportunities. The Company/Industry Background Report should extend the analysis from the Country Background Report and focus on business opportunities and issues for a particular Canadian company or industry sector that may consider Canada/Mauritius and nearby countries' business. The report should show what gives the Canadian company/sector a competitive advantage to engage in Canada and do business in that region.

- The written report is due in **Lecture 4** on Friday, March 8, 2024.
- Written report submissions from each team provide a preliminary analysis of the current situation facing the **Republic of Mauritius, other islands, or other African countries nearby**. The overview report is intended to be a starting point for understanding this region and associated opportunities, touching on trends in demographic, social, environmental, political, and economic/business/competitiveness aspects relevant to the **Republic of Mauritius, other islands nearby, or other African countries nearby**. This report is intended to show some understanding of this region as a whole.
- Report should be a minimum of five pages (single-spaced) to a maximum of ten pages.
- Report should include at least four reference citations, using a consistent format, but with the selection of referencing format up to the student.
- Late submission of this report is not permitted.

Each student team must choose one country or island listed below to prepare his/her presentation. Note that the **Republic of Mauritius** is geographically close to Madagascar(1053 km), Réunion Island (220 km), and the Seychelles(1737 km). Some of the closest African countries are Malawi(2609Km), Mozambique(2619Km), Zimbabwe(2737Km), Swaziland(2770Km), Tanzania(2811Km), South Africa(3053Km) and Kenya(3069Km).

**Group presentation** on assigned **Republic of Mauritius** project (10%):

- Presentations to be made during **Lecture 5** on Friday, March 15, 2024.
- Presentations to the class (roughly 15 minutes each with 5 minutes for questions), intended for students to summarize salient information about their assigned project.
- The same working groups of three students will work together throughout the course, including in the **Republic of Mauritius**.
- Working groups will be randomly assigned in Lecture 1 on Friday, February 9, 2024. If students desire to form their own group, this request should be forwarded to the instructors before **Lecture 1**.
- Project assignments to groups will be provided in **Lecture 1**.

- The presentation approach is up to the student group, e.g., which students are undertaking the presentation (or components thereof), whether or not to use presentation software (PowerPoint), or whether or not to use handouts.
- There may be a question-answer period for each group presentation.
- All students as part of an individual group will obtain the same score on this item as a group.
- Projects to be evaluated may include those listed below.

**Possible Republic of Mauritius Group Presentations and Flexibility in Topic Selection for Projects:**

*The suggested topics below are intended purely as a starting point and source of inspiration. These suggestions do not bind you; you can choose a topic that aligns with your interests and academic goals. The suggested topics aim to offer ideas of particular relevance to Mauritius. I encourage you to explore topics that resonate with your personal and professional aspirations, fostering a sense of ownership and enthusiasm for your projects. If you have a specific area of interest not covered in the suggested list, please propose your topic.*

1. **Medical Cannabis:** Several lessons can be learned from Canadian firms' experiences in the **medicinal cannabis industry**. This industry is dynamic, and lessons learned from Canadian firms may need to be adapted based on the specific legal, cultural, and healthcare contexts of other regions considering medicinal cannabis legalization. Some Canadian cannabis companies have expanded their operations globally, leveraging their expertise and experience in the international market. Understanding the regulatory landscapes of different countries and adapting business strategies accordingly is crucial for successful global expansion. Building relationships with healthcare professionals is vital for the acceptance and integration of medicinal cannabis into mainstream healthcare. Canadian firms have collaborated with medical professionals to ensure that they are well-informed and comfortable prescribing cannabis-based treatments. Cannabis can be an alternative crop to grow in Mauritius compared to sugarcane.
2. **Advancing Renewable Energy in Mauritius:** Mauritius holds immense potential for embracing renewable energy sources, which could benefit the island both environmentally and economically. Mauritius is abundantly blessed with the resources required to harness renewable energy. Implementing solar panels is a viable solution for generating electricity, given the ample sunlight available throughout the year. Additionally, windmills and establishing wind farms could diversify the energy mix and reduce dependence on conventional, more environmentally harmful methods. Investing in renewable energy addresses the island's energy needs sustainably and presents an opportunity for Mauritius to become a regional leader in clean energy practices. Like the Manitoba model, where excess electricity is sold to neighboring regions, Mauritius could explore exporting surplus energy to neighboring islands. By adopting a comprehensive strategy for clean energy, Mauritius can showcase the advantages of sustainable practices and serve as an inspiring model for the region. Such initiatives create a cleaner environment and a foundation for long-term energy security and economic growth. I encourage students to explore and

discuss this matter further to pave the way for a greener and more sustainable future for Mauritius.

3. Mauritius has the potential benefits of incorporating **airships** into its transportation network, particularly for the efficient movement of goods to neighboring islands and countries in the African region. Airships offer a unique advantage in that they don't require a traditional runway for landing. With their lightweight design and the use of helium, airships float in the sky, akin to a boat in the ocean. This characteristic eliminates the need for energy consumption to stay aloft, making them an environmentally friendly and energy-efficient alternative. Below are several key advantages that make airships an appealing option for Mauritius:

**Accessibility:** Airships can reach remote areas without the need for a runway. This makes them ideal for delivering aid relief in disaster-stricken regions during cyclones.

**Sustainability:** In a world increasingly concerned about environmental impact, airships present a sustainable mode of transportation. Their low fuel costs and emissions make them a promising option for exporting goods within the African region. Battery-powered airships can offer emission-free transport, contributing to Mauritius's commitment to eco-friendly practices.

**Versatility:** Beyond cargo transport, airships can serve multiple purposes, including communication, surveillance, and security. They can potentially provide low-cost solutions for border surveillance and enhance communication capabilities.

**Modern Advances:** Recent technical advancements and the use of helium, a non-flammable gas, enhance the safety and appeal of modern airships. This progress opens the door for their potential use in passenger flights, adding a new dimension to air travel. Considering these advantages, exploring the integration of airships into Mauritius's transportation infrastructure could offer innovative solutions to various logistical challenges. I believe such an initiative aligns with the island's commitment to sustainable practices and could position Mauritius as a pioneer in adopting eco-friendly and efficient transportation methods.

4. Mauritius, once predominantly an agricultural nation with a longstanding reliance on sugar production, is facing economic challenges due to the declining international market prices for sugar. Consequently, there is an increasing amount of abandoned land, prompting the need for diversification and sustainable alternatives. One potential avenue for significant investment is the cultivation of cannabis for its fibers, which can be used to manufacture Hemp fabric. As global awareness of the environmental impact of traditional materials like cotton grows, industrial hemp emerges as a greener alternative. Hemp fabric, derived from the *Cannabis sativa* stems, has versatile applications ranging from T-shirts to undergarments.
5. Hemp fabric stands out as an environmentally friendly textile with numerous benefits for both the environment and the end-user. Notably, it is biodegradable and exceptionally strong, making it ideal for apparel. Additionally, hemp fabric offers insulation, UV

protection, and anti-bacterial properties. The cultivation of industrial hemp is one of the most sustainable practices globally.

Beyond its environmental advantages, hemp fabric is more cost-effective than many organic fabrics and far more eco-friendly than chemically manufactured textiles. Furthermore, it is suitable for individuals with sensitivities, causing no allergies. The versatility of hemp fibers extends to the production of footwear, providing a blend of comfort and durability. Hemp fibers are preferable to synthetic materials like rubber or reusable polymers.

Hemp fibers, renowned for their high tensile strength, find application in producing ropes and cords. Historically, hemp was widely utilized for rope-making, addressing the need for durable and reliable materials. In addressing the issue of deforestation, hemp fibers offer a sustainable solution for paper production. Hemp cultivation is cost-effective and straightforward, making it a viable raw material for high-quality paper sheets. Embracing hemp as a source for paper aligns with the global shift towards organic and natural alternatives, recognizing the pivotal role of paper in daily life. Hemp fibers can be very beneficial to Mauritius.

6. **Exploring Opportunities for Mutual Growth in Tourism:** There is a dynamic tourism industry in both Canada and Mauritius, and it is important to explore the potential for mutual learning and growth. Canada boasts a diverse and expansive tourism sector known for its breathtaking landscapes, vibrant cities, and rich cultural experiences. Canada has positioned itself as a top-tier tourist destination from the scenic Rocky Mountains to cosmopolitan cities like Toronto and Vancouver. In contrast, Mauritius, a gem in the Indian Ocean, is characterized by its pristine beaches, unique wildlife, and a rich cultural blend. While both countries offer distinct attractions, they face different challenges and opportunities in the tourism industry.

#### **Learning from Each Other:**

- **Diversification:** Canada's success lies in its diverse offerings, from natural wonders to cultural experiences. Mauritius could explore diversifying its tourism attractions to cater to a broader audience.
- **Sustainability Practices:** Canada has made strides in promoting sustainable tourism. Mauritius can learn from these practices to preserve its natural beauty and cultural heritage.
- **Marketing and Awareness:** Canada excels in marketing its tourist destinations. Mauritius could benefit from adopting effective marketing strategies to create positive awareness among Canadians about its unique offerings.

#### **Challenges for Mauritius:**

- **Limited Awareness in Canada:** While Mauritius holds immense potential, it remains relatively unknown among Canadians. Increased promotional efforts are needed to showcase the country's beauty and diverse experiences.

- **Global Competitiveness:** Mauritius must position itself as a competitive player in the worldwide tourism market. Focusing on unique selling points and targeting niche markets could enhance its global appeal.
- **Attracting Canadian Tourism:** Targeted Marketing Campaigns: Develop targeted marketing campaigns in Canada, leveraging digital platforms and travel agencies to reach potential tourists.
- **Partnerships and Collaborations:** Forge partnerships with Canadian travel agencies and influencers to showcase Mauritius as an attractive and safe destination.
- **Highlight Unique Experiences:** Emphasize the unique cultural, adventure, and wellness experiences that set Mauritius apart, catering to the diverse preferences of Canadian travelers.

Both Canada and Mauritius have much to offer in the realm of tourism. By fostering collaboration and learning from each other's strengths, we can contribute to the growth of the tourism industry in both nations. Initiatives to enhance awareness of Mauritius among Canadians and position it as a top-tier destination will undoubtedly contribute to the success of the global tourism market.

7. **Natural Resource Management Practices:** Canada has a robust presence in industries related to natural resources, such as mining and forestry. Although Mauritius is not abundant in natural resources, it can learn from Canada's sustainable management practices and responsible extraction methods. Implementing environmentally conscious resource management can contribute to Mauritius's sustainability goals.
8. **Disaster Management:** Given its geographical location, Mauritius is susceptible to the impacts of cyclones. These natural disasters pose significant threats to the safety of citizens, infrastructure, and the nation's overall well-being. Canada has implemented various strategies to handle the effects of global warming, including advanced infrastructure, efficient disaster response systems, and community resilience initiatives. Canada's experiences dealing with heavy snow, floods, and other climate-related challenges offer valuable insights that can benefit Mauritius. There is an opportunity for Mauritius to learn from Canada's experiences in dealing with such natural disasters.

#### **Learning from Canada:**

- **Proposing a Common Effort:** A collaborative effort between Mauritius and Canada would assist each nation in addressing the consequences of global warming and serve as a foundation for building a closer relationship between our countries. By sharing knowledge, best practices, and resources, we can collectively work towards creating resilient communities that can withstand the impacts of climate change.
- **Disaster Preparedness and Early Warning Systems:** Canada's expertise in establishing robust early warning systems and disaster preparedness measures can be shared with Mauritius to enhance its ability to respond effectively to natural disasters. They are exploring possibilities for technology transfer and assistance,

such as advanced meteorological tools and early warning systems that have proven effective in Canada.

- **Infrastructure Resilience:** Canada's experience in designing and implementing resilient infrastructure in the face of extreme weather events can offer valuable lessons for Mauritius as it seeks to enhance its infrastructure resilience.
  - **Community Engagement and Education:** Canada's successful community engagement initiatives can inspire Mauritius to foster a culture of preparedness and educate citizens on climate change resilience.
  - **Eco-Friendly Practices:** Both nations can collaborate on adopting and promoting eco-friendly practices to mitigate the impact of global warming, contributing to the worldwide effort to combat climate change.
  - **Building Stronger Ties:** A joint commitment to addressing the challenges posed by global warming provides an opportunity to build stronger diplomatic, economic, and cultural ties between Mauritius and Canada. Our collaboration in this critical area can set a positive precedent for joint initiatives.
  - **Canada's Expertise in Disaster Preparedness:** Canada has a wealth of experience in disaster preparedness and response, particularly in dealing with extreme weather events. We have developed advanced strategies, technologies, and community engagement initiatives to enhance resilience in such challenges.
9. **Wakashio Oil Spill: A Call for Canada Mauritius Cooperation:** The Wakashio oil spill, which occurred off the coast of Mauritius in July 2020, highlighted the urgent need for international cooperation to address environmental disasters of such magnitude. The spill posed an immediate threat to the marine ecosystem and biodiversity and had long-term consequences for the livelihoods of local communities and the global environment. A collaborative and coordinated effort is essential to minimize the impact and facilitate a swift recovery in response to such crises. Canada can assist Mauritius in dealing with the oil spills through various means, leveraging its expertise in environmental management, disaster response, and technological innovation. Here are some ways Canada can offer support:

- **Technical Expertise and Equipment:** Deploy Canadian experts in oil spill response, marine biology, and environmental science to assess the situation and provide technical guidance. Offer specialized oil containment, recovery, and cleanup equipment, including booms, skimmers, and absorbent materials.
- **Information Sharing and Satellite Monitoring:** Share satellite imagery and monitoring data to aid in assessing the spill's extent and movement. Provide access to Canada's expertise in remote sensing technologies for real-time monitoring and analysis.

- **Capacity Building and Training:** Conduct training programs for local response teams, fishermen, and community members on effective oil spill response techniques and safety protocols. Share Canada's experience in community engagement and involvement in environmental disaster management.
- **Financial Assistance:** Contribute to an international fund or provide direct financial assistance to support Mauritius in funding its oil spill response and cleanup efforts. Explore the possibility of offering low-interest loans or grants for long-term environmental restoration projects.
- **Research Collaboration:** Foster collaboration between Canadian and Mauritian research institutions to study the oil spill's long-term environmental impacts and develop innovative ecosystem restoration solutions. Share findings from Canadian research on oil spill bioremediation and other environmentally friendly cleanup methods.
- **Mutual Aid Agreements:** Establish mutual aid agreements to facilitate the rapid deployment of Canadian resources, personnel, and expertise in the event of future environmental emergencies. Explore the possibility of joint exercises and drills to enhance preparedness.
- **Legal and Regulatory Support:** Share insights into Canada's legal and regulatory framework for environmental protection, liability assessment, and compensation mechanisms. Assist Mauritius in strengthening its environmental laws and regulations to prevent and address future incidents.
- **Environmental Monitoring and Assessment:** Collaborate on developing and implementing a comprehensive environmental monitoring system to track the recovery of affected ecosystems. Provide expertise in assessing the long-term impacts on marine life and biodiversity.
- **Diplomatic Advocacy:** Engage diplomatically to raise awareness at the international level about the importance of supporting Mauritius in its recovery efforts—advocate for increased global cooperation and adherence to international environmental agreements.
- **Partnership with Non-Governmental Organizations (NGOs):** Collaborate with Canadian environmental NGOs to supplement governmental efforts and provide additional resources for the cleanup and restoration process. Facilitate partnerships between Canadian and Mauritian NGOs for community-based initiatives. Canada's assistance in these areas can contribute significantly to Mauritius' ability to address the immediate challenges posed by the oil spill and to undertake long-term measures for environmental recovery and resilience.

#### **Final Presentation In The Republic of Mauritius(20%)**

Below are the guidelines for your final presentation scheduled for Friday, April 26, 2024, in Mauritius. The final Project Presentation Guidelines are as follows.

##### **Duration:**

Each group presentation should last 15 to 20 minutes, giving a concise yet comprehensive overview of your findings and recommendations.

##### **Question and Answer Session:**

Reserve 5 minutes at the end of your presentation for questions from the audience. Be prepared to respond thoughtfully to inquiries related to your topic.

**Topic Basis:**

Your presentation should be on the topic chosen while in Canada. Ensure your research, analysis, and recommendations align with the selected subject matter.

**Mutual Benefits:**

Elaborate on how your chosen topic will mutually benefit both Canada and Mauritius. Consider exploring potential benefits for other nearby islands or countries, fostering a win-win situation.

**Merit of Chosen Topics:**

Clearly articulate the merit and significance of your chosen topics. Highlight how your research contributes to addressing real-world challenges or opportunities in the context of Canada, Mauritius, and potentially other neighboring regions.

**Visuals and Supporting Materials:**

Utilize visuals, graphs, and other supporting materials to enhance the clarity and impact of your presentation. Ensure all visuals are concise and directly contribute to conveying your key messages.

**Collaboration:**

Emphasize the collaborative effort of your group throughout the project. Showcase how each team member contributed to the project's research, analysis, and overall success.

**Relevance to Local Context:**

Consider the local context of Mauritius and the surrounding region. Address how your findings may be applied or adapted to suit the unique needs and challenges of the area. This presentation is an opportunity for you to demonstrate your mastery of the subject matter and the practical relevance of your research. We encourage you to approach this task with enthusiasm, professionalism, and a commitment to delivering a presentation that reflects the high standards of our MBA program.

**Final group report (35%), involving:**

- Written report due by email submission to instructor(s) by 11:59 PM CDT April 30, 2024.
- Written report submission from each group is intended to update the earlier group report and highlight any key new learning related to the tour visit.
- Report should be a minimum of ten pages (single-spaced).
- Report should include at least three reference citations not included in earlier group report, using a consistent format, but with selection of referencing format up to the group.

**Final grades will be assigned as follows;**

Cumulative Marks	Grade	GPA	Performance
95-100	A+	4.5	Excellent
90-94.99	A	4.0	Very Good
85-89.99	B+	3.5	Good
80-84.99	B	3.0	Satisfactory

70-79.99	<b>C+</b>	<b>2.5</b>	<b>Marginal</b>
60-69.99	<b>C</b>	<b>2.0</b>	<b>Unsatisfactory</b>
50-59.99	<b>D</b>	<b>1.0</b>	<b>Unsatisfactory</b>
Below 50	<b>F</b>	<b>0.0</b>	<b>Unsatisfactory</b>

**NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade.** It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

### **CLASS SCHEDULE (subject to change)**

<b>Session 1: February 9, 2024</b>	
1.	Introduction of course
2.	Overview of the African region
3.	Overview of Mauritius
4.	Outline and selection of the Country Background report
5.	Outline and selection of the group projects
6.	On the use of Airship in Mauritius and nearby African regions. (Prof Barry Prentice)
7.	Quiz 1.

<b>Session 2: February 16, 2024</b>	
1.	Guest Speaker: On Agriculture Sector in Mauritius(SugarCane Products)
2.	Guest Speaker: Medical Cannabis, Legislation, Canadian Expertise, and Possible Implementation in Mauritius. What to expect.
3.	Mauritius Economy and Recent Trends.

<b>Session 3: March 1, 2024</b>	
1.	Guest Speaker: Mauritius/Culture/Habits/Language/Education/Tourism.
2.	Guest Speaker: Electric/Hydrogen Vehicles and their use in Mauritius and other African regions.
3.	Quiz 2.

**Session 4: March 8, 2024**

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| 1. | Guest Speaker: Technological Innovations in the Airline Industry, Sustainability Initiatives, Air Travel and Tourism. |
| 2. | Country-Background Presentation and Written Report.   |

**Session 5: March 15, 2024**

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| 1. | Group presentation in Winnipeg on assigned Republic of Mauritius sector. |
| 2. | Quiz 3   |

**Mauritius Trip: April 22-26, 2024**

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| 1. | Corporate group presentations (Mauritius)   |
| 2. | University of Mauritius and lectures.   |
| 3. | Current Environmental Protection, Oil Spill Preparedness and Response Plans, Community Engagement and Awareness.                                    |
| 4. | Biodiversity Conservation, Sustainable Tourism, Challenges and Opportunities, Comparison with Global Eco-Tourism Trends. Revival of the Dodo Birds. |
| 5. | Final Presentation in Republic of Mauritius. Cultural activities.   |

**ACADEMIC REGULATIONS AND STUDENT SERVICES****HUMAN ETHICS APPROVAL FOR DATA COLLECTION**

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:  
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

**If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.**

#### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

#### **STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<b>For Information on...</b>	<b>...follow this link</b>
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">Asper Graduate Student Resources</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>

Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behavior</a>

## **ACADEMIC INTEGRITY**

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

#### **AI TOOLS**

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

## FACULTY BIOGRAPHIES

I.H. Asper School of Business, The University of Manitoba

### S.S.Appadoo, Ph.D.

Professor of Supply Chain Management

Professor Appadoo is a professor and the institutional head of the Department of Supply Chain Management at the University of Manitoba, Canada. In addition to teaching undergraduate and graduate courses, he is a prolific researcher, with his work continually published in esteemed journals (national and international) and referred proceedings. His tenacious and innovative research has garnered global acclaim –frequently cited by academics both domestically and internationally. Having published over one hundred and fifty articles in international journals and proceedings, his publications have appeared in internationally revered journals - specializing in management science and supply chain management. His articles were included in the 'Top 25 Hottest Articles' list for Science Direct, published by Elsevier, and were among the most cited articles on Elsevier. His research is funded by the National Sciences and Engineering Research Council of Canada (NSERC). Professor Appadoo is a recipient of the Associates' Achievement Award, Joint UM/UMFA Committees on Merit Award, and several best paper awards at some national and international conferences. Professor Appadoo also serves on the editorial review boards for many international Journals. In addition to his academic prowess, Professor Appadoo is revered for his capabilities as an educator. Students commend Professor Appadoo's teaching methodology and consistently rank his classes and instruction as exceptional. He has contributed enormously to developing the Ph.D. program for the Department of Supply Chain Management and has served as an external examiner for various MSc and Ph.D. thesis committees.

### Barry Prentice, PhD

Supply Chain Management

I.H. Asper School of Business

Dr. Prentice is a Professor of Supply Chain Management, at the I.H. Asper School of Business, University of Manitoba, and Transport Institute Director (1996-2005 and 2022-present). His major research and teaching interests include logistics, transportation economics, urban transport, and trade policy. Dr. Prentice holds degrees in economics from University of Western Ontario (1973), University of Guelph (1979) and University of Manitoba (1986).



Dr. Prentice has authored or co-authored more than 250 research reports, journal articles book contributions and a popular textbook on transportation economics that was recently translated into Chinese. His scholarly work has been recognized for excellence in national paper competitions and awards. In 1999, National Transportation Week named him Manitoba

Transportation Person of the Year. Through the Transport Institute, which Dr. Prentice headed from 1996 to 2005, he organized national and international conferences on sustainable transportation (Railways and the Environment), supply chain logistics (Planes, Trains & Ships), agribusiness logistics (Fields on Wheels), northern transportation (Airships to the Arctic) and food trade between Canada and Mexico (La Cadena de Frio). In 1999 and 2003, he received University of Manitoba Outreach Awards. In 2009, Dr. Prentice was made an Honourary Life Member of the Canadian Transportation Research Forum. Since 2015, he is a Fellow in Transportation at Northern Policy Institute.

Dr. Prentice was instrumental in founding a major in transportation and logistics within the B.Comm. (Hons.) program at the I. H. Asper School of Business (fall 2003). Since that time, a new Department of Supply Chain Management has been formed, and in 2006 graduate programs in supply chain management were initiated.

Dr. Prentice has served on the Boards of Directors of several transportation organizations: National Transportation Week (President, 2001 and 2003), Canadian Institute for Traffic and Transportation (Honourary President, 2001-3) and the Canadian Transportation Research Forum (President, 1997). In 2005, Dr. Prentice co-founded ISO Polar, as a not-for-profit association to promote the use of airships as sustainable transport for the northern latitudes. He is Associate Editor of the Journal of Transportation Research Forum. In addition, Dr. Prentice has served on Winnipeg Airports Authority, Inc. (1998-2003), Winnipeg TransPlan 2010, the Mid-Continent International Trade Corridor Task Force, the Rapid Transit Task Force, Council of Canadian Academies (2012-14), Statistics Canada Industry Advisory Committee (2010-2016), expert committees, and is frequently asked to speak on the topics of trade and transportation.