

Course Outline

Course Code	RSM 250 H1S
Course Name	Principles of Marketing
Term, Year	Winter, 2024
Course Meets	L0701: Thursday, 15:00-17:00 L5101: Thursday, 17:00-19:00
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours	Virtual Office Link
Hemant Sangwan	h.sangwan@utoronto.ca Please write your section # in the subject line. Teaching Assistants <ul style="list-style-type: none"> Rddhi Chhabra (rddhi.chhabra@mail.utoronto.ca) Aishwarya Gupta (aish.gupta@mail.utoronto.ca) 		Online, By Appointment	Email to schedule appointment

Course Scope, Mission, and Learning Outcomes

The main objectives of the course are to help students:

- Learn basic concepts of market definition and daily marketing practices (e.g., ads, promotions).
- Develop marketing solutions that address consumer needs.
- Understand fundamental marketing functions including strategy, product development, branding, pricing, distribution, and communication.

Course Prerequisites

None

Course Materials

There is NO textbook.

You are expected to do each week's assigned readings **before** that week's lecture.

Required Readings. For this course, students should have access to the required course pack for RSM250: Principles of Marketing, Winter 2024

- Go to the Ivey Publishing website at www.iveypublishing.ca
- Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
- Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FXNPRA5>
- Click "Add to Cart".
- Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
- When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
- Once you have completed your order, click on your username on the top right --> Orders --> Purchases
- If you have any technical difficulties, contact directly cases@ivey.ca .
- These materials will cost a total of **\$59.40**. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Readings available online (free)

- "Marketing Myopia," by Ted Levitt (1960).
 - https://doi-org.myaccess.library.utoronto.ca/10.1300/J111V04N04_07
- "Marketing Research" Chapter 10.1 and 10.2. (Free online access via links.)
 - <https://open.lib.umn.edu/principlesmarketing/chapter/10-1-marketing-information-systems/>
 - <https://open.lib.umn.edu/principlesmarketing/chapter/10-2-steps-in-the-marketing-research-process/>

Readings in the course package.

- *"Market Segmentation, Target Market Selection, and Positioning"* by Miklos Savary and Anita Elberse
- *"Principles of Pricing"* by Robert J. Dolan and John. T. Gourville
- *"Principles of Product Policy"* by Anita Elberse
- *"Understanding Brands"* By Anat Keinan and Jill Avery
- *"Marketing Communications"* by Thales Teixeira
- *"Going to Market"* by Robert J. Dolan
- *"Note on Behavioral Pricing"* by John T. Gourville
- *"Glossier: Co-Creating a Cult Brand with a Digital Community"* by Jill Avery

- “Bose Corporation: Communication Strategy for Challenging Apple's Beats by Dr. Dre” by Robert J. Dolan
- “IKEA Invades America” by Youngme Moon
- “Tommy Hilfiger Adaptive: Fashion for All”

Electronic Course Materials

This course will be using the following electronic course materials: See the course package.

These materials will cost a total of **\$59.40**. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade based on how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation/Attendance/ Course reflection	15%	Ongoing
Weekly Quizzes	15%	Ongoing
Research Requirement	3%	April 2 nd
Case Group Report	17%	April 3 rd
Case Group Presentation	10%	April 4 th
Final Term Test	40%	During Final Exam Period

Course Format and Expectations

Class Participation/Attendance

The course is composed of a great deal of active discussion on your part during lectures. The purpose of the lectures is to present and discuss theories, concepts, techniques, and empirical findings. We will discuss many examples and cases with the goal of applying the concepts in real-world contexts.

- You are expected to do each week’s assigned readings **before coming to class**.
- Everyone is expected to be present and fully prepared during live sessions.
- **If you miss a class, please let the TA (cc instructor) know about it well in advance, including a brief explanation for your absence.** Students who repeatedly arrive late or miss lectures without a legitimate reason will have their class participation grade lowered.

- As professional undergraduate courses, standards of professional conduct in the classroom apply, and the classroom should be treated as a professional business setting.

This includes:

- Timeliness: do not arrive late and disrupt others. Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
- Keep your phone silent and do not engage in the use of phones or laptops in class for purposes other than classroom learning.
- Be prepared for class, including completion of all preparatory activities, and be prepared to participate.
- During the class, respect the learning opportunities of others. This includes exhibiting respect and openness to your classmates and colleagues, their experiences, and their viewpoints.

In class discussion: Discussion is an important element of learning and case analysis, and this makes class participation a critical component of students' learning experience. Participation is all about building a learning community and it will be your contribution to this community that counts. The instructor's role during a case discussion is that of a facilitator and moderator. In the classes, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions, which follow the discussion and either add to the debate or move it in a new direction. Furthermore, we do not want to have a situation where everyone is competing for airtime: this works against building a learning community.

We are more concerned with the quality than quantity of participation. Students are encouraged to consider the following questions:

Although everyone will be encouraged to participate, students may be called on randomly during the discussions. E.g., I may ask a student a follow-up question in response to another student's answer.

You should generally speak up in class. Try to have something valuable to say in at least one case discussion session. You should be aware that good participation means quality of participation, as opposed to quantity. Airtime is limited, so please do not talk for the sake of talking.

The following questions will be considered in grading participation:

- Do comments interpret or integrate case facts using theories, concepts, and analytical tools presented in the readings and lectures?
- Can the participant provide insights on why certain market phenomena (that are being discussed in class) are observed? Further, can he/she add to the concepts discussed in class with suitable examples?
- Can the participant show the ability to challenge the concepts discussed in class by giving counter examples/reasons?

- Is the participant an effective communicator? i.e., comments presented in a concise and convincing manner.
- Does the participant listen to other comments? Is the participant able to build on and evaluate other comments? Does the participant learn from and show respect for other speakers and their points of view?

Deliverables (for specific due dates for different deliverables, please refer to weekly topics outline / Quercus)

1. Course Reflection / participation / discussion board (15%)

There will be a discussion board topic for certain weeks where students need to write their point of view (PoVs) on a given topic. The topic could be related to analytics / decision-making / methodology, and the PoVs should reflect your position on the given topic and/or suggestions to a specific problem, and not a Yes/No type of response. The objectives of the discussion board topics are to learn from each other's PoV, develop critical thinking, and take a position on a given topic based on logic, knowledge, and personal preferences. The PoVs are not "right" or "wrong" and present an opportunity to show creativity, analysis, and ability to critically examine a situation and ask meaningful questions.

One of the discussion board topics would be about course reflection, where students need to write key learnings from the course, their experience with completing discussion board activities, and if they completed these activities in a gradual timely manner or all at once!

Note: Individual discussion board topics will not be actively monitored by the instructor or TA. The course reflection document will be tracked and graded. In the course reflection, students need to write about their experience and key learning, etc. and need to submit it on Quercus by its due date.

2. Quizzes

At the beginning of **certain classes**, the quiz for that week will be available online. The quizzes are based on the assigned reading materials and class discussions. Quizzes will be open for 10 minutes at the beginning of class, then will be closed. Students are required to complete the quizzes in the classroom. Quizzes will be posted on Quercus and should be completed online, so please make sure to bring your own laptop with a working Internet connection.

To receive quiz, attendance, and participation credit for classes missed for reasons beyond their control, students must either complete the quiz on Quercus during the normal class time or email the TA (cc Instructor) within 2 business days of the missed class to request a 24-hour reopening of the quiz. The quiz must be taken within 1 week of class. After 1 week, students will receive a 0 on the quiz.

3. Research Participation Requirement (3%)

Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement is intended to supplement this course's

material, by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, or
2. Analysis of three research articles, or
3. A combination of research studies and article analyses

Note, this is not an extra credit assignment; credit-hours of participation translate into real percentage values, as determined by the professor (check your syllabus). You will receive one credit for each one-hour of research participation you complete, or per each article analysis you write.

Using Sona: Pre-registered Account and Course Registration

To participate in a research study, you will need to sign into our Rotman Behavioural Research Lab (BRL) research participation website (SONA): <https://rotman.sona-systems.com/>. Please add both the Sona Admin, rotman-admin@sona-systems.net, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses to your contact list. This will ensure that registration, password reset links, and important updates regarding your account/study participation are not mistakenly marked as spam.

Former Participants: those with existing BRL credit-pool accounts on SONA can use their previous credentials to log-in, and immediately begin registering for courses and studies. **New Users:** your account has already been created for you by our Lab Manager. This account is linked to your “[Username]@mail.utoronto.ca” email address, and a link to complete the registration has been sent to that address.

Trouble Logging In: if you have overlooked your password registration link, or forgotten details of your log-in information, please use the “Forgot Password” feature on the SONA log-in page to have these credentials sent to your email.

Please familiarize yourself with the “Student Guide,” made available to you by your professor. This guide, as well as the FAQ on SONA, covers all the pertinent steps and criteria for completing your participation requirement through either study participation or article analyses. Feel free to email Behavioural.Lab@rotman.utoronto.ca if you have any question.

Research opportunities for the winter session are anticipated to begin the week of Jan 11th and end on April 5th, 2024.

4. Group project (17% + 10% = 27%)

Students will form groups of **four to six people** and complete a group project assignment. There will be two parts for the group assignment – part 1 (case report, 17%), part 2 (presentation, 10%).

In the group project, students will collaborate with others to learn, discuss, and come up with specific solutions and recommendations to a set of business problems involving Marketing.

The groups will be formed based on mutual consensus among students and/or the instructor

can also advise about the same.

Additional details/ specific information about each part will be discussed during the class/ and will also be posted on Canvas well in advance.

- **Group project – part 1 (case report, 17%):** In this part students will analyze the business situation to formulate the problem, finalize key objectives and propose a plan to meet the business objectives.
 - Clear, concise, and correct writing will be required in the case report evaluation. Page limit: Title page + Table of content + Case report (**Max 10 pages**) + Appendix (Max 3 pages)
 - Font size: 12- point font + double-spaced + 1 inch margin all around.
 - Page limit and other criteria will be strictly enforced (e.g., you will lose marks for not following the instructions)
- **Group project – part 2 (presentation, 10%):** In this part, students need to present their findings, **either live in class or in a form of a pre-recorded professional business video presentation.** The video presentation must be based on slides, with a flexibility of adding some creativity (animation, visuals, etc.) which enhances the appeal of the presentation. Specific details will be provided in advance during the class discussion/ and will also be posted on Quercus.
- **Peer Assessments:** Each student is required to submit a peer evaluation form by the end of the day of group presentation. Peer evaluation is conducted to ensure that all students do their fair share of the work. You need to provide a peer evaluation for every member of your group (excluding yourself), rating your peer’s contributions, using a scale of 0 (very low) to 5 (excellent). As this is a rating, not a ranking, if all members of your group have made strong contributions, you can rate them all with a 5. The ratings for other members of your team will have no impact on your grade. Note that any score of 0, 1 or 2 must be accompanied by a short explanation of why you marked your teammate with that score. All ratings will be confidential. I will consider the evaluation when assigning final grades to group case report.

In addition, you need to communicate with the instructor, in a timely manner, any concerns which can negatively affect the timeline/overall experience of working in the group.

- The expectation is that each member in the group will contribute their fair share to the best of their abilities and not engage in “free riding” behaviour. It is perfectly fine to have differences with your team members on ideas, working plans, etc. and you need to manage those differences based on mutual discussion with your team members in a professional manner. **The instructor will not micromanage day-to-day operational issues of working in the group project. However, if there is credible evidence that a**

member is completely missing from the work or making marginal or not meaningful contribution to the group work, it will reflect in grades for that member.

Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers.

Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

5. Final Exam (40%)

The final exam will cover material from the lectures, cases, and assigned readings in the course packet. It may consist of short-answer and essay questions. The final exam will be held during the end-of-term exam period.

Writing Assignments or Presentations

Group case report is intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

Group case presentation requires students to work in teams of 4-6 students. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Missed Tests and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g., illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. After-the-fact reports are not sufficient.

If you miss any assignment / quiz for unforeseen reasons and submit appropriate documentation, you could be asked to submit your work late, as decided by the instructor. In a situation, when you are not able to submit the assignment within 2 weeks of the original deadline, your grades will be reweighted based on your performance in the remaining individual assignments (provided you submitted necessary documents explaining your reasons for not submitting it).

Late Assignments

Please note that all assignments are due by the specified deadlines. The exact date and time will be given in the Quercus assignment. No late assignments will be accepted, except for students who, for reasons beyond their control, are unable to submit an assignment by its deadline and must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments. **Late assignments, when it requires electronic submission, will carry a 20% grade penalty per day.**

Remarking / Re-Grading (this policy does not apply to the final exam): Requests to have assignments / deliverables remarked would be considered if ALL the following conditions are met:

- The request is made **within 4 working days** of grades posted and available on Quercus.
- The **student (or all members of the group in case it is a group assignment)** submits with his/her request a written explanation as to why and where he/she believes he/she is entitled to more marks.
- The instructor has no reason to believe the student has made any changes after the assignment being returned.

If I accept your re-marking request, we will regrade the entire assignment. Hence, the final grade of the assignment can go either up or down or stays the same.

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.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

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 [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. 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.

Original

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.

Generative AI / ChatGPT

- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.
- Students may choose to use generative artificial intelligence tools when gathering information from across sources and assimilating it for understanding. As they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.
- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
- Representing one's own ideas, or expression of an idea, that was AI-generated may be considered an academic offence in this course. Students are ultimately accountable for the work they submit.

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 or RC resources such as the RC Centre for Professional Skills, 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.

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 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.

Weekly Schedule

Week	Day	Topic	Materials/Readings
1	Jan 11 th	Introduction to Marketing	Review Course outline
2	Jan 18 th	Value Creation, Market Research, and Consumer Behaviour	“Marketing Myopia” “Marketing Research”
3	Jan 25 th	Segmentation, Targeting, and Positioning	“Market Segmentation, Target Selection, and Positioning”
4	Feb 1 st	Products	“Principles of Product Policy”
5	Feb 8 th	Brands	“Understanding Brands”
6	Feb 15 th	Marketing Communications (Promotion)	“Marketing Communications”
	Feb 22nd	Reading week	No class
7	Feb 29 th	Case: BOSE	“Bose Corporation: Communication Strategy for Challenging Apple’s Beats by Dr. Dre”
8	March 7 th	Channel Distribution	“Going to Market”
9	March 14 th	Pricing	“Principles of Pricing” “Note on Behavioral Pricing”
10	March 21 st	Case: Ikea	“Ikea Invades America”
11	March 28 th	Case: Glossier	“Glossier: Co-Creating a Cult Brand with a Digital Community” Due: March 27th – Course reflection (part of class participation, etc.)
12	April 4 th	Presentation	“Tommy Hilfiger Adaptive: Fashion for All” Due: April 2nd (Research requirement, 3%) Due: April 3rd (Case Report, 17%) Due: April 4th (Case Presentation, 10%)
		Final Exam during the exam period. Scheduled by Registrar’s Office	

Please note that the last day you can drop this course without academic penalty is March 11, 2024.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>