

COURSE INFORMATION

Course title:	Community Business Project	Credits:	1.5
Course code:	BA 511	Class location:	Various locations
Session, term, period:	2022W Term 2	Class times:	Variable – See Schedule
Section(s):	MM1		
Course duration:	Jan 12 – Mar 22, 2024		
Division:	SBE		
Program:	MM		

INSTRUCTOR INFORMATION

Instructors:	Amy Stanley / Wayne Rawcliffe	Office location:	Online
Phone:	604.716.4725 / 604.868.6929	Office hours:	Amy: Fri 11:00am to 12.30pm Wayne: Tues/Thur 12.30 to 1.30pm
Email:	amy.stanley@sauder.ubc.ca / wayne.rawcliffe@sauder.ubc.ca		

COURSE DESCRIPTION

The Community Business Project (CBP) combines community service with academic learning. During the project period, the CBP engages MM students in collaborative project work that enables application of classroom knowledge to real-world consulting projects with non-profits and social enterprises in the greater Vancouver community.

The CBP builds community partnerships with organizations and community-based initiatives with strong social impacts. Through the CBP, students give back to their local communities by providing free business consulting services to organizations and projects that make a positive contribution to our local and global communities, citizens and environment.

The CBP provides a high level of added value to the MM degree given that it involves relevant real-world experience that both employers and graduate schools value.

LEARNING OBJECTIVES

The courses in the MM program present a range of business concepts including economics, organizational behaviour, accounting, operations, entrepreneurship, strategy, marketing, and business development. The CBP provides MM students with applied and experiential learning opportunities that build off of these foundational business skills in real-world settings.

By the end of the Community Business Project, students will be able to:



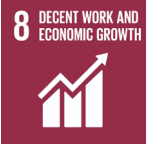



1. Negotiate achievable project scope and timelines with an external client, faculty supervisor and team members.
2. Apply foundational business and management skills, including goal setting, project management, critical thinking, teamwork, problem solving, communication and accountability throughout the project.
3. Apply academic and professional skills to provide research, analysis and potential solutions to complex, project-based business problems for local organizations.
4. Demonstrate individual achievement and effective teamwork by delivering a final project report and a presentation to classmates, faculty and external stakeholders as necessary.




5. SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, all projects have been selected to address one or more of these following goals:

PLEASE, SELECT THE GOALS. WE CAN ERASE THE OTHERS

<p>Goal 1: No Poverty</p> 	<p><i>End poverty in all its forms everywhere</i></p> <p>Global Examples: access to basic goods and services, financial security, poverty elimination, income poverty, social services, poverty elimination, homelessness, thriving wage, skills training, income support, charitable donations</p>
<p>Goal 2: Zero Hunger:</p> 	<p><i>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</i></p> <p>Global Examples: food security, malnutrition, equitable land access, healthy food, child obesity, regional food systems, farmer livelihoods, international food trade, urban agriculture, food waste, food byproducts use, food procurement, retail and distribution, food supply chains, circular food economy</p>
<p>Goal 3: Good Health and Well-being</p> 	<p><i>Ensure healthy lives and promote well-being for all at all ages</i></p> <p>Global Examples: disease prevention and response, addiction prevention and treatment, healthcare access, reproductive health, medication, mental health, aging, physical activity, quality of life, public health, workplace health and safety, health equity, pandemic response consumer, well-being, employee well-being, negative effects of advertising/consumption, health care optimization</p>
<p>Goal 4: Quality Education</p> 	<p><i>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</i></p> <p>Global Examples: eliminating disparities in access to education, skill development, literacy and numeracy, equity in education, Indigenous education, responsible management topics, quality university education, safe, inclusive, and effective learning environments, financial literacy, climate literacy, life-long learning</p>
<p>Goal 5: Gender Equality</p> 	<p><i>Achieve gender equality and empower all women and girls</i></p> <p>Global Examples: women’s rights and safety, violence against women, unpaid/domestic work recognition and support, women leadership and ownership, gender pay gap, non-binary gender rights, gender equity, women in entrepreneurship, LGBTQIA+ issues, employment and pay equity, diverse leadership, reproductive health, gender pay gap, gender disparities in promotions</p>

<p>Goal 6: Clean Water and Sanitation</p> 	<p><i>Ensure availability and sustainable management of water and sanitation for all</i></p> <p>Global Examples: access to clean drinking water, adequate waste water treatment, integrated water resources management, water reuse and recycling, watersheds, rivers, streams, ground water, water treatment, conservation</p>
<p>Goal 7: Affordable and Clean Energy</p> 	<p><i>Ensure access to affordable, reliable, sustainable and modern energy for all</i></p> <p>Global Examples: access to clean energy, energy efficiency, energy policy, renewable energy, affordable clean energy, energy infrastructure upgrades, energy conservation, fossil fuel divestment, energy efficient buildings, renewable energy, community energy infrastructure</p>
<p>Goal 8: Decent Work and Economic Growth</p> 	<p><i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p>Global Examples: economic diversification, small and medium businesses, fair trade, access to financial services, decent job creation, entrepreneurship, creativity and innovation, meaningful work, employment equity, income equity, labour rights, micro-finance, social finance, safe & inclusive workspace, alternatives to never-ending growth</p>
<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Global Examples: resilient infrastructure, inclusive and sustainable industrialization, innovation, access to transportation, micro-finance, access to credit, small-scale industry support, research and technology, entrepreneurship, access to technology, social enterprise</p>
<p>Goal 10: Reduce Inequality</p> 	<p><i>Reduce inequality within and among countries</i></p> <p>Global Examples: income equality, income support, inclusive employment policies, anti-racism, anti-discrimination, Indigenous reconciliation, disability, religion, race, equity, diversity and inclusion, wealth inequality, bias in AI, price discrimination, discrimination in segmentation, Indigenous inclusion, Indigenous participation</p>
<p>Goal 11: Sustainable Cities and Communities</p> 	<p><i>Make cities and human settlements inclusive, safe, resilient and sustainable</i></p> <p>Global Examples: transportation access, road safety, cultural/natural heritage, safe and affordable housing, urban planning, air quality, inclusive/safe/healthy public spaces, urban containment, urban governance, sustainable land use, effects of climate change on cities, valuing risk, sustainable transportation</p>
<p>Goal 12: Responsible Consumption and Production</p>	<p><i>Ensure sustainable consumption and production patterns</i></p> <p>Global Examples: sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, food waste, life cycle analysis, recycling and reuse, ecological footprint, corporate social</p>

	<p>responsibility, fair trade, circular economy, consumer well-being, responsible sourcing, low emission supply chain design, responsible/ethical supply chain</p>
<p>Goal 13: Climate Action</p> 	<p><i>Take urgent action to combat climate change and its impacts</i></p> <p>Global Examples: natural disaster response, climate change mitigation, climate change adaptation, climate justice, climate policy, resilience, environmental externalities, low emission supply chain design, Environmental Disclosure, ESG accounting and reporting, Cap and Trade, Carbon Markets, Carbon Pricing;</p>
<p>Goal 14: Life Below Water</p> 	<p><i>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</i></p> <p>Global Examples: fishing and fisheries, ocean and freshwater pollution, coastal laws and water regulation, water conservation, aquatic ecosystem health</p>

<p>Goal 15: Life On Land</p> 	<p><i>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</i></p> <p>Global Examples: forests, wetlands, mountain and alpine ecosystems, sensitive ecosystems, biodiversity, soil health, endangered species, invasive species</p>
<p>Goal 16: Peace, Justice, and Strong Institutions</p> 	<p><i>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</i></p> <p>Global Examples: violence, corruption, government spending, public engagement, equity, advocacy, governance, leadership, laws and regulations, civic engagement, policy, accountable and transparent institutions, ethical institutions, responsive and inclusive decision making, ESG, data usage and transparency, transparency in financial reporting, environmental disclosure, codes of ethics</p>
<p>Goal 17: Partnerships for the goals</p> 	<p><i>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</i></p> <p>Global Examples: international cooperation, trade, taxes, access to technology, data collection and sharing, cross-sector collaboration, cooperation, collaboration, partnerships, collective action, inter-disciplinary</p>

TEACHING APPROACH – ONLINE/HYBRID LEARNING

Covid-19 has upended our University’s teaching in ways few of us could have imagined and offers significant challenges. We will proceed in an online or hybrid manner adapted format that is as close to the in-person experience as possible. We will adapt as Covid guidelines change.

We will be using Zoom for all online classes and meetings.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
CBP Team Final Report	35%
CBP Team Showcase Presentation	20%
CBP Team Status Reports (3)	30%
Individual Participation	15%
Total	100%

Details of Assessments

CBP Team Final Report – 35%

The team report consists of a full professional recap of the project deliverables:

1. Situation Analysis

2. Summary of Research
3. Summary of Key Learning
4. Recommendations and
5. Action Plan.

One hard copy of the final report is to be submitted to the assigned instructor at on Mar 24, 2023 at 9:00am. Report should not exceed 25 pages in length (12-point font, single spaced). Late reports will not be accepted.

A grading rubric will be provided well in advance for guidance.

CBP Team Showcase Presentation – 20%

Student teams will present a summary of their CBP team report to classmates, instructors and staff March 24, 2023.

Full details and a grading rubric will be provided well in advance for guidance.

Team Status Reports – 30%

All teams will be given a standard real-world consulting project status report template in order to develop a project status report. The report should be updated weekly in order to manage the project effectively amongst the project team, client and instructor.

Up-to-date completed status reports are due at each check-in meeting with the team's assigned instructor during weeks indicated in course schedule. The assigned instructor will provide a schedule of meeting dates, times and locations for each team.

The status reports are worth 4%, 6% and 6% and a grading rubric will be provided along with the report template at the introductory meetings.

Individual Participation – 15%

A key part of success to any group project is participation. CBP team members are expected to participate in the project in an equal, balanced way, by meeting the team and client expectations to successfully complete the project deliverables.

Participation includes (but is not limited to) attending and contributing to scheduled team/instructor/client meetings, communicating with the team and project stakeholders (career centre, instructor, client supervisor), contributing to status report completion and completing the project deliverables as agreed by team members, instructor and client supervisor.

Each team member will be asked to assume one of four roles on the team on January 6, 2023. The four roles are as follows: Status Report Manager, Client/Instructor Communications Manager, Presentation Manager and Final Report Manager. All Managers are to take responsibility for completion of their area of responsibility but the entire team is required to participate in the entire process.

Using iPeer, each CBP student will evaluate each of their teammates at the end of the project. This will ensure instructors have a clear understanding of how well each group worked together as a team, and the level of contribution of each team member.

If you are on a team where you feel the workload is unbalanced, please address any outstanding issues as a team first; any unresolved issues should be brought to the attention of the instructor so solutions can be identified quickly.

All students are required to submit their iPeer evaluations online within one week of your final presentations.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Rubric of marking criteria for assignments can be found on Canvas.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments.

Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g. changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̱m̱əθḵw̱əy̱əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

Date/Time	Topic/Milestone	Team Requirements
January 6	Team & Client Project Announcements.	Contact all team members & prepare/complete "Jump Start Your Research"
January 14 9:00-11:00am	In-class session • Course overview • Consulting best practices/Team management	Mandatory attendance Business Attire
January 14 11:00-12:00pm	CBP Team Kick-Off team meetings with clients.	Mandatory attendance Business Attire
January 14 12:00pm	Signed Terms of Agreement due after kick-off meeting.	Submit on Canvas
Week of January 30 Times/Location TBC	Team check-in meetings with assigned instructor.	Completed hard copy of status report #1 to meeting.
Week of February 27 Times/Location TBC	Team check-in meetings with assigned instructor. Mid Term iPeer	Completed hard copy of status report #2 to meeting. Mid Term iPeer
Week of March 13 Times/Location TBC	Team check-in meetings with assigned instructors.	Completed hard copy of status report #3 to meeting.
March 24 9:00-12:00pm	CBP Showcase Presentations to students and instructors.	Presentation slides and hard copy of final report due. Business Attire.
March 25 12:00-1:00pm	Reception with students, instructors and staff.	Mandatory attendance Business Attire.
March 31 4:00pm	iPeer & Course Evaluations due	Mandatory submissions online.

- Adequate notice will be given of any significant changes to this schedule.
- All teams are also required to meet regularly with their clients at UBC in order to review project progress on their status reports and present findings from each major milestone.