

## COURSE INFORMATION

Course title:	<b>Community Business Project</b>		
Course code:	BA 511	Credits:	1.5
Session, term, period:	2021W Term 1, Periods 1 & 2	Class location:	Variable – see schedule
Section(s):	DD1	Class times:	Variable – see schedule
Course duration:	Sept – Nov 2021	Pre-requisites:	N/A
Program	MM Dual Degree	Co-requisites:	N/A

## INSTRUCTOR INFORMATION

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## COURSE DESCRIPTION

The Community Business Project (CBP) combines community service with academic learning. The course engages MM students in collaborative, real-world consulting projects with non-profits and social enterprises within the greater Vancouver community.

Learning about concepts in an isolated, theoretical manner is relatively simple. The real value and higher-level learning is developed through integration and application of the concepts to real and often messy problems, in a team environment. The CBP is meant to simulate this team-based, somewhat unstructured, cross functional environment that you will find in your careers post-graduation.

A faculty advisor is assigned to each team in order to provide guidance, business insight, issues management and coaching through progress meetings, email and telephone/video calls. Three scheduled progress meetings with each individual team will take place during the project period so all students have the opportunity to gain valuable knowledge, ideas and advice from their faculty advisor.

Each team will build a partnership with an organization that is making a positive contribution to our local and global community, individual citizens and/or environment. Your project teamwork will provide valuable insight and strategic direction that helps drive a wide range of initiatives and increase positive change.

## COURSE FORMAT

This is a capstone course that is completed through independent group work and interaction with a real client. Guidance for each group is provided by an assigned faculty advisor via email, telephone calls and three scheduled progress meetings throughout the project period.

## LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Manage an achievable project scope and timelines with an external client, faculty advisor and team members.
2. Apply foundational management skills including goal setting, project management, critical thinking, teamwork, problem solving, oral/written communication and presentation skills.
3. Apply academic and professional skills to provide research, analysis and strategic direction to help solve complex, business problems.
4. Demonstrate individual accountability and effective teamwork by delivering an insightful and actionable final report and presentation within the required timeframe.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
CBP Progress Report #1	10%
CBP Progress Report #2	10%
CBP Progress Report #3	10%
CBP Final Report	35%
CBP Showcase Presentation	20%
Individual Participation & Professionalism	15%
<b>Total</b>	<b><u>100%</u></b>

### Details of Assessments

#### CBP Progress Reports – 30%

All teams will be evaluated on their ability to effectively manage their project throughout the entire project period. Each team will provide three reports throughout the project that illustrate a clear understanding of the project deliverables, key findings, timeline, appropriate allocation of tasks within the team, effective communication with the client and any potential issues that need to be addressed.

A progress report outline (with required information) will be provided and each team is free to prepare a professional format of their choice. Each team will be expected to refer to their current progress report with their faculty advisor at their progress meetings. Each of the three progress reports is worth 10% of the total grade. An assignment brief including report outline and grading rubric will be provided.

Progress reports are due on Canvas at 4:00pm on the following dates: September 24<sup>th</sup>, October 8<sup>th</sup> and October 29<sup>th</sup>.

### **CBP Final Report – 35%**

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

1. Organization & Project Background
2. Summary of Research & Analysis (including SWOT Analysis)
3. Strategic Recommendations
4. Action Plan

The final report is due on November 15<sup>th</sup> at 9:00am and must be sent to client as well as uploaded to Canvas. An assignment brief including report requirements and grading rubric will be provided. Each team's faculty advisor will be available to answer questions and give guidance throughout the project period.

### **CBP Showcase Presentation – 20%**

Each team will have 20 minutes for their presentation and question period with their client, faculty advisor, RHL staff member and other students working on the same client project on November 19<sup>th</sup>. All members of the team are required to participate by presenting a portion of the material and participating in the question period.

The presentation slides must be uploaded to Canvas by 4pm on November 18<sup>th</sup> and the presentations will take place on November 19<sup>th</sup> from 9am-12pm. Specific times and locations for each team will be provided by your faculty advisor. Presentation slides should also be sent to the client after the presentation on November 19<sup>th</sup>.

An assignment brief including presentation requirements and grading rubric will be provided. Each team's faculty advisor will be available to answer questions and give guidance throughout the project period.

### **Individual Participation & Professionalism (Including Team Expectations Agreement & Midpoint i-Peer Evaluations) – 15%**

Working in high-performing teams is not a given. It is a result of commitment, communication and trust. Working effectively in teams is a critically important skill in any corporate or organizational context. Teamwork brings both challenges and opportunities.

At the start of the project term, each team will develop a Team Expectations Agreement (due Sept 24<sup>th</sup>), which should help establish the foundation for solid working relationships amongst the full team.

Getting comfortable with both giving and receiving feedback is a key skill that should be developed now and used for the rest of your professional careers. A good team member is open to feedback from their peers, learns from it and adjusts course when necessary. For feedback to be meaningful, it must be timely and specific.

Team participation includes (but is not limited to) attending and actively participating all meetings, reflecting professional business conduct at all times including being on time to all meetings, communicating effectively with all project stakeholders, providing timely and specific feedback to all project stakeholders and completing a significant portion of the project deliverables as per your agreement with your team members, client and faculty advisor.

Faculty advisors will evaluate individual participation and teamwork via progress reports & meetings, ongoing team & client feedback as well as a mid-term iPeer evaluation. Coaching will be provided for any student that requires help in giving or receiving feedback. It is imperative that all team members communicate with their faculty advisor immediately if there is an issue that has not been resolved through an exchange of feedback within the team. **Your participation grade will be negatively affected if an issue arises for the first time on iPeer.**

The iPeer evaluation will take place during the week of October 18<sup>th</sup> and students will evaluate their peers' role and contributions. An average numerical score and comments without evaluator names will be shared with each student. This feedback should be used to enhance your individual performance in teams for your professional roles in the future.

The faculty advisor will review the peer evaluations as part of the individual participation assessment. If your team is dissatisfied with your effort and input, you will be asked for evidence of your contributions and effective communication with the team. You will also be given the opportunity to respond effectively to the feedback for the duration of the project term. Based on all information, the faculty advisor will decide whether or not to reduce your grade and/or the grade of other team members if they did not provide feedback until the iPeer evaluation. **Full participation and communication with your team members is critical to your success in this project and in your future careers.**

**All students are required to submit their iPeer evaluations online no later than October 22<sup>nd</sup> at 4pm. Late submissions will result in a deduction of up to 8% from your final grade.**

## LEARNING MATERIALS

No materials are required for this course.

## 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.

### *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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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*

#### **Individual Participation & Professionalism**

All students are expected to be fully engaged and participating in all meetings and team working sessions. Student success and learning outcomes are entirely dependent on each team member's total participation and professional contribution.

#### **Issues Management**

If any student has an issue pertaining to team dynamics, client management or any other concern with the project that has not been resolved through effective communication with the relevant parties, they should contact their faculty advisor as soon as possible. The faculty advisor will help find a solution and/or get the appropriate resources involved in order to do so.

### **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.

#### *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*

#### **In-Person Regulations**

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.

### **On-Line Lecture Regulations**

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

### *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.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **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 xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

## ONLINE TEACHING TOOL & REQUIREMENTS

This course might be taught using Zoom for synchronous classes and office hours.

For this course, you might be required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.



**COURSE SCHEDULE**

Subject to change with class consultation.

Date/Location	Topic/Milestone	Mandatory Team Requirements
<b>Sept. 10, 2021</b>	Course Canvas Site: Open to students. Teams announced.	Review all materials (including the Terms of Agreement) and get to know your fellow team members.
<b>Sept. 17, 2021</b> Class: 1:00 - 2:00pm DL009 Faculty Advisor Intro Meetings: 2- 3:00pm Client Kick-Off Meetings: 3 - 4:15pm DL005, DL009, DL 125 & HA 337	<b>In Class Session:</b> Review of course outline, distribution of client assignments and introduction to faculty advisors. <b>Faculty Advisor Intro Meetings:</b> Teams to meet with their faculty advisor and ask questions prior to the client meetings. <b>Client Kick-Off Meetings:</b> Clients to brief teams on the scope of work and key relevant project background.	Active participation, questions and the start of effective client relationship building, communication & teamwork with all members and faculty advisor. Terms of Agreement to be signed by all team members.
<b>Sept. 24, 2021</b> 4:00 pm	<b>Team Expectations Agreement:</b> Document due.	All teams to submit answers to the three questions provided in the brief.
<b>Sept. 24, 2021</b> 4:00 pm	<b>Progress Report #1:</b> Report due.	All teams to submit report online as per the specifications outlined in the assignment brief.
<b>Week of Sept 27<sup>th</sup></b> Times/zoom link or location to be provided by each faculty advisor	<b>Progress Meeting #1:</b> Opportunity for teams to ask questions, raise issues and get guidance from their faculty advisor.	Advance preparation of progress report, questions and issues as well as active participation by all team members in the meeting.
<b>October 8, 2020</b> 4:00 pm	<b>Progress Report #2:</b> Report due.	All teams to submit report online as per the specifications outlined in the assignment brief.
<b>Week of Oct 11<sup>th</sup></b> Times/zoom link Or location to be provided by each faculty advisor	<b>Progress Meeting #2:</b> Opportunity for teams to ask questions, raise issues and get guidance from their faculty advisor.	Advance preparation of progress report, questions and issues as well as active participation by all team members in the meeting.
<b>Week of Oct 18th</b>	<b>Mid-Point Client Check-In Calls by Faculty Advisors:</b> Faculty advisors to obtain feedback from clients and address any issues raised by student teams.	All team to ensure that their faculty advisor is fully briefed on current project progress and any potential issues.
<b>October 29, 2021</b> 4:00pm	<b>Midpoint i-Peer Evaluations:</b> Evaluations due for all team members.	All students to submit their team member evaluations online.
<b>October 29, 2021</b> 4:00 pm	<b>Progress Report #3:</b> Report due.	All teams to submit report online as per the specifications outlined in the assignment brief.

COURSE SCHEDULE (CONT'D)

Subject to change with class consultation.

Date/Location	Topic/Milestone	Mandatory Team Requirements
<b>Week of Nov 1<sup>st</sup></b> Times/zoom link or location to be provided by each faculty advisor	<b>Progress Meeting #3:</b> Opportunity for teams to ask questions, raise issues and get guidance from their faculty advisor.	Advance preparation of progress report, questions and issues as well as active participation by all team members in the meeting.
<b>Nov 15, 2021</b> 9:00am	<b>Final Report:</b> Report due.	All teams to submit report to their clients and online as per the specifications outlined in the assignment brief.
<b>Nov 18, 2021</b> 4:00pm	<b>Showcase Presentation:</b> Presentation slides due.	All teams to upload their presentation to Canvas as per the specifications outlined in the assignment brief.
<b>Nov 19, 2021</b> 9:00am-12:00pm HA295, HA254, HA243 Team presentation times and room assignments to be provided by each faculty advisor	<b>Showcase Presentation:</b> Presentation to client, faculty advisor, RHL staff members and other students working on the same client project.  <b>**Business Attire Required**</b>	All members of each team to participate in presentation as per the assigned schedule and specifications outlined in the assignment brief. Presentation slides to be sent to client after the presentation.