

COURSE INFORMATION

Course title:	Business Strategy Integration: Experiential Learning	Credits:	1.5
Course code:	BA 512	Class location:	n/a
Session, term, period:	2022S (with pre-work required)	Class times:	n/a
Section(s):	001, 002, 003, 004	Pre-requisites:	n/a
Course duration:	May 2 - Sept 2, 2022	Co-requisites:	n/a
Division:	n/a		
Program:	FT MBA		

INSTRUCTOR INFORMATION

- Students will each be allocated a faculty supervisor from the instructing team. The supervisor will provide academic support and guidance. Contact details for the appropriate supervisor will be provided.
- Students completing a faculty research or CDL internship might be supervised by another faculty member.
- Students should contact their designated BCC Career Coach for support with professional development issues, and for queries relating to internship search.

Key contacts:

Career development enquiries and internship search:

Nicole Roumanos, Graduate Career Assistant nicole.roumanos@sauder.ubc.ca

Course administration enquiries:

FT MBA team askmba@sauder.ubc.ca

BRIEF COURSE DESCRIPTION

The purpose of this course is to provide an opportunity for students to apply the skills and knowledge developed through their foundational MBA courses to a specific business setting. The course builds on learning from BA 504 BSI: Foundation and BA 507 BSI: Global, deepening students' knowledge of a chosen business function and industry, and building their professional skills. Students will choose from one of three routes to achieve the course goals: an internship, an entrepreneurial project or an industry research project. Details of the three routes are laid out in the *Course Description*.

BA 512 BSI: Experiential Learning is a collaboration between the Hari B. Varshney Career Centre (BCC), the Robert H. Lee Graduate School (RHL), and external partners. The course provides professional graduate students the opportunity to interact with business professionals in a real-world setting, enabling them to better achieve their career goals, while still meeting academic objectives.

LEARNING OBJECTIVES

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

- Apply the tools and concepts provided during Career Professional Development Journey programming to effectively source and develop a project or role that meets those goals within a prescribed time frame;
- Effectively manage client, partner and team expectations, and make a positive contribution to a working environment (or in the case of the industry research project, to an industry or functional area);

- Apply skills and knowledge developed through their foundational MBA courses to a specific business setting;
- Reflect on their learning and articulate this in a way that will support their future professional growth.

COURSE DESCRIPTION IN DETAIL

Students will choose from one of three paths to achieve the BSI Experiential Learning course goals: an [internship](#), an [entrepreneurial project](#), or an [industry research project](#).

The course is conducted primarily between May and September, 2022, with some pre-work required, including attendance at an introductory workshop on October 19, 2021 from 2:45pm to 3:30pm. and the sourcing and scoping of the project or internship.

Internship

The internship option enables students to gain valuable work experience. They apply their MBA learning to a real business setting by becoming embedded in the business for a minimum of 8 weeks. Internships are available from a variety of employers and can be undertaken locally, nationally or internationally. An internship is considered an employment relationship, and students should agree to the nature of the role/project and deliverables with their employer and their faculty supervisor in advance. Employers may have additional requirements beyond the academic requirements of the course.

Your MBA career coach (Mary Cowan) will reach out to you to schedule a summer check-in discussion. These will happen from July – Aug. Please note that the BCC Business Development team, who help to source and manage the internships, will also check-in with all employers during the internship period. Competition for internships is intense — students wishing to follow this route will likely need to compete for posted internship opportunities *and* source their own opportunities using the networking and career-building skills they have developed.

[Conduct: the BCC has specific policies related to conduct on internship that must be upheld in order for students to pass the course. Please ensure you have read and understood the BCC Rules of Engagement and Professional Guidelines, which are posted in the Career Playbook on Canvas.](#)

Students who do not abide by the code of conduct may have their BCC services withdrawn.

Entrepreneurial Project

This option gives students an opportunity to explore and develop their own business idea — developing a business plan, undertaking a feasibility study, or working on the establishment of a start-up venture. Projects are self-directed, with the objectives agreed with your faculty supervisor at the start; students can choose to work in teams of 2-3 individuals, but may also choose to work individually. Teams larger than 3 will be considered via an approval process and will have an additional evaluation through iPeer. Your faculty supervisor will help connect you to the UBC-wide resources that exist to support the development of entrepreneurial ideas. This option is ideal for students following the Business Innovation & Entrepreneurship Track, but is not limited to these students.

Industry Research Project

The industry project is an opportunity to analyze an industry, special topic of interest, functional area, or organization. The project will typically take the form of a market analysis, feasibility study, strategic analysis, best-practice analysis, or business plan. Students undertake these projects on an individual basis, using the opportunity to gain a deeper understanding of an area they wish to work in after completing their MBA. Projects are self-directed, with the objectives agreed with your faculty supervisor

at the start, but will often involve collaboration with industry partners and contacts. This option requires in-depth secondary research, and may also include primary research and industry liaison.

ASSESSMENTS

Summary

Please note that the assessment for Internships and the Entrepreneurial & Industry Projects are different.

Internship		Entrepreneurial/Industry Project	
Internship/Project Agreement	5%	Internship/Project Agreement	5%
Meeting with Faculty Supervisor	5%	Project Kick-off and Meeting with Faculty Supervisor	10%
Progress Update Phone Call	10%	Progress Update Phone Call Purpose Statement and table of contents due	10%
Annotation	35%	Project Report	15% Initial Draft
Artifact or Internship Report	10%		30% Final Project Report
Course Reflection	35%	Course Reflection	30%

Students must complete each deliverable and submit each assessment to pass the course. Please note that you will be graded on the deliverables above, not on the experience you have during your internship or project. Your academic grade is determined by how you report on, and demonstrate, that experience.

Details of Assessments

Assessment activities

- **Internship/Project Learning Agreement Form (5%):** A completed internship/project learning agreement form (due May 19, 2022), presenting a plan that enables you to meet the learning objectives of the course. Guidance on sourcing/scoping internships and projects will be provided at the mandatory workshop in March.
- **Initial Meeting with Faculty Supervisor – Internship (5%):** A group meeting has been scheduled for April 21, 2022 from 12:30 to 1:30. If for some reason you are unable to attend at this time you will need to schedule a separate meeting (online or by phone) with your faculty supervisor prior May 1, 2022
- **Initial Meeting with Faculty Supervisor– Entrepreneurial & Industry Projects (10%):** A group meeting has been scheduled for April 21, 2022 from 12:30 to 1:30 to discuss the course requirements.

Subsequently, you must arrange an **Initial Project Review Meeting** with your supervisor to discuss your project’s area of focus and scope. This meeting must occur prior to July 15, 2022 and it can be

held online or by phone. Please prepare for this meeting with a brief summary/overview memo of the project focus and scope and submit the document on the Canvas course site.

- **Phone Call Progress Update (10%):** A brief progress update (i.e. 5 minute phone call) given verbally to your Faculty Supervisor. This is designed to help enable effective reflection during the course, and to assist faculty supervisors in providing guidance and support. Questions to consider for discussion:
 - What about your internship/project is meeting/exceeding your expectations?
 - What is not meeting your expectations? Think about actions you can take to try to address these items.
 - Comment on one thing you've learned from the first part of your internship/project.
 - **Students working on Entrepreneurial and Industry Projects: Student is expected to prepare a finalized purpose statement and a table of contents for the final report.**

- **Internship Final Deliverable (80%):**

- 1. Internship-Report or Artifact 10%**

Evidence of the work you have undertaken during your internship. This may be one or more reports, presentations, or another format as determined in the Internship/Project Learning Agreement. Examples of artifacts include (but are not limited to): Meeting Minutes; Research Data and Analysis; Feedback from Colleagues; Modeling Spreadsheets; Process Maps; Databases and so on. The work should be of MBA level, and provide evidence of the expected time commitment for the course.

Grades will be determined by how well you have met the brief laid out in the Internship/Project Agreement or otherwise discussed with your supervisor. Employers will submit feedback on internship candidates' performance, and this may be considered in grading.

Internship candidates should note that is NOT a report about your internship experience – it is evidence of what you did/achieved for your employer during your internship.

- 2. Annotation 35%**

A two-page (600-800 words) document giving context to the report/artifact you submitted. This report should include project objectives; context of the project as it relates to the employer's business; student's role in the project and the team at large or any further information that may help your advisor understand the criticality of the project and your role therein.

- 3. Course Reflection 35%**

A two-page (600-800 words) reflection on your experience in the BA 512 course, addressing the following:

- Discuss challenges and how you overcame them, ideas/theories/concepts you were able to apply from your MBA classes, mistakes you made or choices you might have handled differently in hindsight, areas where you felt prepared as well as areas you felt inadequately prepared, and anything else that contributed to your learning experience during the internship/project. You may choose to focus on the main deliverable, or on several deliverables.
- What key actions will you take in relation to your professional development as a result of this course?

Your supervisor may request additional information, or ask further or different questions, to enable you to meet the learning objectives of the course.

4. SEAT Data Submission

Link can be found under Assignments on BA 512 Canvas site.

This is not graded but it must be completed in order to pass the course.

SEAT (Sauder Employment Analytic Tool) is the Business Career Centre's unique repository of salary, employment, and company information for both internship and full-time positions. In the case of internships, the internship and project information you provide helps both staff and future students understand the parameters of your summer project experience

- **Entrepreneurial & Industry Project Final Deliverable (75%):**

- 1. **Project Report 45%**

- Report draft 15%

- Final report 30%

- The project report should be organized and formatted appropriately based on agreement with your advisor.

- Entrepreneurial projects will typically align with that of a business plan or feasibility study with level of detail appropriate for the project.
 - Industry reports are expected to provide at a minimum (but not limited to) objectives and context for the project, methodology in research, summary of results, and conclusions/recommendation. These reports ARE NOT to be a regurgitation of existing secondary market research reports, but rather must demonstrate independent thought and conclusions.

- Reports should include an executive summary, full citations and appendices to support the content presented in the main report.

- The work should be of MBA level, and provide evidence of the expected time commitment for the course.

- Grades will be determined by how well you have met the brief laid out in the Internship/Project Agreement or otherwise discussed with your supervisor.

- 2. **Course Reflection 30%**

- A two-page (600-800 words) reflection on your experience in the course, addressing the following:

- Discuss challenges and how you overcame them, ideas/theories/concepts you were able to apply from your MBA classes, mistakes you made or choices you might have handled differently in hindsight, areas where you felt prepared as well as areas you felt inadequately prepared, and anything else that contributed to your learning experience during the internship/project. You may choose to focus on the main deliverable, or on several

- deliverables. In these cases, reflect on your emotions relating to successes achieved and barriers faced.
- Reflect on your learnings as they will affect your career in the future. What key actions will you take in relation to your professional development as a result of this course?
 - In the case of group entrepreneurial projects, reflect on your learnings relating to team dynamics.
 - *Note for students working in groups: The Course Reflection must be completed individually.*
- Your supervisor may request additional information, or ask further or different questions, to enable you to meet the learning objectives of the course.

Completion of Deliverables and Submission of Assessments

Students must complete every deliverable and submit every assessment in order to pass the course. All assignments are to be submitted via Canvas as pdf documents.

Students undertaking internships are also required to complete the internship summary in SEAT. If you have opted to do an internship and do not complete your SEAT summary, **you cannot pass the course.** See above (p. 5) for information about SEAT.

Grading

Expectations of the quality of work required align with other MBA courses. A final course grade will be assigned 3 weeks after the due date based on the grade given for each assignment and its relevant weighting.

LEARNING MATERIALS

Reading Materials & Learning Resources: Students are expected to source and utilize the relevant learning resources for their internship or project. Students are expected to reach out to their faculty supervisor for advice related to project rigour and as a contact who can help direct them to other resources.

Activity Fees: None. Students should assess the cost implications and logistical requirements of their chosen internship/project.

TEACHING AND LEARNING ACTIVITIES

Workshops, Faculty Supervision and Staff Support

The introductory workshop is designed to provide students with all the essential information required to succeed in the course, and attendance is mandatory. Faculty and staff will not provide additional support or individual guidance to students who do not attend.

The RHL & BCC teams will allocate a faculty supervisor to each student on a rolling basis as they confirm their internship/project. Supervisors will provide office hours during which students can seek guidance on their course deliverables. BCC staff are also available to support students in their internship search and/or in building contacts for their project, and will continue to provide career coaching for the duration of the course.

Internship Activities

Activities undertaken on an internship can be hugely varied, and the scope and nature of the role should be agreed with the employer in advance under the guidance of the faculty supervisor. General

information around internships can be found in the course Canvas site and will be covered in the *BSI: Experiential Learning* workshop in March. Students should conduct their own research and due diligence on internship opportunities, including making use of the resources and opportunities in COOL and on the myMBA Career site.

Entrepreneurial Project Activities

Similarly, the scope and nature of the learning activities on the entrepreneurial project will vary depending on the business idea and its stage of development. Entrepreneurial projects are usually (but not exclusively) team-based, and students will typically choose to continue developing an idea created in an earlier course (although some student may have ideas they wish to pursue which are outside of the previous coursework). Students should liaise with their faculty supervisor to determine the scope of their project.

Industry Research Project Activities

The industry project is an individual research project. The project will typically take the form of a market analysis, feasibility study, strategic analysis, best-practice analysis, or business plan, and so teaching and learning activities will be aligned with that form of deliverable. Projects are research-based, but will often involve collaboration with industry partners and contacts. Students should liaise with their faculty supervisor to determine the scope of their project. AGAIN, these reports ARE NOT to be a regurgitation of existing secondary market research reports, but rather must demonstrate independent thought and conclusions.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will receive a zero, but must still be submitted in order to pass the course.

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 Policies

Policies specific to internship: Please ensure you have read and understood the BCC Rules of Engagement and Professional Guidelines, which are posted on the Canvas site for this course. Students selecting the internship path must uphold these policies in in order to pass the course.

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.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

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.

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>

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ACKNOWLEDGEMENT

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

COURSE SCHEDULE

(Subject to change with class consultation)

DATE	ACTIVITY
October 19, 2021	Workshop: BSI: Experiential Learning – All You Need to Know (Attendance at the introductory workshop is mandatory for all students)
Ongoing	Career Professional Development Programming as indicated in the Career Playbook and myMBA Career website. Students access a combination of required and optional programming in addition to their interactions with their Career Manager.
March to April 2022	Supervisors will be allocated on a rolling basis as students confirm their internships/projects.
April 21, 2022	Initial meeting with Faculty HA 132 & HA 133 12:30pm - 1:30pm
May 19, 2022	Internship/Project Learning Agreement Due – <u>all students</u> will make their final selection for either an internship or a project. <i>Learning Agreement form link available on Canvas.</i>

Full-time Internship	Project	
n/a	July 15, 2022 11:59pm	Project: Deadline for Project Review Meeting with Faculty Supervisor (online or phone), brief project memo/summary due
May – Sept, 2022	May – Sept, 2022	This is the core period during which students will complete their internship or project. 280 hours is the minimum expected time commitment during this period. (For internships: 8 weeks of full-time effort, or longer if part-time; Please discuss your exact plan with your BCC Career Coach.)
Up to July 29, 2022 11:59pm	Up to July 29, 2022 11:59pm	Phone Call Progress Update Due for both internships and projects Project: Purpose and Table of Contents Due
n/a	Aug 18, 2022 11:59pm	Project: Full Draft Project Report Due
Sept 5, 2022 11:59pm	Sept 5, 2022 11:59pm	Final Deliverables Due Project: Project Report, Course Reflection (no SEAT) Internship: Internship Report/Artifact, Annotation, Course Reflection, SEAT Data Submission*

* For all those who completed an internship, please add your details to SEAT, link on Canvas or found here:
MyMBA Career > Career Resources & Toolkits > Key Sites > SEAT