

COURSE INFORMATION

Course title:	Community Business Project		
Course code:	BA 511	Credits:	1.5
Session, term, period:	2021W Term 2	Class location:	Online/hybrid
Section(s):	MM1	Class times:	Variable – see schedule
Course duration:	Jan 21st – Mar 25th, 2022		
Division:	SBE		
Program:	MM		

INSTRUCTOR INFORMATION

Instructors:	Adam Pankratz / Wayne Rawcliffe		
Phone:	778.320.2187	Office location:	Online/hybrid
Email:	Adam.pankratz@sauder.ubc.ca / wayne.rawcliffe@sauder.ubc.ca	Office hours:	Tuesday 13:00 – 14:00 or appointment

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.

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	45%
CBP Team Showcase Presentation	25%
CBP Team Status Reports (3)	16%
Individual Participation	10%
Jump Start Research	4%
Total	100%

Details of Assessments

CBP Team Final Report – 45%

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 9:00am on Mar 25, 2022. 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 – 25%

Student teams will present a summary of their CBP team report to classmates, instructors and staff March 25, 2022.

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

Team Status Reports – 16%

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.

Research Jump Start – 4% total

During the in-class session you will also start a research "Jump Starter" to get you going on your project. This will be fully completed and submitted to Canvas **before** the in-class session and is worth 4%.

Individual Participation – 10%

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 14th. 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 MATERIALS & ELECTRONIC REQUIREMENTS

Students must download and install Zoom. It can be found here <https://zoom.us/download>

Proper hardware is necessary for this course – UBC is using various tools to maintain academic integrity. Minimum system requirements to take online courses and exams are:

- Desktop/laptop (updated to the latest version of Google Chrome with the ability to install plugins, e.g., Proctorio)

Windows:

- Processor: Intel i3 or AMD Ryzen 3
- Memory/RAM: 4GB
- Drive: 128GB
- Operating System: Windows 10 Education or Enterprise or Pro with release 1903 and above

Mac:

- Processor: Intel i5
 - Memory/RAM: 4GB
 - Drive: 128GB
 - Operating System: macOS 10.13 (High Sierra) and above
- Audio output (any speaker, either internal or external, or headphones)
 - Audio input (any microphone, either internal or external)
 - Webcam (320x240 VGA resolution (minimum) internal or external)
 - Reliable internet connection – For the seamless delivery of online course content and exams, it is highly recommended that students use a wired internet connection (avoid dial-up, no wireless, no satellite). Students must also check the speed and quality of their network connection. UBC recommends 5 mbps download speed and 1 mbps upload speed are needed at minimum.

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](#) <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

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.

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

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 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.

ONLINE TEACHING TOOL & REQUIREMENTS

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

For this course, you are 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). If you have trouble creating an account, or accessing a Zoom session, please contact 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.

SCHEDULE

Date/Time	Topic/Milestone	Team Requirements
January 14th	Team & Client Project Announcements.	Contact all team members & prepare/complete Jump Start Your Research
January 21st 1:00-3:00pm Online	In-class session <ul style="list-style-type: none"> • Course overview • Consulting best practices/Team management 	Mandatory attendance - Zoom Business Attire
January 21st 3 :00- 4:30 pm Online	CBP Team Kick-Off team meetings with clients.	Mandatory attendance - Zoom Business Attire
January 21st 4:30 pm	Signed Terms of Agreement due after kick-off meeting.	Digital copy to instructor/RHL
w/c January 31st Times/Location TBC	Team check-in meetings with assigned instructor.	Completed hard copy of status report #1 to meeting.
w/c February 28th 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
w/c March 14th Times/Location TBC	Team check-in meetings with assigned instructors.	Completed hard copy of status report #3 to meeting.
March 25th 9:00am – 1:00pm	CBP Showcase Presentations to students and instructors.	Presentation slides and hard copy of final report due. Business Attire.
March 25th 1:00pm – 3:00pm	Reception with students, instructors and staff.	Mandatory attendance Business Attire.
April 1st 4:00 pm	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.