

Leadership, Strategy and Sustainability
ADM 4317
Fall 2016

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Office Hours	Mondays, 1:00-4:00pm (by appointment)
Class Location	DMS4130
Class Hours	Thursdays, 7:00pm – 10:00pm
Prerequisite(s)	At least 33 credits from ADM core courses, including ADM 2381/ 2781
	Mandatory course of management option

Course Deliverable	Due Date	Weight on Final Grade
Individual classroom contribution	Ongoing	10%
Individual reflection statements (5x2%)	Various	10%
Final individual reflection paper	December 17th	10%
Simulation	Weekend of Sept. 23 rd – 25 th	30%
Group Project	Various throughout the term: Final version on December 10 th	40%
Total		100%

Course Overview

Leadership is all about “making a difference” and hence it is important to consider deeply the nature and type of difference that you intend to make in this world. In this course, you will increase awareness of your values, beliefs and attitudes and how these relate to a firm’s strategy as well as issues of CSR and sustainability. We will explore the role of business in society from multiple lenses and build a solid business case for more sustainable enterprises.

The emphasis, however, will not be just on theory, but also on action –providing multiple opportunities for you to actively practice sustainability leadership and strategy implementation including: workshops, simulations, site visits, directed group projects and the opportunity for meaningful community engagement. The pedagogical methods are therefore deliberately designed to allow you to consider this topic deeply and reflect on sustainability as a core element of both leadership and strategy at multiple levels – self, others, the organization and society at large.

While we will cover the role of leadership and strategy in more ‘traditional’ forms of CSR, the focus will be on the leadership skills required to create successful business strategies for the future of a sustainable businesses: social entrepreneurship, B-Corps, carbon-negative enterprises, regenerative business models, cradle-to-cradle design thinking, industrial ecology and the circular economy amongst others. The overarching goal of this capstone management course therefore is for you to consider the questions: “What kind of leader do I want to be?”, and “What kind of organization do I want to lead?”

Course Contribution to Program Learning Goals

This course will contribute to the attainment of the following B.Com Learning Goals:

- LG1 Understand, Apply and Integrate Core Management Disciplines
- LG2 Demonstrate Critical Thinking and Decision Making Skills
- LG3 Demonstrate Leadership, Interpersonal and Communications Skills
- LG4 Apply high standards of Integrity, Ethics and Social Responsibility
- LG6 Pursue Self-Development and Exhibit a Commitment for Life-long Learning
- (LG7 Provide Value to the Business Community in a chosen Area of Specialization)

Course Objectives

1. Develop your capacity to integrate strategy and sustainability.
2. Deepen your understanding of the leadership challenges and opportunities in complex situations of corporate sustainability.
3. Practice strategies, arguments and implementation planning to drive organizational change in the service of sustainable goals.
4. Stretch your imagination with regards to what you as an individual can accomplish in the pursuit of a sustainable planet.

Course Materials

The course materials have been designed to a) save you money, b) save paper and c) maximize the use of the University of Ottawa library services. As such, most of the readings are available on Blackboard Learn either in pdf format or with a direct link to the library or

other online resource where you can access the article. However, we will also be using several cases during the term which are not publically available. For these, you will need to purchase the course pack from Harvard Business Publishing (HBP): <http://cb.hbsp.harvard.edu/cbmp/access/53047155>.

Once you've clicked on the link, you will need to create a student account on the HBP site if you don't already have one and pay for the course pack via credit card. You can then view the pdfs of the cases online for 6 months or download them, in which case, they don't expire.

Using this method gives you the lowest possible price per case (\$4.25USD). If you go to the HBP site without the coursepack link (e.g. by just googling HBP), you will pay twice that normal price per case, so please follow the link above.

Course Evaluation

The final grade in this course will be determined as follows (39% individual; 61% group):

	<u>Option A (Case)</u>	<u>Option B (CSL)</u>
1. Individual classroom contribution	10%	10%
2. Individual reflection statements (5x2%)	10%	10%
3. Final individual reflection paper	10%	10%
4. Simulation (70% group/30% individual)	30%	30%
5. Group project (Case Writing)	40%	
Group project (CSL)		40%

You must receive a passing grade on all components of the course in order pass. That is, you must score at least 50% in each of the five elements (contribution, reflection statements, final reflection paper, the simulation and the group project) to receive a passing grade. Please note that it is not possible to submit extra course work in order to improve your mark.

1. Individual classroom contribution (10%)

You are expected to be present, prepared and willing to share your views in the classroom discussion in every class, both voluntarily and when called upon to do so. Much of your learning will come from you having to articulate your own views and from hearing the views of others. Sitting passively is not an option.

In this course, more than most, it is important for you to participate. Even the most 'out there' opinion is important, if it is grounded in facts and sound logic. You should not aim to voice the majority opinion, but rather to provide a thoughtful position that adds to the debate. If the same people are always speaking, the learning of the group is curtailed.

In grading class contribution, I will be assessing the extent to which you have established a meaningful presence in the class, over the entire course, not just a single class. The **quality**, **quantity** and **consistency** of your comments all count. A copy of the classroom contribution grading chart can be found in the Appendix.

2. Individual Reflection Mini-Statements (10%)

The role and art of reflection has been shown to be a critical leadership skill that enhances one's ability to make ethical decisions by directly relating abstract ideas to personal values on a regular basis¹. Therefore, at various points throughout the term, you will be asked to submit a short reflection statement (max 250 words) regarding the assigned topics and classroom discussion as a journal entry in BlackBoard Learn. These notes should not be a summary of the content covered during class, but rather they should be a short statement of what you learned, your key insights from the session and in particular what this might mean to you and your aspirations as a person/leader. You may choose to discuss previously held opinions that were either changed or strengthened as a result of your preparation and the class discussions. Alternately, you may choose to write about elements of the content or discussion that surprised you. The goal is to increase your self-awareness and begin the practice of self-reflection which has been empirically linked to effective leadership.

These mini-reflections will be graded as pass/fail: a 2% grade for each on-time and thoughtful journal entry, else 0%. That is, I will not be providing written feedback on your reflection statements unless there is a clear need for intervention. Rather, this course component is designed specifically to get you into the habit of self-reflection by linking course content to what this means for you as a future leader and strategist. In addition, these short reflection pieces will serve as the building blocks for your final reflection paper due at the end of the course (see below).

Due: Friday at midnight after the end of the class assigned (See Course Schedule)

3. Final individual reflection paper (10%)

At the end of the course, you will be asked to submit a final individual reflection paper (maximum 5 pages, 12 point font, double spaced). This reflection paper should address:

- a. your overall reflections on the course with a particular focus on your key take-aways for your leadership journey
- b. a specific reflection on your personal learnings from the group projects
- c. your overall reflections on sustainability and your role in business, government or the non-profit sector in delivering on a sustainable future
- d. a short and concise statement defining your vision for the type of leader you think you could become. Put yourself 10 years into the future. Where will you be working? What kind of a world will you be living in? What kind of a difference, if any, do you hope to be making?

A detailed rubric will be discussed in class.

Due: December 17th

¹ Crossan, Mazutis, Seijtz, Gandz (2013), Developing Leadership Character in Business Programs, *Academy of Management Learning and Education*, 12(2): 285-305

4. Group Simulation (30%)

During the weekend of September 23rd – 25th, you will engage in an intensive capstone exercise called **The Green Business Lab**. This will be a hands-on experience that allows you to apply the management skills learned during the BCom (marketing, operations, accounting, finance etc.) while simultaneously solving the most pressing problems arising from environmental and social issues facing organizations today.

Working in teams (you will be randomly assigned to a group on Sept. 22nd), you will be immersed in running a business where each team member will play a key function in the company. This new Executive Team must shape its company's strategic direction, design and build a new product and improve performance. Yet, due to mounting pressure from various stakeholders — including customers, governments and NGOs — success will depend on triple-bottom-line (economic, environmental, social) metrics. The simulation will test your leadership skills, knowledge of core management disciplines, as well as broader understanding of business's responsible role in society. It will also serve as a primer for the strategic challenges and opportunities you will likely encounter in the research for your final group projects. For this reason, the simulation has been scheduled near the beginning of the course so that we may build on the lessons learning for the rest of the semester.

The simulation will start with a practice cycle which opens on Friday, September 16th. At this time, you will receive a welcome letter with log in credentials. There will also be some time devoted to the practice cycle during class on September 22nd. The live simulation itself will start on Sept 23rd at 5:30pm and run all day Saturday the 24th and Sunday the 25th (See the Appendix for a high level agenda for the weekend). As such, you must make yourselves available for the duration of this time to pass this component of the course (and therefore the course itself). The simulation will be graded as follows:

Category	Due Date/Time	% of Total Grade
Individual Practice Cycle Quiz	Friday, Sept. 23 rd : 5pm	10%
Team Debrief Contributions	Cycle 1: Sat. Sept 24 th , 9:00am	10%
	Cycle 2: Sat. Sept 24 th , 3:00pm	10%
	Cycle 3: Sun. Sept 25 th , 4:30pm	10%
Team Results	Sunday, Sept. 25 th , 1:00pm	20%
Team Board Meeting Presentation	Sunday, Sept 25 th , 2:30-4:30pm	20%
Individual Engagement*	Friday, Sept 24 th , 6:00pm – Sunday, Sept 25 th , 5:30pm	20%
Total		100%

*Note: The individual engagement score includes the assessment of your peers on the final Team Effectiveness Report

5 Group Project (40%)

You have two options for the final group project:

- (A) Case Writing, or
- (B) Community Service Learning (CSL) project

For the group project, you are responsible for finding your own team and agreeing on which group project you will complete. Groups should be of 5-6 people such that the class has ten teams in total. Half of the class will work on case writing, while the other

half will work on a CSL project as described below. Because the CSL opportunities are limited to 36 students (6 teams of 6 people), it is important to decide early in the course if this is the option you would like to pursue and find like-minded classmates to register for this opportunity. Some time will be devoted to this exercise on the first day of class.

Option (A): Case Writing

In groups of 5-6 students, you will work together to author a business case that could, in theory, be given to a class of undergraduate business students in a class like this to analyze in the future. Your aim is to craft a document that details a particular leadership, strategy and sustainability challenge/opportunity at a specific organization in a particular industry at a particular point in time. The case should be written at a level that could be published (e.g. as a textbook case, an Ivey/HBS case or a Case Journal)². You will have many case templates to follow from this and other courses at Telfer. I will also provide you with a template for a teaching note or instructor guide which you will probably not have seen to date. In addition, **a very detailed case writing guide will be posted on Blackboard Learn and you will be required to follow the case writing process very carefully** in order to ensure that the problem you have chosen to tackle is framed properly, can be used to illustrate particular leadership, strategy or sustainability concepts and is clear and logical. These are core skills that will serve you well in any future career. The final formatted case should not exceed 20 pages including all exhibits and the Teaching Note should not exceed 5 pages.

A good business case requires a thorough familiarity with a company and its business decisions and so choosing a topic, company and dilemma that your team finds particularly interesting, and that you'll enjoy researching and writing about, is important. You may choose to look for an organization that is at the cutting edge of embedding sustainability into its business operations (e.g. zero waste management systems, carbon-negative enterprises, regenerative business models, closed loop manufacturing, B-Corps etc.) or a more traditional firm that is still struggling to do so. The most interesting cases include primary data collection – that is, they are based on interviews with the key protagonist and other players relevant to the case. However, gaining access to decision makers can be problematic. As such, you may choose instead to focus on a large enough organization such that there is enough publicly available data about the issue you wish to tackle.

The case writing option has the following due dates and project weightings:

Case Component	Due Date	Grade
<i>Company background</i>	<i>October 6th</i>	<i>10%</i>
<i>Industry background</i>	<i>October 20th</i>	<i>10%</i>
<i>Case Questions</i>	<i>November 3rd</i>	<i>10%</i>
<i>Draft Teaching Note (TN)</i>	<i>November 17th</i>	<i>10%</i>
Draft Case (to class)	November 23rd	20%
Case Presentations (in class)	November 24th or Dec 1st	20%
Final Case and TN Submission	December 10th	20%
Total		100%

² You should keep future publication in mind when writing the cases. I make an effort to write a case or two each year and may be willing to work with the best group projects and team members to edit, revise and submit the cases for publication after the course has been completed.

You will note that 40% of your group grade is derived from adequate preparation throughout the term on core case components. I will provide feedback during this process that you should incorporate into your final draft case that you will present to the class during one of the last two sessions of the semester. The objective of the ongoing feedback is to maximize your chance for a successful case session in front of your peers.

The remaining 60% of the grade is on the complete draft case, the class presentation and the final submission. I expect that the final submission will reflect revisions to both the case and the teaching note as a result of the feedback received from myself, your marker and your class-mates. You will be graded on format & organization, content, analyzability and the x-factor (what makes the case interesting). There will also be a peer-evaluation component to this group project. A detailed rubric will be discussed in class and made available on BlackBoard Learn.

Groups for the case writing option must be finalized and registered on BBL by September 22nd.

Option (B): Community Service Learning (CSL) Project

In teams of five-six students, you will work together on a sustainability strategy consulting project for a community partner that, in theory, could be implemented by the community partner in the near future. **Your goal is to craft a document that analyzes a particular sustainability or strategy challenge/opportunity that a specific organization is facing right now and to present a well-researched, clear and compelling analysis of the issue as well as recommendations for action.** The consulting projects should be written at a level that you might expect to see from large consulting firms such as McKinsey or BCG and you should think of your community partners as clients. As such, you will be evaluated not only on the content and quality of your work, but also on your ability as a team to deliver a valuable project to the client and your level of professionalism.

This year, we will be working with two community partners who both have several very interesting and important projects requiring business consulting expertise:

- University of Ottawa Office of Campus Sustainability (5 projects):
 - Waste Free Ontario: The Business Case for Paperless at Telfer
 - Carbon Reduction Plan: Identifying the Most Efficient Options for Telfer
 - The Future of Campus Mobility: Decarbonizing Transportation on and to Campus
 - Empty Roofs: Green or Solar? Lease or Own? Environmental and/or Social Impact?
 - Free Store: Business Plan Development and SROI (Social Return on Investment)
- Canadian Federation of University Women (CFUW) (1 project):
 - Empowering Women: A Strategic Review

The community members will be present on the first day of class on September 8th to introduce the different projects and so it is imperative that you be present to understand the different consulting projects available and to ask any questions. **Registration will then open for the different projects on the Navigator system on September 12th at 10:00 and remain open until September 14th at 5:00pm. It is your responsibility to make sure that**

you sign up for the CSL project of your choice within this time period – students will be assigned to their chosen projects on a first come/first served basis.

Note that the project teams will be capped at 6 members and there are not enough consulting projects for everyone. As such, should you wish to pursue the CSL option, you will need to decide on a partner/project/team quickly. Should one project not receive at least 5 interested students, it will be cancelled. Details on how to access the Navigator system to register will also be provided on September 8th.

The CSL project option has the following due dates and project weightings:

CSL Project Component	Due Date	Grade
<i>Needs analysis/documentation</i>	<i>October 6th</i>	<i>10%</i>
<i>Gap analysis/opportunity matrix</i>	<i>October 20th</i>	<i>10%</i>
<i>Primary research plan</i>	<i>November 3rd</i>	<i>10%</i>
<i>Preliminary evaluation of alternatives</i>	<i>November 17th</i>	<i>10%</i>
Draft Project (to class/community partner)	November 23rd	20%
Project Presentations (in class)	November 24th or Dec 1st	20%
Final Project Submission	December 10th	20%
Total		100%

You will note that 40% of your group grade is derived from adequate preparation throughout the term on core project components. You will receive feedback during the process from both myself as well as the community partner that should then be incorporated into your final project. You will also be required to present your work to the class and to the community partner during one of the last two sessions of the semester. The objective of the ongoing feedback is to maximize your chance for a successful presentation not only in front of your peers, but also in front of your client.

The remaining 60% of the grade is on the complete draft project, the class presentation and the final project submission. I expect that the final submission will reflect revisions to draft document as a result of the feedback received from myself, your marker, your client and your class-mates during the final presentation such that the client may be in a position to take your analysis directly to the appropriate organizational decision makers for go/no go discussions. The final report should not exceed 25 pages. A detailed rubric will be discussed in class and made available on BlackBoard Learn. Please note that there is also a peer-evaluation component to the CSL group project.

Given the applied and practical nature of the CSL project option, it has the potential to make a significant difference to the community partner as well as to your development as leaders and strategists. An additional benefit of the CSL option is that the hours logged on these projects also count towards your co-curricular record through the Michaëlle Jean Centre for Global and Community Engagement (MJCGCE). It is expected that a minimum of 30hours per student be logged in the Navigator system and approved by the community partner as a required component of this option.

A note on Community Service Learning (CSL):

Community Service Learning (CSL) is a credited educational experience, that (1) is conducted as part of a course, during which (2) students participate in a structured volunteer service placement (volunteer activities) designed to meet a community need or priority and (3) critically reflect on their in-community placement learning to develop a better understanding of class materials and of their field of study. This latter component is included in your final reflection paper described above.

About the Michaëlle Jean Centre for Global and Community Engagement (MJCGCE):

The Michaëlle Jean Centre for Global and Community Engagement promotes lifelong community engagement and social responsibility among uOttawa students. Integrating academics with meaningful volunteer service through community and faculty partnerships, the Centre supports students in contributing to stronger communities, positive social change and a more active university locally, nationally and internationally.

You will also have access to a dedicated CSL Placement Agent contact:

Lynne Lessard

Michaëlle Jean Centre for Global and Community Engagement

University of Ottawa

Tabaret Hall

550 Cumberland, suite 304, Ottawa (Ontario) K1N 6N5

Tel: 613-562-5800 (2929) | Fax: 613-562-5285

Email : llessard@uottawa.ca

Course Schedule

#	Date	Topics	Case/Guests	Readings	Discussion Questions/Assignments
1	Sept. 8	<u>The Big Picture:</u> <ul style="list-style-type: none"> • Introduction to Leadership, Strategy and Sustainability • Course overview • Introduction to group projects • Presentation from CSL partners 	GUESTS: Lynne Lessard (MJCGCE) & Jonathan Rausseo (uOttawa Office of Sustainability)	<ul style="list-style-type: none"> • Course Syllabus • A New Era of Sustainability • Architects of a Better World • Agenda 2030 All readings available on BBL	As you <i>skim</i> through the UNGC/Accenture CEO studies, consider the following questions: <ul style="list-style-type: none"> • What is sustainability? • How well are businesses doing on the sustainability challenge? • What is the role of leadership?
2	Sept. 15	<u>The Bigger Picture:</u> <ul style="list-style-type: none"> • Understand the science and evidence behind the sustainability crisis • Develop a common language around key sustainability principles • Learn how to apply sustainability frameworks in and to business organizations • Recognize the role of sustainability in value creation 	<p style="text-align: center;">The Natural Step Workshop</p> GUEST: John Purkis	View Sustainability Crash Course video series: https://www.youtube.com/playlist?list=PLEXqjIYY5zi6hWCvm5idXYLH2Qtv7fT-f Note: It will take you at least 60 minutes to view the videos and 5 minutes to take the survey	Pre-Workshop survey: https://www.surveymonkey.com/r/DCFYMQ5 DUE: September 12th CSL Navigator Sign-Up Period from Sept 12 th , 10:00am to Sept. 14th at 5:00pm Post-Workshop mini-reflection #1 DUE: Sept. 16th midnight Green Business Lab Opens
3	Sept. 22	<u>Strategy and Sustainability:</u> <ul style="list-style-type: none"> • Review of core strategy concepts • Exploration of the strategy/sustainability link • External and internal analysis 	Sustainability at IKEA group (HBP course pack)	<ul style="list-style-type: none"> • “Are you sure you have a strategy?” Hambrick & Friedrickson • “The Sustainability Imperative”, Lubin & Etsy Links to where you can download these articles provided on BBL	As you read the case, consider the following questions: <ul style="list-style-type: none"> • How would you assess IKEA’s sustainability plan? Are the targets too limited, appropriate or ambitious? • How do you feel about the progress IKEA has made in implementing this plan? • How does sustainability fit with IKEAs overall strategy? • Which option should IKEA pursue to address the wood supply chain issue?

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<p style="text-align: center;">Intensive Weekend: Sept. 23rd – Sept. 25th (see Appendix for Schedule)</p>	<p><u>Leadership, Strategy and Sustainability in Practice:</u></p> <ul style="list-style-type: none"> Practice designing a strategy for a product as part of a cross-functional team Practice balancing economic, environmental and social goals Practice stakeholder management 	<p style="text-align: center;">The Green Business Lab Simulation GUEST: Susan Svoboda (Green Business Lab)</p>	<ul style="list-style-type: none"> Read welcome letter by Sept 16th Read: “Reading Assignment: Introduction to the Green Business Lab” View: Green Lab simulation Kickoff Presentation and application tutorial videos 	<p>Green Lab Simulation Practice Cycle begins on Sept. 16th when you will receive an email with your log in credentials</p> <p>You will be assigned your team on Sept. 22nd during class: SphereMover Kits will also be handed out.</p> <p>Green Lab Simulation Practice Cycle Quiz (Individual) DUE: Sept. 23rd, 5:00pm</p> <p>Simulation Evaluation Elements: DUE: as per the above schedule</p> <p>Post-session mini reflection #2 DUE: Sept. 26th midnight</p>	
<p>4</p>	<p>Sept. 29</p>	<p><u>Strategy Implementation:</u></p> <ul style="list-style-type: none"> Explore the difficulties inherent in implementing a sustainability strategy Critically examine the sustainability efforts of the world’s largest retailer Understand the different dimensions of sustainability and measurement 	<p>Greening Walmart: Progress & Controversy (HBP course pack)</p>	<ul style="list-style-type: none"> “A Teasing Irony”, Hawken (BBL) Visit and browse through: http://makingchangeatwalmart.org/ 	<p>As you read the case and browse the website, consider the following:</p> <ul style="list-style-type: none"> What is Walmart’s strategy? How does sustainability fit in to this strategy? Is Walmart’s strategy sustainable?
<p>5</p>	<p>Oct. 6</p>	<p><u>Leadership:</u></p> <ul style="list-style-type: none"> Exploration of the leadership/strategy link Exploration of the leadership/sustainability link Understanding stakeholders and shareholders 	<p>Merck & Co. (A) (HBP course pack)</p>	<ul style="list-style-type: none"> “The Social Responsibility of Business is to Increase Profits”, Friedman (BBL) “Shareholder Value Myth”, Introduction and Chapter 1 Instructions on where to download available on BBL 	<p>As you read the case, please consider the following questions:</p> <ul style="list-style-type: none"> Who are the individuals (groups) with an interest in the decision to invest in research toward a treatment of river blindness? What do you expect would be the

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		<ul style="list-style-type: none"> • Exploration of barriers and enablers to responsible leadership 			<p>positions taken for or against funding the research?</p> <ul style="list-style-type: none"> • As Vagelos, what is your decision on the investment proposal? <p>Group Project Part 1 DUE: beginning of class Post-session</p> <p>Mini reflection #3 DUE: October 7th midnight</p>
6	Oct. 13	<p><u>Leadership, Strategy and Sustainability in Practice:</u></p> <ul style="list-style-type: none"> • Visit company that is trying to build one of the world's most sustainability communities • Engage in an executive dialogue around leadership, strategy and sustainability in practice 	<p>Site Visit to Zibi – La Shoppe 3 rue Eddy, Gatineau OFF-SITE HOST: Jonathan Westeinde</p>	<p>Visit: http://www.zibi.ca/ Read: Zibi One Planet Action Plan (BBL) Google and read about: circular economy, industrial ecology, sustainable cities</p>	<p>As you learn about One Planet Living, sustainable cities and Zibi, take note of your questions for the executives at Windmill Development</p> <p>Sign Field Trip Legal Waiver Form: DUE: Oct. 13th, 7:00pm (BBL) Post-session mini reflection #4 DUE: Oct. 14th midnight</p>
7	Oct. 20	<p><u>The Business Case for Sustainability:</u></p> <ul style="list-style-type: none"> • Review the business case for sustainability • Explore the Future Fit Business Benchmarks • Explore cradle-to-cradle business models • Discuss alternative business models: B-Corps, Social Enterprises 	<p>Patagonia (HBP course pack)</p>	<p>Skim through the following reports:</p> <ul style="list-style-type: none"> • Vision 2050 • Future Fit Business Benchmark (available on BBL) 	<p>As you read the case, consider:</p> <ul style="list-style-type: none"> • Evaluate Patagonia's strategy. How important to its strategy is Patagonia's environmental position? • What is your assessment of the Product Lifecycle Initiative? • How fast can Patagonia grow? How fast should it grow? • How would Patagonia's strategy differ if it were publicly held? <p>Group Project Part 2 DUE: beginning of class Post-session mini reflection #5 DUE: Oct.21st, midnight</p>
	Oct. 27	<p>No classes – Reading Week</p>			

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8	Nov. 3	No class – Forgiven because of simulation	Individual team meetings (5x30 min)		Group Project Part 3 DUE: 7pm
9	Nov. 10	No class – Forgiven because of simulation	Individual team meetings (5x30min)		
10	Nov. 17	No class – Forgiven because of simulation	Team meetings on request		Group Project Part 4 DUE: 7pm
11	Nov. 24	Student Led Project Presentations	Read 5 student cases/projects	Assignment questions to be determined by students	Draft cases & CSL Projects DUE: November 23rd by 3pm to instructor for class distribution by 5pm DUE: Presentations in class
12	Dec. 1	Student Led Project Presentations	Read 5 student cases/projects	Assignment questions to be determined by students	DUE: Presentations in class
					Final Projects DUE: December 10th, 7:00pm
					Final Individual Reflection Papers DUE: December 17th, 7:00pm

Note: This course has no mid-term or final exam

Appendix

Classroom Contribution Grading Chart

	Category	Components of in-class contribution
5	Outstanding	<p>Several times during the class, a student makes a truly grounded and ground-breaking contribution that lifts the learning experience to a new level of personal and professional meaning for all the participants.</p> <p>These are memorable, one-of-a-kind, in-the-moment “aha”-s that truly punctuate the class experience.</p> <p>These contributions are rare and extremely valuable beyond the teaching point at hand.</p>
4	Significant	<p>Comments add value to the discussion, beyond case or pre-reading facts.</p> <p>There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even necessary at times).</p> <p>Comments linked to those of others, facilitating the flow of the discussion.</p> <p>Student demonstrates knowledge of readings and other relevant course material.</p> <p>Student incorporates relevant insights from other courses or current affairs.</p> <p>Adds energy and enthusiasm to the class.</p>
3	Good	<p>Comments advance the flow of the discussion (including responses to questions from the instructor).</p> <p>Student demonstrates clear grasp of case or reading material.</p> <p>Information presented is relevant to the discussion.</p>
2	Adequate	<p>Comments provide some useful insights but are mostly statement of case or reading facts;</p> <p>Relevance not always made clear.</p>
1	Minimal	<p>Repeats what has already been said, adds no additional value.</p> <p>Present, listening, but silent.</p>
0	Unsatisfactory	<p>Lack of preparation for class discussion; failure to listen.</p> <p>Criticisms are directed at others versus towards their ideas.</p> <p>Disrespectful.</p> <p>Defensive or disruptive behaviour is exhibited.</p> <p>Drains energy from class goals.</p> <p>Inappropriate use of laptop, cell phone, iPad or other devices.</p> <p>Absent from class.</p>

Policy on Missed Classes

If you must miss a class, please inform me in advance of class. Your contribution for that day, however, will be ‘0’ as you can’t contribute to others’ learning if you are not there.

Green Lab Simulation Intensive Weekend: Schedule of Events

Activity	Time/ Location	Preparation & Instructions
Friday, Sept. 23rd		
Welcome Finish practice cycle	5:30 – 6:30 pm <i>Villeneuve Room</i>	Introductions, announcements Overview of the experience Bring your practice SphereMover to this session Test track demonstration and explanation Commercial review process
Business Cycle 1 begins	6:30 - 9:30pm <i>Team Breakout rooms</i>	Teams begin work in breakout rooms: planning strategy, building SphereMover, making commercials, engaging stakeholders via email, making final cycle decisions Teams submit Cycle 1 decisions at 10 pm
Cycle 1 – demos/commercials	9:30 -10:00 pm <i>Villeneuve Room</i>	10 minutes – test track demonstrations 20 minutes – commercial review and evaluation
	Overnight	Results will be tabulated and run overnight. Teams will receive an e-mail when these are in and they can login remotely.
Saturday, Sept. 24th		
Cycle 1 debrief	9:00 to 9:45am <i>Villeneuve Room</i>	Cycle 1 debrief discussion
Cycle 2	9:45am – 1:30pm <i>Team Breakout rooms</i>	Teams return to breakout rooms: review results, review strategy, build next version of SphereMover, make commercial, engage stakeholders via email, make cycle decisions Teams manage their own lunch break within this time Teams submit Cycle 2 decisions at 1:30pm
Cycle 2 – demos/commercials	1:30 to 2:00pm <i>Villeneuve Room</i>	10 minutes – test track demonstrations 20 minutes – commercial review and evaluation
<i>Break</i>	<i>2:00 – 3:00pm</i>	
Cycle 2 – Debrief	3:00 to 3:45pm <i>Villeneuve Room</i>	Cycle 2 debrief discussion
Cycle 3 – Coaching meetings	3:45 to 7 pm <i>Team Breakout rooms</i>	Cycle 3 is open Instructor will hold 30 minute coaching meetings with each team When not in coaching meeting, teams work on their Board assignments

Sunday, September 25th

Cycle 3 - continues	9:00 - 11:30am Team Breakout rooms	Teams return to breakout rooms (take kits with them): Review results, review strategy, build next version of SphereMover, make commercial, engage stakeholders via email, make final cycle decisions Teams submit final Cycle 3 decisions at 11:30am
Cycle 3 – demo/commercial	11:30 to noon Villeneuve Room	10 minutes – test track demonstrations 20 minutes – commercial review and evaluation
<i>Lunch</i>	<i>Noon – 1:00pm</i>	<i>Lunch break</i>
Board meeting prep	1:00 to 2:30pm Team Breakout rooms	Teams review results, Prep for Board meeting, Rehearse presentations
Board meetings	2:30 to 4:30pm Board rooms (TBA) Breakout rooms	Group Presentations on their SphereMover Strategy to panel of board members (expert judges) Teams have 30 minutes each (20 min. presentation; 10 min. Q&A) When your team is not in the Boardroom, you are to work on your reflection paper, team effectiveness survey and final debrief questions.
Final debrief Villeneuve Room	4:30 to 5:30	Final debrief; link to course as a whole, awards

Beware of Academic Fraud

Academic Regulation 14 defines academic fraud as "any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:

- a) Plagiarism or cheating in any way;
- b) Submitting work not partially or fully the student's own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is written, oral or another form;
- c) Presenting research data that are forged, falsified or fabricated;
- d) Attributing a statement of fact or reference to a fabricated source;
- e) Submitting the same work or a large part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;
- f) Falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;
- g) Taking any action aimed at falsifying an academic evaluation."¹

The Telfer School of Management does not tolerate academic fraud. Please familiarize yourself with the guidance provided at: <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

The Telfer School of Management asks that students sign and submit with their deliverables the Personal Ethics Agreement form. Two versions of this form exist: one for individual assignments, and one for group submissions. **Assignments will not be accepted or marked if this form is not submitted and signed by all authors of the work.** We hope that by making this personal commitment, all students will understand the importance the School places on maintaining the highest standards of academic integrity.

Personal Ethics Statement Concerning Telfer School Assignments

Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety.

I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. [Academic Fraud Webpage](#)

To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement.

I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the Telfer School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

Signature

Date

Last Name (print), First Name (print)

Student Number

Signature

Date

Last Name (print), First Name (print)

Student Number

Signature

Date

Last Name (print), First Name (print)

Student Number

Signature

Date

Last Name (print), First Name (print)

Student Number

Signature

Date

Last Name (print), First Name (print)

Student Number

Personal Ethics Statement

Individual Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed the entirety of my attached work and that I have applied all the appropriate rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adhered to the fraud policies outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. [Academic Fraud Webpage](#)

Signature

Date

Last Name (print), First Name (print)

Student Number

Access Service for Students who Need Adaptive Measures

Students who have a disability or functional limitation and who need adaptive measures (changes to the physical setting, arrangements for exams, learning strategies, etc.) to progress or participate fully in university life should contact Access Service right away:

- By visiting our office on the third floor of the Desmarais Building, Room 3172
- By filling out the [online registration form](#)
- By calling us phone at 613-562-5976

Access Service designs services and implements measures to break down barriers to learning for students with physical or mental health problems, visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities

A Note On Sexual Violence

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit <http://www.uOttawa.ca/sexual-violence-support-and-prevention/>.