COMMUNITY INDUSTRY RESEARCH PROJECT TOOLKIT

CEWIL
CANADA

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TABLE OF CONTENTS

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DEFINING THE WIL TYPE

Community and Industry Research Projects (CIRPs) allow students to engage in research that occurs primarily in workplaces or directly with a community partner, CIRPs integrate academic studies with real world challenges. These projects can include Consulting Projects, Design Projects, and Community Based Research Projects, among others. It's important to note that each institution may use different terminology within their internal community, so you may be familiar with another name for CIRPs. CIRPs in the classroom are a collaboration between an academic course and a community partner. The goal is to provide students with a real-world approach to their course material, bringing to life the course concepts through industry collaboration.

NOTE: *For the purposes of this toolkit, "Community Partner" will be the terminology used to refer to a community, research, and/or industry partner who is collaborating with the faculty and students for the CIRP.*

CIRPs have the flexibility to fit into many different faculties and courses and are easily adaptable to various project lengths. They may be used as a term long project, a capstone project, or a smaller assignment that covers one unit or a few topics in a course.

Like any instructional strategy you may choose, this type of Work-Integrated-Learning (WIL) requires thoughtful consideration and planning to be effective.

SOME EXAMPLES OF CIRPS IN UNIVERSITY AND COLLEGE COURSES ACROSS THE COUNTRY:

- 4th year Business Management students work on a short two-week project recommending corporate social responsibility initiatives for an organization.
- 2nd year Culinary Management students work with a community partner to develop new recipes and formulations that will be implemented and used by the community partner.
- 4th year Marketing students create social media & search engine marketing campaigns for community partners that are looking to boost their online presence.
- 4th year Multidisciplinary capstone where students work with not-for-profit and government agencies in a project-based environment to solve organizational challenges and incorporate previous learning and research skills.
- 1st year Math students are provided with a community dataset to analyze and provide recommendations to the organization.
- 3rd year Nursing students conduct community assessments to draw findings about the impact of nursing in specific communities.

VALUE OF THE WIL TYPE FOR FACULTY AND STUDENTS

CIRPs allow faculty and instructors the opportunity to bring their course content and curriculum to life, as students apply course theories and concepts to address real time problems and challenges presented by the community partner.

These types of projects provide value to all stakeholders, enriching the student learning experience with a practical application of their course work, while contributing to their academic learning. At the same time, the community partners receive tangible work and recommendations to implement within their organization. Very often, CIRPS are utilized by community partners and organizations that don't have the in-house expertise or wouldn't otherwise be able to complete the work they require.

In conversation with institutions and instructors that utilize CIRPs in the classroom, students report being more engaged in courses that offer CIRPs and can make connections between the course content, WIL, and their career development and goals. Students are also able to learn about career paths and new organizations or industries that they would not have otherwise known about, as well as develop core competencies that will be of value to them in their future careers. Core competencies developed may include problem solving, critical thinking, research, effective communication, decision making, teamwork etc.

OTHER BENEFITS OF CIRPS

Can be used in courses where material is not connecting well with students

CIRPs can help bring a course and its concepts to life. Students can better understand course material and faculty are able to provide guidance and instruction on how to apply course concepts when working with a real organizational challenge

Career exploration

CIRPs not only provide value during the course, but they also expose students to industries, organizations, and types of work that can help them identify the direction they wish to go in their career. These projects give students the chance to see how their course content and area of study can directly apply to the labour market. These projects are also an opportunity for students to expand their professional networks.

Current Content

Instead of outdated case studies/texts, CIRPs are relevant and timely, as the community partners are experiencing challenges and issues in real time. Community partners will also be looking to implement the recommendations and project deliverables into their organizations at the completion of the project, which is another motivator for students in this type of WIL experience.

Validate Course Content

CIRPs provide faculty the opportunity to assess whether their course content and teaching material is resonating with students, and if there are any gaps in student learning and application of the subject matter. As well, it allows faculties to ensure that the topics, methods, and ideas discussed in their courses remain relevant to practices in the field.

Skill Development

For students, CIRPs provide the opportunity to develop and strengthen skills that will serve them well as they embark on their career journeys during and after post-secondary. Building competencies around teamwork, communication, client interaction, problem solving, etc., are all complimentary to the course content and theories and should be considered as a reason to utilize CIRPs.

GUIDING PRINCIPLES FOR A QUALITY WIL EXPERIENCE

Quality CIRPs are those that have authentic alignment between community challenges and the partnering course. To provide value to all stakeholders (faculty, students, and community partners) a thorough assessment of the course and its deliverables should be examined in advance to determine if a CIRP best fits within that course.

If faculty plan on using CIRPs in their courses, the project can be built into the course outlines, and project resources such as rubrics, team contracts, non-disclosure agreements, and reflections (see resources) should be developed ahead of time. All of these can optionally be shared with the community partners. Faculty colleagues, WIL practitioners, Experiential teams, or Centre's for Learning/Pedagogy can be consulted when determining the weight of the CIRP if this is a new addition to an existing course.

Faculty are also encouraged to connect with institutional research offices to identify if there are any ethics approvals needed. If your institution has an Experiential or WIL office, that can also be a good place to start for the appropriate referrals.

See appendix for sample: Team Contract Sample, Team Contract Rubric Sample

Once a course has been determined to be suitable for a CIRP, the community can then be consulted about potential partnerships. When reaching out to community partners, it's important to communicate and establish the following to ensure a quality experience:

Project Goals & Deliverables

- What are students able to deliver as part of this partnership?
- What are their abilities, what are their limitations?
- What are the community partner's priorities, and does the course/project fit their needs?

Project Scope & Timelines

- Establish and confirm key dates well in advance – project introduction, interim, final presentations.
- Will the project run for the entire term? A few weeks? Will it span multiple courses you are teaching?

Time Commitment & Community Partner Responsibilities – What is expected of the community partner if they are selected for this partnership?

- Virtual or in-person
- How often will they need to be in class?
- Will they meet with students outside of class? How will students communicate with them, if at all?
- Project materials or resources necessary (Data, financials, supplies)

- Will the community partner have to provide feedback on the projects that contributes to student grades?
- Communication Expectations – How often should the community partner be in touch with the students and what are the preferred methods of communication?

Once a partner or multiple partners has/have been selected for a course, it is important for the institution to reiterate the points above to ensure a quality experience, and confirm all details are understood. This is often done in a meeting between the faculty member and community partner before the course is set to begin. The more organization done up front to collect information and set expectations, the more likely the entire project will run smoothly for all involved.

QUALITIES FACULTY AND INSTRUCTORS SHOULD LOOK FOR WHEN SELECTING A COMMUNITY PARTNER:

- Alignment of Project Goals – Organizations that are willing to be flexible to meet the course requirements and understand the scope of the students' abilities and the course will make for a better project experience for students (ie: not redirecting students in the middle of the project)
- Value of Repeat Partners – Organizations that have worked with students in this context before, who are aware of expectations and have a proven track record of serving as quality mentors. Experienced partners can be especially valuable when working with junior students who may be experiencing a CIRP for the first time
- Receptive & Communicative – Organizations that are receptive to the project plans that have been outlined and are responsive when questions are asked.
- Willingness to Share Information – Organizations that trust the confidentiality of the students and institution and are willing to share data, information, resources etc. to enhance the experience.
- Willingness to Contribute to Student Learning – Organizations and partners who clearly understand that CIRPs are learning experiences for students and are willing to act as educational partners.

STEP-BY-STEP GUIDE FOR IMPLEMENTING A QUALITY WIL EXPERIENCE

Note: If CIRPS are coordinated by an internal office (Experiential Education, Research Services etc.), consultation with these units may be necessary to discuss past projects, course deliverables, and community partner recruitment.

If CIRPS are coordinated independently by the faculty member, the process to incorporating a CIRP into the course can begin right away.

To implement a quality WIL experience, being proactive and starting the process early is important. In most cases, the identification and planning of a CIRP will begin 1-2 months before the project or academic term is set to begin.

Considerations to ensure that the WIL experience is successful:

1 PROJECT IDENTIFICATION AND DEVELOPMENT

Instructors who want to incorporate CIRPS into their course should first ask themselves what the purpose, or goals, of the project will be. Will students practice one specific skill, or will the incorporate a variety of course theories into the project? Will the project be a short-term activity, or will it be a term long project that is woven into weekly course content? Understanding how this type of project will add value to the student/ course is important, as it can create a better fit between course material and the project students will work on.

2 CONSIDERATIONS FOR THE STYLE OF CIRP THAT WILL BE USED

- Type of community partner(s) needed for the experience (not-for-profit, Small and Medium Enterprise (SME))
- Alignment of course content with industry challenges
- Are there opportunities for cross disciplinary collaboration?

Depending on the nature of the course, the number of community partners that will be used, and how students are matched, can differ. The following options can be explored when considering community partners being matched to a course.

- **One Community Partner** – This is suitable in courses where a community partner would benefit from multiple reports/ presentations on a specific topic.
- **Multiple Confirmed Community Partners** – In a high consultative project, one community partner per group would assist with the communication process and deliverables of the project.

- **Community Partner Options: Students Select** – In courses where the demand exceeds the number of community partnerships, all options can be provided to the class, allowing students to select which partners resonate with them.

- **Students Find Community Partners** – For courses where the institution may not have the appropriate community connections, students may be encouraged to seek out their own partners (Personal connections, past work-term employers, current employers etc.).

- **Student Entrepreneurial Projects** – Students may be able to work as community partners if they have developed their own business ideas which can be explored through the current course.

3 COURSE STRUCTURE

How will the course be structured to accommodate a CIRP? If you have already been teaching the course for some time, you may have to remove other components to make room for a new graded component. A CIRP may replace or augment previous assignments or exams to ensure a term long CIRP holds enough weight. Some faculty who use CIRPs in their courses have incorporated multiple assignments that build to the final submission for the CIRP. In a short-term project, students may simply create one recommendation i.e.: marketing collateral, with a smaller grade attached to the assignment. Considerations may need to be made if the course is changing from the way it was delivered in previous terms. Understanding where and how the CIRP fits into the overall goals of the course is important.

Additional components of the course to consider:

- What role will reflection play within before, during, and after the experience? There is a great deal of evidence to support the use of reflection and development of reflective practice skills through experiential learning (Ash & Clayton, 2009), with reflection being key to helping students articulate their learning and experiences from the CIRP.

- Allocation of a grade to the CIRP – Depending on the size and length of the project

- Is the CIRP the main project that everything else is built around, or is it just one part of the course and the assignments students must complete?

- How large will the groups be? Considerations should be given to the overall scope of the project, groups that are too small may not be able to accomplish all the work for the community partner, and groups that are too large may mean an unequal distribution of work.

4 PROJECT RECRUITMENT

When and how community partners are secured can vary across institutions. Some institutions have departments that specifically support with community partner recruitment, and each institution may have their own process for some institutions may send out their projects once per year, providing community partners with a full scope of potential options, while others may narrow it down by semester, allowing partners to assess current opportunities.

Institutions may rely on past faculty partnerships or current institutional partnerships as a solid starting point when considering who to work with.

For faculty and instructors who will be sourcing projects on their own, there are a variety of avenues that can be pursued:

- Connect with institutional departments like Research, Entrepreneurial Hubs, or Government Relations to learn if there are databases of institutional partners, or communication channels that could be leveraged
- Innovation, Entrepreneurial, and Business Development Hubs in the community
- Contacting local associations or boards that consist of not-for-profits and SME's.
- Consider internal projects – are there departments in your institution who have needs that students could address? Examples could include: Dining Services, Alumni & Advancement, Campus Planning, Sustainability, etc.
- Promote through local Chambers of Commerce
- Share what you are planning within your academic department
- Professional network (promote through social media, or contact people directly)
- Email organizations directly with project details and requirements

Faculty at different institutions have varying degrees of success with how they find partners. Sometimes partnerships can be created organically, and other times there is more recruitment required. The recommendation would be to start with a few options above to see who may be able to assist, and who may already have a network of organizations and industries that could be a good fit for your course.

EXAMPLE

At the University of Windsor, a faculty member teaching Organizational Behaviour built their first relationship by reaching out to a not-for-profit organization directly. They provided a brief overview of what the consulting project could look like and to see if they had any current needs. From there, multiple conversations took place to align the faculty's teaching goals with the organization's needs. Following the successful completion of the CIRP that term, the organization has been able to share project requests from the professor with their network, increasing the reach the professor has, and building awareness of the opportunity in the community.

See appendix for sample: Request for Partner Template

5 PROJECT SELECTION – DETERMINING COMMUNITY PARTNER FIT

Once community interest has been explored, the faculty member can select the best fit for their course. It is at this point that a consultation with partners would help to determine suitability. Some project requests may receive a significantly higher response from prospective partners than the course can accommodate, so the elimination of unsuitable projects may be part of these consultations.

Faculty who use CIRPs in their courses agree that engagement and communication with the community part prior to the start of the project is imperative to the success of the project. It is also important for faculty to be flexible and feel confident that should issues arise throughout the project (whether that be an unresponsive partner, lack of resources and documents, or changes related to community partner needs) they can redirect and support students to complete quality projects that will still help them achieve their course learning goals.

Questions to consider:

- Do you feel comfortable with the community partner's communication and response time thus far?
- Is there alignment between the community partner's expectations and what can be delivered?
- Does the community partner understand this is a learning experience for students?
- Do you feel comfortable that if issues arise with the project or partner you can still guide students to a final submission?
- Does the project feel forced, or do you feel that this will be a positive addition to the student learning experience that?
- What will the contingency plan be should issues arise with the community partner, expectations, or ability to deliver?

EXAMPLES OF HOW PARTNERS CAN BE SELECTED/MATCHED:

1. In a 2nd year Ethics course, the class is split into groups of 4 – 5 students, and all groups work with the same community/ industry partner. Communication is limited between groups and the community partner, but multiple in class Q&A's and progress meetings are scheduled so both students and the partners can provide feedback and seek clarification.
2. In an upper year marketing course, the instructor wrote short case studies for each potential community partner for the students to review, and the community partners all came in to pitch their needs. After these pitches, students selected their top choices, and were matched accordingly, meaning students did not get to choose who they worked with, which has the added benefit of simulating a real-world work experience. If the community partner did a poor job of communication their needs, students may not select them, and thus that partner will not be working with the class that term.

6 PROJECT INTRODUCTION

Community partners should play a significant role in introducing a project to the students in the course. The purpose of the introduction is to ensure the students have a strong understanding of the organization(s). You may wish to brief your students about their partner and the project itself before the class meets the community partner so that they can have questions prepared ahead of time.

Consider the following for introducing the project and community partner to students:

- Give community partner(s) enough time to cover vital information about the organization and challenges they are facing
- A problem statement developed by the community partner(s) can assist in defining the scope of the project and ensure the students are aware of what they are being tasked with
- Give students time to ask the community partner questions after the introduction
- Guide the conversation to ensure students have the appropriate amount of information to get started

As a faculty member, you will also want to have time for the students to ask you about the projects and to set your expectations. Setting guidelines for how they are to communicate with the community partner, expectations for professionalism, and how they should conduct themselves as consultants, is a key piece of their learning process. Not only are these projects helpful in developing students understanding of the course, but it helps develop students' professional competencies, and supporting then in the development of these is a key component to your role in the class. If your institution has an Experiential or Work-Integrated-Learning office, they may be able to present to students on professionalism and communication best practices.

7 MIDPOINT/ INTERIM

After a project introduction, student groups work independently on their project, sticking to the communication strategy established within the course and with their community partner.

Scheduling a mid-point check in with the community partner and the students is a benefit to both. Faculty across the country use a variety of formats for their mid points. Examples of Mid Points:

- Q&A period during class time, for community partners to provide additional information to the student
- Interim presentations, where students provide a high-level overview of their work thus far, allowing for feedback from the community partner and professor
- One on one group meetings with the professor, community partner, and student group
- Students schedule a meeting with their community partner independently

The second checkpoint ensures that the project deliverables are staying on track and that both the students and community partner feel satisfied with what has been accomplished to that point.

8 FINAL DELIVERABLES

Students should have the opportunity to share their work and results with their community partner, typically coordinated at the conclusion of the project. Depending on accessibility, this can be through in-person, virtual, or recorded presentations. Regardless of format, it is beneficial for the community partner to have the opportunity to hear directly from the students and to provide feedback to the students. In some cases, students may be providing the partner with something tangible, in addition to their final presentation (Written report, prototype, mobile application, etc.). The intellectual property at that point belongs to the community partner and implementation depends on their resources and capacity.

NOTE: Non Disclosure Agreement's (NDA's) can be used to ensure students and community partners are comfortable with how deliverables and work will be used at the completion of the project. These should be signed at the start of the project. A sample has been provided in the appendix (Confidentiality & Intellectual Property Waiver Sample).

In terms of project assessment, this is the responsibility of the course instructor. If you would like to incorporate community partner feedback into the grades or have the community partner provide feedback on your rubric, this should be discussed at the onset of the partnership.

At the conclusion of the project, the partnering institution should ensure that the partner has received all necessary materials and documents from the experience, and make sure students have sent all resources to the community partner before the end of term.

The opportunity for further collaboration may be explored at this time, whether that is an additional project in a similar course or exploring what else may be of benefit to that partner within the institution. Introductions to different institutional units (Co-op, Career, Research, etc.) may be the appropriate next step in the partnership.

GUIDING PRINCIPLES IN INDUSTRY AND/ OR COMMUNITY RELATIONSHIPS

The goal of CIRPS is to ensure longstanding relationships with community partners. Doing this allows for a better experience for all stakeholders as well as repeat community partners who are aware of the process and can serve as strong mentors to students. The steps below assist in strengthening community partnerships:

MANAGING EXPECTATIONS

During the project scoping stage (and through the project work, if necessary), faculty should manage community partner expectations in a way that prioritizes the students learning experience above the end product of the project. If a community partner's expectations are too high, it can strain the relationship between the institution and the community partner, as well as the students' learning experience.

CONFIDENTIALITY

Some CIRPs may require a community partner to provide propriety information about their product or service. Having a strong non-disclosure agreement (NDA) on hand will help to alleviate any of the hesitations that the community partner may have about participating. All students should sign a non-disclosure agreement before beginning the project to ensure full protection for the community partner, as well as to ensure students understand their work can be used by the community partner after the project is complete. In some cases, community partners may request to receive the NDAs to have on file or request that students also sign an NDA from the organization.

See appendix for sample: Confidentiality & Intellectual Property Sample

PROJECT MANAGEMENT & KEEPING A PULSE

As faculty members move from an instructor role to mentors/ project managers, keeping up to date with project progress and any potential conflicts between students and community partners will keep the project on track and avoid any disappointment from either side. Checking in with the community partner to ensure they are not feeling overwhelmed and that students are conducting themselves appropriately may be necessary, depending on the communication structure that was previously agreed upon. Successful projects will also see instructors holding the role of project manager, keeping a pulse on student progress, checking in on group dynamics, and getting regular feedback will help students as they develop their projects, and as they build competencies that will serve them well in future jobs.

FLEXIBILITY

Flexibility in project deliverables may be required as projects progress. Communicating with students early in the process that components of the project may change slightly (logistics, communication methods, project goals) is critical to the project success. Framing flexibility as a career skill is a great way for students to understand that these types of changes also happen in industry and being flexible/ adaptable is part of everyday work.

COMMUNICATION

Determining preferred communication methods with community partners will ensure that all stakeholders feel confident and satisfied with how information is being exchanged. Asking the community partner early in the process about their preferred way of communication will set the ground rules for the duration of the project. Some community partners may prefer to communicate via email, while others may feel more comfortable with phone calls or in-person meetings. Establishing this with students when the project is introduced is helpful in alleviating any communication concerns.

SOME EXAMPLES OF COMMUNICATION GUIDELINES WHEN WORKING WITH COMMUNITY PARTNERS:

- Students submit their questions to the faculty, who provides all, or a summary, of questions to the partner to answer
- One student lead reaches out to the community partner, cc'ing the instructor on all correspondence
- The community partner attends a Q&A session at the project midpoint
- Each group can reach out to the partner a set number of times
- Each group can schedule a short meeting with the partner (20 – 30 minutes)
- In short term projects, one introduction from the community partner may be all that is necessary

Whatever method is chosen, it is best to keep in mind the capacity of the community partner, the needs of the students, and the organization of the project itself.

MARKERS/ASSESSMENT/EVALUATION FRAMEWORKS

The grading of CIRPs should attach appropriate weight to each component that is to be graded, and the overall weighting should be reflective of the work students have completed.

Some faculty may attach grades to components of the project that are not related to the final deliverable including: team contracts, communication, and reflection, while other faculty may attach grades solely to the course content and deliverables to the community partners

Attaching a grade to things like team contracts, communication, and reflection, will emphasize that this type of project is not only about the curricular learning, but also about developing core competencies (ie: communication, problem solving, teamwork, leadership) that will be of value when students enter the workplace. Some faculty also report that students are more accountable to their teams and the work when they are assessed on things like teamwork, coordination, and ability to reflect and understand the overall outcome of the project.

As mentioned earlier, community partners may play a role in assessment, but they do not have to. Depending on the length of the project, and the skills/knowledge that is being assessed, weighting may vary from course to course.

ROLE OF REFLECTION IN CIRPS

Reflection is a key component of the experiential learning cycle, and is an evidence-based, integrative, analytical, capacity-building process that allows students to deepen through learning. This can be invaluable to their experiential learning and their development as practitioners of specific subject matter.

Considerations for reflection:

- Some faculty members may make it mandatory, while others may have optional reflective activities.
- Various formats and styles of reflection can be implemented (ie: a thought paper, survey, in-person discussion, written dialogue).

See appendix for samples: Holistic Interview reflection Rubric; Thought Paper (Reflection)

GRADING RUBRICS FOR WIL

See appendix for samples: Project Rubric Sample

SAMPLE COURSE SYLLABUS

See appendix for samples: Course Outline Sample

For additional support to building reflective practice, developing grading rubrics, and creating/adjusting course syllabi, faculty and instructors are encouraged to connect with any supports within their schools that focus on Teaching and Learning and Pedagogy. These teams may have different names across the country, but can include “Centre of Pedagogical Innovation”, “Centre of Academic Excellence” or “Centre for Teaching and Learning”.

MOVING FROM PROFESSOR TO MENTOR IN WIL

Implementing CIRPS into the classroom can mean that the role of the instructor changes slightly to accommodate the changes in course structure. Some CIRPs may require multiple check-ins or meetings with students to ensure that they are staying on track and that the course material is connecting to the project that they are working on.

It is imperative to establish the role that you want to play early in the process. Depending on the assistance that you have through the experience will likely impact the amount of guidance needed through the duration of the project.

Faculty and instructors who implement CIRPs successfully see themselves as mentors, or project managers, and understand that not only are students learning about and implying key course subject matter, but they are also learning how to conduct themselves in professional settings, how to work with clients, how to communicate effective, and how to be a team player and manage conflict.

Considerations for Project Mentorship:

Professional development in students

- CIRPs can serve to develop student competencies that will be valuable to them as they enter the job market. The role of mentor can help them build these skills, in addition to the course curriculum they are learning through practical application

Establishing a communication strategy or schedule for project related inquiries

- Office hours or days of the week where project consultations can take place, and you are available to the students to discuss progress

Connect industry best practices to how projects will be completed

- Faculty taking on the role of the "supervisor" or "lead consultant" to simulate a work environment

Empower students to act as consultants

- Determine how much freedom students will have to connect with their community partners. Who takes the lead on communication, project conflicts etc.? Will students be able to reach out to partners on their own, will they need to include the instructor, and will there be limits to manage volume of questions?
- What supports are built in to build students confidence, but also hold them accountable to the project, client, and team?

Re-think other assignments to set students up for success

- Consider how other course material will assist students with their projects, is your course set up in a way that supports the project topic?

Utilizing internal and external resources

- Career/Experiential staff to assist with making career linkages and student mentorship
- Library staff to assist with research methodologies
- Guest speakers that are subject matter experts

REFERENCE/RESOURCE LIST

Appendix 1
Team Contract Sample

Appendix 2
Team Contract Rubric Sample

Appendix 3
Request for Partner Template

Appendix 4
Confidentiality & Intellectual Property Waiver Sample

Appendix 5
Thought Paper (Reflection)

Appendix 6
Holistic Interview Reflection Rubric

Appendix 7
Project Rubric Sample

Appendix 8
Course Outline Sample 1

Appendix 9
Project Scaffolding – for faculty who want to use CIRPs across multiple courses/levels of study

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1(1), 25-48.

Thank you to the WIL partners across the country who contributed to this workbook, and provided insights and recommendations to support faculty and instructors who wish to implement CIRPs in future courses: College of the North Atlantic, New Brunswick Community College, Brock University, MacEwan University, McMaster University, University of Windsor

GUIDELINES FOR WRITING TEAM CONTRACT

To prepare you for your Community Industry Research Project experience, you will go through the exercise of creating a team contract.

Rationale

According to concepts from Organizational Behavior, there are five stages of team development: forming, storming, norming, performing, and adjourning. During the forming stage, teams tend to communicate in indirect polite ways rather than more directly. The storming stage, characterized by conflict, can be often be productive, but may consume excessive amounts of time and energy. In this stage it is important to listen well for differing expectations. Next, during the norming stage, teams formulate roles and standards, increasing trust and communication. This norming stage is characterized by agreement on procedures, reduction in role ambiguity, and increased "we-ness" or unity. These developments generally are precursors to the performing stage, during which teams achieve their goals, are highly task oriented, and focus on performance and production. When the task has been completed, the team adjourns.

To accelerate a team's development, a team contract is generated to establish procedures and roles in order to move the team more quickly into the performing stage. This process of generating a team contract can actually help jump-start a group's collaborative efforts by immediately focusing the team members on a definite task. The group members must communicate and negotiate in order to identify the quality of work they all wish to achieve, and the level of group participation and individual accountability they all feel comfortable with.

Successful team performance depends on personal individual accountability. In a team environment, individuals are usually effectively motivated to maximize their own rewards and minimize their own costs. However, conflicts can arise when individualistic motives or behaviors disrupt team-oriented goals. For example, conflict can stem from an unequal division of resources. When team members believe they are receiving too little for what they are giving, they sometimes reduce their effort and turn in work of lower quality. Such "free riding" occurs most frequently when individual contributions are combined into a single product or performance, and individual effort is perceived as unequal. At this point, some individual team members may take on extra responsibilities while other team members may reduce their own efforts or withdraw from the team completely. These behaviors may cause anger, frustration, or isolation—resulting in a dysfunctional team and poor quality of work. However, with a well-formulated team contract, such obstacles can usually be avoided.

APPENDIX 1 TEAM CONTRACT SAMPLE

Team Contract Assignment

Your team contract template is divided into three major sections:

1. Establishing team procedures
2. Identifying expectations
3. Specifying the consequences for failing to follow these procedures and fulfill these expectations

Since the basic purpose of this team contract is to accelerate your team's development, to increase individual accountability for team tasks, and to reduce the possibility for team conflict, make your contract as specific as possible: (a) specify each task as detailed as possible, (b) specify each step in a procedure or process as detailed as possible, (c) specify the exact person(s) responsible for each specific task, and (d) specify the exact time and exact place for completion or submission of each task. The more specifically you describe your team expectations, roles, and procedures, the greater chance you have for a successful team experience.

Use the Team Contract template to discuss and finalize your team roles, procedures, and standards. Complete, sign, and submit a copy of your finalized contract into your drop box or assignment folder.

Once your team contract has been developed, your team is ready to begin work on collaborative assignments. However, you may soon find that your team is not working as well as you had hoped. This is normal but needs to be attended to immediately. Perhaps your team is simply not following the established contract procedures or roles as strictly as you should be, or perhaps you need to change some of the procedures or roles as outlined in your contract. Call a team meeting immediately to discuss and resolve the challenges your team is facing; do not delay. If necessary, seek guidance from your Professor.

TEAM CONTRACT

Course ______________________________

Section # ______________________________

Instructor ______________________________

Team Members:

____

____

____

____

ROLES & RESPONSIBILITIES

Use this checklist to assign team members to specific roles for the duration of your project.
This tool will help to keep you on track and remind you of who is leading which task.
Feel free to make changes to the table as it relates to your project.

RESPONSIBILITIES	Year 1	Member 1	Member 2	Member 3	Member 4	Member 5
Communication	Set Up Meetings					
	Take Notes					
	Time/Objective Tracking					
Project Creation	Create an Outline					
	Conduct Research					
	Draft the written report					
	Create handouts/slides/ visual aids					
Project Implementation	Opening and introduction					
	Section A					
	Section B					
	Closing and Q&A					
Post Implementation Reflection	Take Notes on Feedback					

TEAM EXPECTATIONS

Work Quality

Project standards (What is a realistic level of quality for team presentations, collaborative writing, individual research, preparation of drafts, peer reviews, etc.?):

Team Participation

Strategies to ensure cooperation and equal distribution of tasks:

Preferences for leadership (informal, formal, individual, shared):

Personal Accountability

Expected individual attendance, punctuality, and participation at all team meetings:

Expected level of communication with other team members
(include method of communication that works for all team members)

CONSEQUENCES FOR FAILING TO FOLLOW PROCEDURES AND FULFILL EXPECTATIONS

Describe, as a group, how you would handle infractions of any of the obligations of this team contract:

Describe what your team will do if the infractions continue:

MARKING RUBRIC – TEAM CONTRACT

GRADE TEAM CONTRACTS OUT OF 10 (*THEN CONVERT TO GRADE OUT OF 5)

Formatting (1)

- 1 mark (total) if all three of the following components are correct (0.25 marks taken for each missing component):
- list group member names in alphabetical order (by last name)
- indicate the team representative. The team representative will be the primary contact with the community partner.
- Filename format: SEC#_GROUP#_TeamContract
- Spelling/Grammar concerns
- Individual resume submission

*Late assignments – deduct 0.3 per day late (equates to 3% per day)

Team contracts are divided into three major sections, students are expected to describe in detail, clearly, team expectations, roles, and procedures. Students are asked to:

(a) specify each task and expectations of one another with as much detail as possible

(b) specify each step in a procedure or process as detailed as possible

(c) specify the exact person(s) responsible for each specific task

(d) specify the exact time and exact place for completion or submission of each task

(e) specify when and where weekly team meetings will take place (and how you will communicate with one another; plan A, plan B).

*The more specific students are, the greater chance they have for a successful team experience. This document should be prepared carefully as each individual will be accountable to this agreement throughout the term.

ROLES AND RESPONSIBILITIES (3)

TEAM EXPECTATIONS (3)

CONSEQUENCES FOR FAILING TO FOLLOW PROCEDURES AND FULFILL EXPECTATIONS (3)

PROJECT NAME

Experiential Learning
Community Industry Research Projects are a project-based teaching-learning strategy that connects classroom theory to challenges experienced in the “real world” by Community Partners.

Free Partnership Opportunity – describe the students (program and year) that will be working on the project and provide **examples** of the types of projects that would be appropriate.

What you get – describe the tangible “deliverables” the community partner will receive… what reports, tools, resources will be created.

How this works – describe the process ie required visits to campus with dates and times if possible, expected number of meetings with student(s), anything the partner needs to know to be sure the logistics of opportunity is a match for them.

Your Commitment – Describe what the Community Partner needs to bring to the table such as access to data or other resources (staff, client, historical documents, current financial statements), anything the partner needs to know to be a good community partner so the students have what they need!

Interested? – This is the section that you describe next steps and how you want them to apply. This is where we add a link to a google form for CPs to apply to be a partner. Do you have any specific questions you want to ask of potential partners (besides contact information, organization and project descriptions)

SOURCE: MacEwan University Experiential Learning Partnership Opportunity

STUDENT PARTICIPANT ASSIGNMENT OF COPYRIGHT AND WAIVER OF MORAL RIGHTS

In consideration for being permitted to participate in the ______________________________
herein referred to as "The Project", conducted between the University and ______________________

I, ______________________________
an author of any part of, or all of, The Project hereby assign all copyright and all other right, title, and interest in any and all work that I created in the course of The Project ______________________
to ______________________
The University shall maintain, and shall require the same of each Participant, the confidentiality of all information received from ______________________
concerning The Project, and shall disclose the Confidential Information only as required for the purposes of the Assignment and the Report, or as authorized by

I understand that I continue to have the non-exclusive right to use, distribute, publish, and display my work on The Project for the purpose of my professional portfolio.

Further, I expressly, irrevocably and without restriction, waive in favour of ______________________
and the University, my Moral Rights to the integrity of The Project and to be credited for The Project, and this waiver may be invoked without restriction by any person authorized by ______________________
by the University to use The Project.

"Moral Rights" has the same meaning as in the Copyright Act, R.S.C. 1985, c. C-42, as amended or replaced from time to time, and includes comparable rights in applicable jurisdictions.

Name: ______________________

Signature: ______________________

Date: ______________________

Witness name: ______________________

Witness Signature: ______________________

SOURCE: Goodman School of Business Experiential Education Project

THOUGHT PAPER ASSIGNMENT

EXPERIENTIAL EDUCATION - ONLINE REFLECTIVE ACTIVITY

The following questions will help you to dive deeper into what you have learned during the experiential component of this course. Your responses should not include a retelling or summary of your project, nor the findings/recommendations you or your team made, but rather a reflection on the overall experience.

Evaluation: Student shows evidence of thought, growth, deeper understanding

Student clearly reacts and provides an emotion driven response to an event/aspect of the project

This is an individual assignment, one that you earn an independent grade for completing. It is expected that you work on this independently and not discuss your work with other students. Each student has received a personalized survey link that will only allow for one submission, therefore do not share your link with others from the class.

Please enter your name

Your community partner/employer name (if applicable)

In the space provided please elaborate on one aspect of this project that impacted you; as a learner, as a future business professional, as a team member, as a member of your community, how it strengthened specific skills and/or competencies, etc. You may wish to speak about any of the following.

- Career Awareness
- Personal Development
- Skill Development Dispute/Conflict Resolution
- Leadership
- Community Interaction
- Deeper Understand of Course Concepts

In the space provided you are welcome to reflect on challenges that this project presented to you/your team and how you overcame those challenges (or did not). However, this is not meant to be used as a medium to vent about your team, the course, or your instructor. Doing so will negatively impact your grade on this component.

Please take a moment to review your submission prior to submitting. Once you press 'Submit' you will not be able to re-access your reflection.

FINAL INDIVIDUAL INTERVIEW

Each member of your team will be interviewed about the project. There will also be specific questions about your individual contribution. The interview will be during the last week of classes and will take 10-15 minutes.

What I'm looking for is that you can effectively explain how your group applied the theory learned to the project you executed. Students will be evaluated on the explanation of sound implementation strategies. This part of the project will be combined with the team and peer evaluation and is worth 10% of your overall course mark.

You should prepare a brief 1-minute introduction and a 30 second to 1-minute conclusion.

These should include information about teamwork, personal learning, engagement in the process, value of applied research, value for the business, challenges and successes.

The rest of the interview will focus on the following questions:

1. Describe your overall Instructional Material Collection (IMC) plan objectives and reasoning.
2. What is your plan to achieve those objectives?
3. Which tactics did you use?
4. Can you rationalize the tactics you chose?
5. How did you (or would you) evaluate those tactics in market?
6. Justify your budget.
7. What part of the project did you specifically contribute to and what did you learn?

APPENDIX 6 HOLISTIC INTERVIEW REFLECTION RUBRIC

The rubric I will be using is a holistic assessment. I will be looking to see to what levels you have achieved for the following:

Exemplary 9-10	1. Demonstrates an understanding of the theory using concrete examples (objectives, strategies, tactics, evaluation measures) 2. Rationalization for decisions is based on sound critical thinking and analysis (Budget, tactics) 3. Tactics described indicate strong learning of the tools 4. Measurement discussion shows clear understanding of how media can be effectively used 5. Uses precise language demonstrating participation in entire team project 6. Introduction and conclusion are genuine and effective 7. Absolutely no reading of pre-determined answers 8. Student is confident and professional, at all times
Proficient 7-8	1. Demonstrates a basic understanding of the theory using some good examples (objectives, strategies, tactics, evaluation measures) 2. Rationalization for decisions may not entirely be based on sound analysis (Budget, tactics) 3. Tactics described indicate an understanding of the tools 4. Measurement discussion mentions how media can be effectively used but some detail or understanding lacking 5. Explanations show only some participation in the entire team project 6. Introduction and conclusion are good and mostly effective 7. Some reading of pre-determined answers 8. Student is lacking some confidence but remains professional
Developing 4-6	1. Demonstrates a lack of understanding of the theory using very few examples (objectives, strategies, tactics, evaluation measures) 2. Rationalization for decisions is not be based on analysis (Budget, tactics), student offers surface explanations without detail 3. Tactics are mentioned but do not indicate an understanding of the tools 4. Measurement discussion lacks sufficient detail to demonstrate an understanding of how it can be effectively used 5. Explanations clearly lack understanding and show a severe lack of participation in the entire team project 6. Introduction and conclusion are lacking detail 7. Reading or relying on notes throughout interview, unprepared 8. Student is lacking some confidence, lacks awareness of professionalism
Student Learning (teamwork, learning, growth)	3-Student demonstrates a genuine understanding of the value of an applied research project 2-Student's remarks show learning and some value of an applied research project 1-Student's remarks dismiss value and evidence of learning is lacking

Credit: Michelle Robichaud

TEAM PROJECT: REPORT

100 POINTS; 15% OF COURSE GRADE

COMPONENTS	CRITERIA
/ 10 Introduction and overview of the company/entrepreneur and your challenge	- You provide a clear introduction to the company and the strategic issue you are studying - You provide a clear overview of the paper and its components, including: 1. Executive Summary 2. Company/Entrepreneur Overview 3. Particular project option 4. Summary and Conclusions
/ 30 Overview of analyses	- You clearly describe the data gathered and analyses conducted - Data gathered is substantial and appropriate to the selected topic - Analyses are rigorous and thoughtful
/ 30 Recommendations	- Recommendations are clearly grounded in your analysis of the data – there is a logical progression from analysis to recommendations - Recommendations are practical and implementable - Strengths and weaknesses of the recommended strategy are considered and strategies for mitigating weaknesses are provided and are realistic
/ 10 Conclusion	- You summarize the general take-aways (2-3) from the recommended strategy - These take-aways are concrete and easy to understand
/ 10 Writing	- The paper is well organized and easy to follow - The transitions between paragraphs are smooth - There are no spelling, grammatical, or typographical errors
/ 10 Technical issues	- All relevant information is cited appropriately in the text The bibliography is included and is comprehensive - The essay is formatted correctly and falls within the page limitations - The appendix of data is included and easy to follow
/ 100 Total	

EXPERIENTIAL ENTREPRENEURSHIP COURSE OUTLINE

COURSE OBJECTIVE

No single way exists to start, develop and manage a business. In this course students will be exposed to the challenges and hurdles entrepreneurs face when developing a new business. This course examines entrepreneurial ventures from a wide range of contexts, using experiential learning to develop practical understanding of the key challenges facing entrepreneurs. The course addresses challenges such as identifying opportunities, decision-making under conditions of uncertainty, raising capital, innovation and creativity, social innovation, and managing venture growth.

The course will use a variety of experiential teaching methods, including: lectures, case studies, readings and videos, simulation, consulting project with local entrepreneurs. Regardless of your future plans and hopes, this class can benefit you regarding how you think and act, from an entrepreneurial perspective. The class consists of learning about risk and failure, and growing from the experience. It is about learning to forge your ideas into workable business concepts, research them, commit them to paper, and present them in a way to be tested to the demands of the market. Students must write at a top level, argue the potential of their ideas, and convince people like bankers, CEO's, CFO's, angel investors, and others that their ideas are worth being born in the marketplace.

INSTRUCTOR AND CONTACT INFORMATION

Name: ______________________________

Email: ______________________________

Class Times: ______________________________

Virtual Office Hours: ______________________________

COURSE DELIVERY

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Self-Study	Asynch	Readings	Library and other sources At your own time during the week
Hybrid Class	Synch	Live (in-person & online) sessions led by your instructor	RJC/Zoom At class times
Projects	Asynch	Course assignments, simulation	Group meetings At your own time during the week

APPENDIX 8 COURSE OUTLINE SAMPLE 1

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	No	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

This course examines entrepreneurial ventures from a wide range of contexts, using experiential learning to develop practical understanding of the key challenges facing entrepreneurs. The course addresses challenges such as identifying opportunities, decision-making under conditions of uncertainty, raising capital, innovation and creativity, social innovation, and managing venture growth. The course will include a variety of experiential components, such as a venture simulation and a consulting project with a local entrepreneur.

LEARNING OUTCOMES

Upon completion of this course, students will be able to do the following:

Understand the six characteristics of the entrepreneurial mindset and how entrepreneurial teams can be built around each of the characteristics,

Understand the various complexities, challenges and issues related to entrepreneurs/intrapreneurs and business formation, including environmental characteristics of the entrepreneurial firm, and,

Develop diagnostic skills and a conceptual framework for new business management problems through readings, discussions and case analyses.

REQUIRED COURSE MATERIALS AND READINGS

Required material consists of one inexpensive but important book (available as an e-book), 7 cases that are cheaper to buy if you purchase them directly from the internet as a case pack and relevant journal articles available for free from our library or on the internet. In addition, each student will also participate in a simulation, with a per-student cost.

Komisar, R. (2000). The Monk and the Riddle. Boston: Harvard Business School Press.

Kindle Price: $9.99 includes free international wireless delivery via Amazon Whispernet

The following cases are required (see link below to obtain them @ approx. $4 per case):

1. VEJA Sneakers with a conscience (Ivey 910M89)
2. The Mark News (9B10M056)
3. A new vision for the Stratford Festival (Ivey W17768)
4. Rwanda Backpacker
5. MedImmune Ventures
6. Covid-19 Testing at Everlywell
7. Aquadvantage Salmon: Communicating to Build Consumer Confidence. Ivey W18191

Here is the link for the case pack through Harvard: https://hbsp.harvard.edu/import/841779

How to register for the simulation
Go to http://www.edumundolicence.co.uk/ and pick the course option. Each student must purchase a license (i.e. not per team). You will organize into teams once you have each purchased a license for the simulation.

Required Readings (all available for free online from our library or the internet):

Chesbrough, H. (2007), Business model innovation: it's not just about technology anymore, Strategy & Leadership, 35: 6 pp.12 – 17.

Macmillan, I. C., Siegel, R., & Narasimha, P. S. (1985). Criteria Used by Venture Capitalists to Evaluate New Venture Proposals. *Journal of Business Venturing*, 1, 119-128.

Mair, J., & Marti, I. (2006). Social Entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 36-44.

Sarasvathy, S. D. (2001). Causation and Effectuation: Toward a Theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26(2), 243-263.

Spors, K. K. (2007, January 9). Enterprise: Do Start-ups really need Formal Business Plans? . *The Wall Street Journal*, p. B9.

Sutton, R., & Hargadon, A. (1996). Brainstorming Groups in Context: Effectiveness in a Product Design Firm. *Administrative Science Quarterly*, 41(4), 685-718.

Veskovic, N. 2014. Aspects of Entrepreneurial Risk. https://doi.org/10.15308/finiz-2014-115-117

Zacharakis, A. L., & Meyer, G. D. (1998). A lack of Insight: Do Venture Capitalists Really Understand Their Own Decision Process? *Journal of Business Venturing*, 13, 57-76.

The Surprising Habits of Original Thinkers | Adam Grant https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers?language=en

How Boredom Can Lead to Your Most Brilliant Ideas | Manoush Zomorodi https://www.ted.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_brilliant_ideas?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Need a New Idea? Start at the Edge of What is Known | Vittorio Loreto https://www.ted.com/talks/vittorio_loreto_need_a_new_idea_start_at_the_edge_of_what_is_known?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Further Readings:

A Sample Business Plan Truckit Now.com (HBS 9-801-151)

Can You Survive an Entrepreneur (HBS 9-484-081)

Managing innovation: Controlled chaos, Quinn (HBR May-June 85)

How can big companies keep the entrepreneurial spirit alive? DeSimone (HBR Nov-Dec 95)

How to write a winning business plan, Rich and Gumpert (HBR May-June 85)

Bowen; Hisrich. 1986. The Female Entrepreneur: A Career Development Perspective, Vol 11, *Academy of Management Review*.

https://www.khanacademy.org/college-careers-more/entrepreneurship2/interviews-entrepreneurs

EVALUATION

Components and Weights

Group participation (you need to be a good group member!)	10
Entrepreneurship Self-Assessment paper (final individual assignment)	15
Personal evaluation of simulation exercise (individual assignment)	10
Entrepreneur interview (individual assignment)	15
Team cases (based on 7 case write-ups)	15
Team simulation (based on simulation performance)	10
Team project (includes report and team presentation)	25
TOTAL	100%

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	65 - 69
F	00 - 64

Team Assignments (~4 students/team)

Case Write-ups:

There are 7 case studies. Each team will prepare a 2-page case summary, double spaced, 12 point type. The case should be analyzed from the viewpoint of the questions asked either in the course outline below. Every team will hand in a write-up on each of the cases.

Simulation:

Students will compete in a team simulation that will take place during the course. There will be a 10% grade associated with performance in the simulation.

Team Project:

The purpose of the team project is to familiarize students with important knowledge regarding how complementary experiences enhance entrepreneurial ventures, providing expanded networks, ideas, and capabilities. Students will form teams of ~4 and each team will email the instructor providing a list of team member names (first and last). The email will be copied to all team members so that all have a record of each other's email addresses.

Students will need to develop or analyse a unique or creative concept, product, service, or niche that can be assessed through appropriate research during the course. The team project is due on the last class when each group will present their concept or analysis.

The Team Project Report and Presentation will consist of:

Form a team (3-4) to systematically analyze and assist an entrepreneurial venture. You will meet with the relevant parties, examine internal (and perhaps proprietary) documentation, perform a business analysis, and write a complete business plan for that venture. The report should be approximately 15-page long, double-spaced (+ appendices), and you must present your findings during the final 15 min. presentation.

Option: You may be seriously considering starting a firm. Most students will NOT be in this situation. If you are, you will need to build a team, and advance your idea in practical terms. Please plan on meeting me to confirm the acceptance of your business idea for this course. A written component of 20 pages, consisting of ONLY the executive summary and company overview, ONE selected section of your choice from a typical business plan and a summary or conclusions section. In general, I will be interested in learning what you DID regarding advancing your business.

The team project will provide student groups of approximately four persons a chance to put into practice what they have learned in other courses to develop a plan for one aspects of a start-up venture. **Groups will also provide a 15-minute presentation during our last class.**

1. Executive Summary

2. Company Overview

3. Particular project option plan

4. Summary and Conclusions

Students will organize teams of ~4 members on the first day of class to assure that all the teams have ample time to accomplish the research needed to conclude on their findings for the project.

Individual Assignments

Entrepreneur Interview:

Each student will interview an entrepreneur of their choice (~2 pages, double-spaced, 12-point type). Please address both personal and business aspects in your interview, using the six characteristics of the entrepreneurial mindset to guide your questions. The write-up should focus on the 2-3 characteristics that were most relevant for the entrepreneur – either because they possessed the characteristic or did not, and needed to compensate. (Additional instructions will be provided during class)

Personal Evaluation of the Simulation:

Each student will reflect on their experience (key lessons, group challenges and successes, etc.) of the business simulation conducted during the course (~2 pages, double-spaced, 12-point type).

Entrepreneurship Self-Assessment:

On an individual basis, each participant in the course will also develop and prepare a self-assessment paper on their own strengths, abilities and shortcomings as a potential entrepreneur, based on the six characteristics of the entrepreneurial mindset. This assignment is due on the last class. From a personal viewpoint, this assignment may be the single most important one for you in this class. View it as such, and put your heart and soul into it. (3 pages maximum, double-spaced, 12pt font).

All assignments must be submitted on each due date.

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean.

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Students who wish to have a course component re-evaluated must complete the forms.

In order for the component to be re-read:

- The component must be worth 10% or more of the final grade in the course.
- Students pay a fee of $50
- The Area Chair will seek out an independent adjudicator to re-grade the component.
- An adjustment to the grade for the component will be made if a grade change of three points or greater on the 12-point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair.
- If a grade change is made, the student fee will be refunded.

ACADEMIC DISHONESTY

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.

2. Improper collaboration in group work.

3. Copying or using unauthorized aids in tests and examinations

This course may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For assignments using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about the universities use of Turnitin.com please go to the university website.

VIRTUAL COURSES

Some courses may use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

Students are expected to come to class (via Zoom or in person) thoroughly prepared as indicated in the course schedule. If, for some reason, this is impossible, please contact the instructor. 100% attendance is expected.

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the University Student Health Certificate which can be found on the university website. Any absences need to follow the university protocols.

University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

ACADEMIC ACCOMMODATIONS

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

RELIGIOUS, INDIGENOUS, OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their university email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B733 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

DATE	TITLE	CLASS PLAN
WEEK 1 Sept 13	Introduction to Course	**IN-PERSON and VIRTUAL CLASS via Zoom** 1. Introductions and course overview: 6 key characteristics of the entrepreneurial mindset 2. Team planning
WEEK 2 Sept. 20	Seeing and Creating Opportunities	**IN-PERSON and VIRTUAL CLASS via Zoom** Seeing and creating opportunities is not just coming up with new inventions, but about ideas that solve people's problems. **Discussion of Case#1:** VEJA Sneakers with a conscience 1. Is Veja more or less successful than other brands in the ethical fashion movement? Explain your criteria. 2. In which key ways does Veja's business model differ from that of conventional fashion industry firms? What role do those differences play in terms of partnerships and acquisition? 3. Provide your best estimate of Veja's worth. What considerations are included in your evaluation? 4. If Beja were to sell to Timberland, what would be the consequences on the ethical fashion industry and the conventional fashion industry? **Required reading (and listening):** The Surprising Habits of Original Thinkers | Adam Grant https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers?language=en How Boredom Can Lead to Your Most Brilliant Ideas | Manoush Zomorodi https://www.ted.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_brilliant_ideas?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare Need a New Idea? Start at the Edge of What is Known | Vittorio Loreto https://www.ted.com/talks/vittorio_loreto_need_a_new_idea_start_at_the_edge_of_what_is_known?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

WEEK 3 Sept. 27	Turning Ideas into Action Orientation to Simulation Simulation Begins	**IN-PERSON and VIRTUAL CLASS via Zoom** Turning ideas into action is about implementation – coming up with a business model that creates, delivers and captures value. **Orientation to Simulation** Edumundo Simulations. Students will work with their Teams to participate in a simulation activity, using a virtual break-out room. This Simulation will run for eight weeks. Details in class. Introduction videos are here: 1. General: https://youtu.be/73AeNqTRw4o 2. Market analysis https://youtu.be/EDj2VfNL5LQ 3. Ranking points & targets: https://youtu.be/ds4xCv0zpZE 4. Stock management: https://youtu.be/gF5cqphc2MU 5. HR policy https://youtu.be/3VE-Zs55cJQ 6. R&D https://youtu.be/qhLdVG620NU **Required Reading:** Kelly K. Spors, Interview. Jan. 9, 2007. Do Start-Ups Really Need Formal Business Plans? The Wall Street Journal Sarasvathy, S.D. 2001. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review. Vol. 26 (2), p. 243-263 Chesbrough, H. (2007),"Business model innovation: it's not just about technology anymore", Strategy & Leadership, 35: 6 pp.12 – 17.

WEEK 4 Oct. 4	Turning Ideas into Action, Part 2	**IN-PERSON and VIRTUAL CLASS via Zoom** Implementing innovative business models in an industry. **Discussion of Case #2:** The Mark News 1. Discuss the economics of the legacy newspaper industry a. What are the challenges it faces? b. What is the threat from entrepreneurial entrants like The Mark? c. Given the challenges, do legacy newspapers have a future? If not, should we be concerned? 2. What are the strengths and weaknesses of The Mark, and what can Anders do to grow revenue? **Required Reading:** START NOW The first half of The Monk and The Riddle.
WEEK Oct 11	Thanksgiving	**No Class or Simulation this week**
Week 5 Oct. 18	Turning Ideas into Action, Part 3	**IN-PERSON and VIRTUAL CLASS via Zoom** Implementing social business models. **Discussion of Case #3**: A new vision for the Stratford Festival 1. What makes the Stratford Festival a successful organization? What makes for an immersive experience for its patrons? 2. Where should Gaffney focus her energy and priorities for innovation moving forward? What are the implications for the Stratford Festival? How can the various functions come together to facilitate positive change? **Required Reading:** Mair, J and Marti, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. Journal of World Business, Vol 41 (1):36-44.

WEEK 6 Oct. 25	Leading the Way	**IN-PERSON and VIRTUAL CLASS via Zoom** Leading the way is about creating a team that follows and builds on your vision. **Simulation:** In-class pitch for investment. **Entrepreneur Interviews:** Interview reports to be handed in on A2L today by 2:30pm. **Leadership Exercise:** TBA **Required Reading:** The final half of The Monk and the Riddle.
WEEK 7 Nov. 1	Using Resources Smartly	**IN-PERSON and VIRTUAL CLASS via Zoom** Using resources smartly is survival – it's making decisions based on very limited resources so you can do the most with the least. **Discussion of Case #4: Rwanda Backpackers** 1. Analyze the viability of the business concept proposed? What are the key decisions that Davie and Bawazir must make? 2. How many campers do they need to break even? 3. Analyze the financing and marketing options faced by Davie and Bawazir. What do you think they should do? 4. What are the major risks they face in creating this business, and how can they mitigate these risks?

WEEK 8 Nov. 8	Using Resources Smartly, Part 2	**IN-PERSON and VIRTUAL CLASS via Zoom** Discussion of Simulation: In-class decision. Accessing resources from others, such as venture capital. **Discussion of Case #5:** MedImmune Ventures 5. What function should CVC perform for its parent company? 6. What is your assessment of MedImmune Ventures? 7. Should MedImmune Ventures enter Australia? 8. What should MedImmune do with regards to NeuProtect? **Required Reading:** Macmillan et. al. Criteria used by Venture Capitalists to Evaluate New Venture Proposals Journal of Business Venturing Zacharakis, A and Meyer, G. (1998). A lack of insight: Do venture capitalists really understand their own decision process? Journal of Business Venturing, Vol 1. 57–76.
WEEK 9 Nov. 15	Managing Risk	**IN-PERSON and VIRTUAL CLASS via Zoom** Managing risk is about taking action – smart action – even though there's uncertainty. **Discussion of Case #6:** Covid-19 Testing at Everlywell 1. From a shareholder perspective, did Cheek do the right thing by pursuing the coronavirus testing? 2. Given the FDA news, what should Cheek do now? **Required Reading:** Veskovic, N. 2014. Aspects of Entrepreneurial Risk. https://doi.org/10.15308/finiz-2014-115-117
WEEK 10 Nov. 22	Collaborating to Create Shared Value	**IN-PERSON and VIRTUAL CLASS via Zoom** Collaborating to create shared value is about working with and through partnerships, instead of pure ownership models. **Last Simulation Round:** In class quick-fire round to end the simulation. Results announced in class. **GROUP MEETINGS via Zoom** This week is designed for teams to finalize their preparations for the final project. There will be formal team meetings during this class where you meet with the professor to develop your consulting report and presentation.

WEEK 11 Nov. 29	Regulation	**IN-PERSON and VIRTUAL CLASS via Zoom** Regulation is about government intervention into the entrepreneurial mindset – particularly relevant for biomedical entrepreneurship. **Simulation evaluations to be handed in today. Debrief simulation.** **Discussion of Case #7:** AquAdvantage Salmon: Communicating to Build Consumer Confidence 1. Describe AquaBounty's current reputation (at the time of the case). 2. Who are the key stakeholders Conley needs to consider when preparing his communications strategy? How can AquaBounty work to build trust with these key stakeholders? Which key stakeholder groups should Conley focus his attention on? 3. Consider Conley's background. What skills or experiences does he bring to his current role that will be valuable during the Canadian launch of AquAdvantage salmon? What existing relationships with important stakeholders might he be able to leverage? 4. AquaBounty received both negative and positive comments from consumers and public figures after the FDA approval announcement in 2015. Assuming the Health Canada approval leads to similar responses, what strategy should Conley adopt to manage these reactions? When and how should AquaBounty engage in public conversations?
WEEK 12 Dec. 6	Final Presentations	**IN-PERSON and VIRTUAL CLASS via Zoom** **Class presentations: 15 min each group.** Required for all students. **All reports are due today, as well as group participation.** **Entrepreneurial Self Assessments also must be handed in.**

SOURCE: McMaster University DeGroote School of Business

EXAMPLES OF ACE PROJECTS ADAPTED TO FIT VARIOUS CLASS LEVELS

PROGRAM	Year 1	Year 2 / Year 3	Year 4
Business	Budgeting project: class is given a prepared data set with revenue and expense details for local non-profit community partner. Community partner comes to class to talk about the organization and why they need a budget. Teams of students develop budgets for the CP. Instructor grades report and passes best report to CP.	Same general project as Year one but class goes to visit CP and needs to ask the right questions to complete data set and prepare solution with rationale to explain assumptions and methods used.	Same budgeting project but teams select CP from pre-arranged list, initiate meetings for needs assessment and to collect cost and revenue information directly from CP. Prepare budget presentation and rationale for CP and peers at end of term.
Sociology	Equity project: class visits local charitable furniture bank for tour and to help assemble dressers from flat pack. Students write a reflection on how access to furniture impacts individuals living in poverty using their experience at the furniture bank and theory discussed in class. Must cite one peer reviewed source.	Same general project but visit to furniture bank is to interact with staff and hear their stories of working with economically disadvantaged people. Students ask prepared questions. Reflection paper is longer and requires more citations. Students also submit video graphed personal reflection.	Furniture Bank brings research based problem to the class. They want to better understand the needs of their client base. With ethics approval the class develops a research plan, collects data from staff of referring agency partners of the furniture bank and furniture bank staff. Teams of students analyse data and prepare reports to present to peers and community partners and team members submit personal reflection video.
Community Health	Social Work- Project with child protection services: Community Partner comes to class and shares a couple of stories of a typica l day. Students ask questions and gain insight into career. Academic exercise is to write up “case notes” based on the guest speaker’s description of an interventions.	Same general project with higher expectation of academic component. Case notes must follow accepted best practices and include “next steps” for intervention with rationale. One page personal reflection is required discussing professional competency demonstrated/ illustrated by guest speaker.	Manger of child protection agency come to class to speak about and issue around case management that is being experienced by the agency. Teams of students are required to research and present solutions to the issue citing peer reviewed sources. Professional report summaries are submitted to the community partner and professor. Videos of individual personal reflections are also submitted.
Biology	Community Partner brings attention to park creek that is polluted. Class field trip to clean up litter in creek. Take water samples to look at in lab. Reflection paper connecting one course concept to field experience.	Same general projects with more sophisticated lab techniques and write up. Reflection paper includes both academic and social/personal components.	Same general project. Teams of students required to develop recommendations for remediation as well as lab and reflection papers.