MGMT 5000.03: Management Without Borders (MWB)  
FALL 2019

Syllabus updated on September 12 – to reflect impact of cancelled tutorial on Monday, September 9 (as a result of Hurricane Dorian). Changes are highlighted in blue – they are evident in the course schedule (p. 4-6) and tutorial attendance (p. 17).

RECOGNITION OF MI’KMAQ TERRITORY

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.

PLENARY SESSIONS: Thursdays 5:30pm – 7:30pm*  
Location: Rowe Building – Room 1020  
*Plenary will last for three hours for the first four weeks of the term (see course outline for more details)

TUTORIALS: Mondays 11:30am – 1:00pm  
Location: determined based on group project assignment

MWB Teaching Team

<table>
<thead>
<tr>
<th>MWB Course Coordinator</th>
<th>MWB Faculty Coach</th>
<th>MWB Faculty Coach</th>
<th>MWB Faculty Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jenny Baechler</td>
<td>Dr. Karen Beazley</td>
<td>Dr. Scott Comber</td>
<td>Dr. Sandra Toze</td>
</tr>
<tr>
<td>School of Public Administration</td>
<td>School for Resource &amp; Environmental Studies</td>
<td>Rowe School of Business</td>
<td>School of Information Management</td>
</tr>
<tr>
<td>Email: <a href="mailto:jenny.baechler@dal.ca">jenny.baechler@dal.ca</a></td>
<td>Email: <a href="mailto:karen.beazley@dal.ca">karen.beazley@dal.ca</a></td>
<td>Email: <a href="mailto:scott.comber@dal.ca">scott.comber@dal.ca</a></td>
<td>Email: <a href="mailto:Sandra.toze@dal.ca">Sandra.toze@dal.ca</a></td>
</tr>
<tr>
<td>Phone #: 902.494.3321</td>
<td>Phone #: 902.494-1383</td>
<td>Phone #: 902.494-7820</td>
<td>Phone #: 902.494.2488</td>
</tr>
<tr>
<td>Office #: 3034 (3rd floor Rowe) - in the School of Public Administration</td>
<td>Office #: 5018 (5th floor Rowe - in SRES)</td>
<td>Office #: 5118 (5th floor Rowe - Rowe School of Business)</td>
<td>Office #: 4014 (4th floor Rowe - in the School of Information Management)</td>
</tr>
</tbody>
</table>

Teaching Assistants

Liz Wilson (Lead TA) Lisette.wilson@dal.ca  Alison Brown AlisonBrown@dal.ca  Kathleen Mifflin kt486102@dal.ca

Course Description

This course places management in its broadest context and helps students from diverse disciplines explore the complex social, economic, ecological, political and technological forces shaping 21st century leadership in the public, private and non-profit sectors. The course is characterized by a strong emphasis on teamwork and effective problem solving in inter-professional environments. The major focus of the course is the MWB group project. Interdisciplinary teams of 4-6 students will spend the semester working on live projects hosted by organizations from across Nova Scotia.

The primary goals of the projects are for the student groups to provide value to the partner organization and for the partner organization to contribute to the professional and academic development of the students. Additionally, these projects are intended to provide students with the opportunity to experience the complexities of an inter-professional work environment; develop / hone tools and skill sets that are part of various professional disciplines; gain a greater understanding of the issues at hand when organizations work to integrate the seemingly disparate worlds of governance, business, environment and society in the information age; and develop leadership and teamwork skills that can be transferred to future work experiences.

Weekly tutorial sessions provide student groups with time to consult with faculty coaches, teaching assistants and project groups. Weekly plenary sessions are synergistically linked to the group projects. All plenary sessions of the semester are designed to cover key topics related to the MWB group project deliverables - project management, research design, conducting environmental analyses and relationship management – and the experience of cross-boundary collaboration. Plenary lectures are taught by MWB faculty members and guest speakers.
Course Objective

MWB strives to provide graduate students with an opportunity to enhance their ability to navigate and thrive in complex, cross-boundary team environments that are a defining characteristic of the 21st century workplace.

To achieve this overarching objective students will contribute to inter-professional teams that leverage both individual and collective abilities to generate evidence-based, innovative and impactful recommendations for partner organizations from the public, private and not-for-profit sectors.

In addition to applying professional expertise and competencies to real-world problems, this experiential learning course asks students to reflect on their project experience and what they learned about their capacity for cross-boundary collaboration. Openness to different personalities and different ways of working, awareness about sense of self and other and how both are informed, resilience in the face of evolving team dynamics and the ability to communicate across disciplines and professional cultures are a sample of collaboration and project management skills that can be practiced and honed in MWB.

Learning Outcomes

By the conclusion of the course, you will be able to:

1. Contribute to a team that leverages an inter-professional suite of management skills and competencies through various stages of a project (research, analysis, findings and recommendations) to add value to a partner organization;
2. Apply team process tools (i.e., team charter, mid-term feedback and peer evaluation) that can facilitate and support the management of project teams.
3. Independently manage and resolve conflict that may emerge within team environments or with other project stakeholders.
4. Apply foundational theories and tools in project management:
   a) Identify project deliverables and sub-deliverables;
   b) Develop a coherent sequence and schedule of tasks and activities that move a project from conception to completion;
   c) Identify and incorporate project risks, dependencies, contingencies, and milestones into a broader work plan;
   d) Anticipate and incorporate the impact of team dynamics on a project plan;
   e) Communicate project progress to partner organizations in a professional manner; and,
   f) Monitor and manage project scope creep;
5. Use a PESTE(L) Analysis to (a) identify and analyze the impact of the political, economic, social, technological, environmental and legal forces that impact an organization and (b) produce contextually-relevant analysis and recommendations for partner organizations;
6. Design, produce and present a conference poster and final written report to communicate the results of the work accomplished by a project team; and
7. Demonstrate a sophisticated understanding of cross-boundary collaboration and project management through reflective practice and self-disclosure applied to the MWB group project experience;

Course Website & Communications

The course Brightspace site is available to all students and staff. Brightspace will house information on lecture slides, assignments, readings, group projects, course resources and special events. The course coordinator will post announcements or news updates to the “Course Home” page. You are responsible for checking the site often for announcements and schedule changes. While we may use the ‘news’ function of Brightspace to send you notices of important course updates, the majority of course communications will be distributed via your Dalhousie email. **If you have a question for a member of the teaching/TA team please contact them directly via email.** Brightspace provides a number of tools that can support group work. In our experience, students have preferred to use Facebook or Google Docs to facilitate their collaboration. If you would like to use some of the Brightspace functions (i.e., discussion groups) please speak with your teaching assistant.

Course Readings - Resources

There is no required textbook or reader for MWB. Readings referenced in weekly plenary sessions or additional resources that may support the project experience will be made available on Brightspace.
Faculty of Graduate Studies Grade Policy

Graduate students must achieve a minimum passing grade of B- in all classes required as part of their degree program. Any lower grade will be recorded as a failure, with the exception of those classes with an approved pass/fail grading scheme. Please note that in some graduate programs, a failing grade results in automatic academic dismissal from the program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Represents very high achievement. Signifies original work of distinction, well organized and presented. Our grading philosophy in MWB is that the A+ is a mark assigned to a truly exceptional piece of work; one that often reflects tremendous originality and overall quality on the part of the student or group.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Superior performance indicating high level of command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Very good. Has firm command of course principles and techniques.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Average performance. Student demonstrates an ability to succeed at the graduate level.</td>
</tr>
<tr>
<td>B</td>
<td>73-79</td>
<td>Acceptable performance for a Master’s program.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70</td>
<td>Failure. Unacceptable for credit towards a Master’s degree.</td>
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</table>

Note about MWB grades

Our faculty and teaching assistants will issue letter grades for all of your assignments. In order to calculate your final mark we have to convert the letter grades to numeric value. Unless otherwise stated, your letter grade will convert to the mean of the numeric ranges listed in the FGS grade policy (see above). For example, if you receive an A- on an assignment, it will convert to an 82 in the final calculation. Occasionally you may receive a ‘cusp’ grade (ie. B+/A-), meaning that a grader has assessed your assignment to be right at the cusp of two letter grades: a B+/A- assignment will convert to an 80; an A-/A assignment will convert to an 85.

Evaluation

<table>
<thead>
<tr>
<th>Course deliverable</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Plan Submission (Research Design &amp; Work Plan)</td>
<td>10%</td>
<td>Thursday, October 3 5:30pm</td>
</tr>
<tr>
<td>MWB Conference – Poster and Presentation</td>
<td>10%</td>
<td>Thursday, November 28 9:00AM – physical poster due for grading 5:30PM – poster presentation @ closing conference</td>
</tr>
<tr>
<td>Final Project Report (as detailed in project description) *Includes a peer evaluation component – for more information see pages 15-17 of the syllabus.</td>
<td>45%</td>
<td>Friday, December 6 12:00PM (Noon)</td>
</tr>
<tr>
<td>Project Management Portfolio</td>
<td>5%</td>
<td>Team Charter due on Monday, September 23 @ 11:30am Progress Reports due monthly Agendas, meeting minutes and other portfolio items to be submitted on an ongoing basis (see pg. 9-10 of syllabus)</td>
</tr>
<tr>
<td>PESTE(L): Individual Analysis</td>
<td>15%</td>
<td>Monday, October 21 11:30am</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>10%</td>
<td>Monday, November 25 11:30am</td>
</tr>
<tr>
<td>Tutorial Attendance</td>
<td>5%</td>
<td>Ongoing (see pg. 17 of syllabus)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
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</tbody>
</table>
Please note: Due to the high weighting of group assignments, each student is required to pass the individual analysis of the PESTE(L) and their individual reflection paper to pass this course. As per FGS guidelines, students must obtain a final grade of 70 (B-) or higher in order to pass the course.

Late Submissions:
Students or student groups submitting assignments after the due date (without prior approval from the responsible faculty coach) will be penalized at a rate of 5% per day. For example, if your paper or report would have received a grade of 90% if submitted on time, it would receive a grade of 85% if handed in one day late or a grade of 80% if handed in two days late.

Certificates of illness:
Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor and submitting a completed Student Declaration of Absence to their instructor and TA in case of missed or late academic requirements. Completed forms should be submitted by email within three days following your last day of absence. Only 2 separate Student Declaration of Absence forms may be submitted per course during this term. You can download a Student Declaration of Absence here: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/information%20for%20students.html

The forms are helpful in that they allow us to document your absence and they replace the need for you to get a sick note from a health professional. However, it is important to note that submitting a Declaration of Absence does not automatically result in an extension to a due date or an exemption from tutorial. A request for an extension to an assignment has to be submitted via email to your teaching assistant and faculty coach. To better understand the tutorial attendance / participation grade please see pg. 17.

Accessibility

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre (dal.ca/access) and/or make arrangements to discuss with the instructor.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate

Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic / Content / Readings</th>
<th>Course Deliverables</th>
</tr>
</thead>
</table>
| PLENARY (5:30 – 7:30) | Thursday, Sept. 5 | • Welcome and Introductions  
• Syllabus review and course timeline  
• Introduction to the group project (including peer evaluation) and an overview of the project descriptions  
• Looking ahead to your first tutorial / first team meeting  
  - Overview of the Team Charter  
  - Team member information form |
|       |                    | Students will receive an email on Friday (Sept 6) morning that will include notice that the group project descriptions are available for review on Brightspace and that the project ranking form is live. |                                                          |
|       |                    | SUNDAY, SEPTEMBER 8 – 4:00PM (New Deadline: Tuesday, Sept 10 – 4:00PM)                   |                                                          |
| TUTORIAL (11:30 – 1:00) | Monday, Sept. 9  | University Closed (Hurricane Dorian) - Tutorial Cancelled                                |                                                          |
| **PLENARY (5:30 – 8:30)** | **Thursday, Sept. 12** | - **Course Admin:** Overview of the Project Management Portfolio assignment and the Research Plan assignment  
- **First Team Meeting:** Introductions and Preparation of Introductory email to your partner Organization.  
- **Working with your partner organization – planning for your first meeting** (Scott)  
- **Second Team Meeting:** Unpacking your project description  

**Resources:** In the MWB Brightspace course site (within the “MWB Group Project” folder) there is a sub-folder for the “Team Charter” which includes supplemental links and documents that might support your efforts with this deliverable. Additionally, your team may find this resource helpful: **Teambuilding Activities Toolkit from Mindtools (2015).** A copy is available for free here: [https://www.mindtools.com/a72g4xbonus/TeamBuildingActivitiesToolkitCLUB.pdf](https://www.mindtools.com/a72g4xbonus/TeamBuildingActivitiesToolkitCLUB.pdf)  

Each student should complete the Team Member Information form in advance of class. Please bring the completed form AND information about your weekly scheduled school/work time commitments. |
| **TUTORIAL (11:30 – 1:00)** | **Monday, Sept. 16** | - Time for groups to work on projects; consult with faculty coaches and teaching assistants. **Recommended activities:**  
  - Preparing for the first meeting with your partner organization (review project description and prepare meeting agenda)  
  - Working on the Team Charter  

**PLENARY (5:30 – 8:30)** | **Thursday, Sept. 19** | **Project groups should sit together in Rowe 1020.**  
- **Course Admin:** Overview of the Research Plan Submission  
- **Getting off to a strong start: developing your research design** (Karen and Sandra)  
- **Project management fundamentals with a focus on your project work plan** (Jenny)  

| **TUTORIAL (11:30 – 1:00)** | **Monday, Sept. 23** | In order to be considered present for tutorial today, students need to be engaged in one of the following scenarios (attendance sheets will be circulated):  

**Scenario #1:** Your entire team is attended your first meeting with your partner organization during the tutorial timeslot. **Be sure to let your TA know this is happening.**  

**Scenario #2:** You attend one of the following resource sessions. Your whole team doesn’t have to attend the same one. You can divide and conquer and/or individual students can choose to attend a resource session and part of the team can work on other project deliverables.  

- **Group Project Resource sessions (Concurrent)**  
  - Communication / Engagement Plans (Scott – Rowe 3089)  
  - Systematic Literature Searches, Reviews and Content Analyses (Karen – CHEB 150)  

**DEADLINE – 11:30am**  
Submit MWB Project Deliverable (Team Charter)  
- Submit electronically to Brightspace – one submission per group.  
- Provide hard copy to TA or to faculty coach (depending on what session you’re attending)
### PLENARY
(5:30 – 8:30)
**Thursday, Sept. 26**
- Overview of PESTE(L) Analysis and its role in evidence-based management practice *(Jenny)*
- **Project Management practices** – weekly stand-ups, progress reports and other tools available to you. *(Jenny)*
- **Course Admin:** Overview of the PESTE(L) Analysis assignment and the individual reflection assignment *(Jenny)*

### TUTORIAL
(11:30 – 1:00)
**Monday, Sept 30**
- Instead of meeting with your team during tutorial, your team will divide and conquer – send different group members to different resource sessions.
- **Group Project Resource sessions** – these sessions are designed to support teams who want to focus on a specific course deliverable:
  - Research Design *(Sandra)*
  - Work Plan *(Scott)*
  - **Research Ethics Workshop** *(Karen)* All groups conducting research with human participants (e.g., interviews, surveys, etc.) must send at least two members to this workshop.

### PLENARY
(5:30 – 7:30)
**Thursday, Oct. 3**
- Best practices in **Collaborative Writing** *(Sandra)*
- Guest Speaker: **Reflections on Project Management** (Guest speaker: Dr. Mike Smit)

### DEADLINE – 5:30pm
Submit MWB Project Deliverable (Research Plan Submission)
- Submit electronically to Brightspace – one submission per group
- Submit a hard copy to TA

### TUTORIAL
(11:30 – 1:00)
**Monday, Oct. 7**
- Weekly Stand-Up Meeting with Faculty Coach / TA
- Time for groups to work on project deliverables; consult resources

### PLENARY
(5:30 – 7:00)
**Thursday, Oct. 10**
**NO Mandatory CLASS – Faculty available for coaching** *(Appointments to meet with faculty coaches should be made via email at least 24 hours in advance)*

Group Project Resource Sessions - Optional *(5:30 – 7:00)***
- Extra support related to your individual PESTE(L) analyses *(Jenny)*
- Extra support related to collecting, organizing and analyzing ‘data’ to drive ‘results’. (Karen)

<table>
<thead>
<tr>
<th>TUTORIAL</th>
<th>Monday, Oct. 14</th>
<th>THANKSGIVING HOLIDAY - NO TUTORIAL</th>
</tr>
</thead>
</table>
| PLENARY  | Thursday, Oct. 17 | NO Mandatory CLASS – Faculty available for coaching (Appointments to meet with faculty coaches should be made via email at least 24 hours in advance)  
Group Project Resource Sessions - Optional (5:30 – 7:00):  
- An in-depth look at feasibility assessments – building strong criteria (Jenny)  
- An in-depth look at communication plans (or another area of focus related to the projects) (Scott) |
| TUTORIAL | Monday, Oct. 21 | Weekly Stand-Up Meeting with Faculty Coach / TA  
Time for groups to work on project deliverables; consult resources |
| PLENARY  | Thursday, Oct. 24 | A deeper look at cross-boundary collaboration: Creative tensions and maintaining productivity (Jenny) |
| TUTORIAL | Monday, Oct. 28 | Peer to peer mid-term feedback activity. Forms are available on Brightspace.  
Time for groups to work on projects; consult with faculty coaches and teaching assistants |
| PLENARY  | Thursday, Oct. 31 | NO Mandatory CLASS – Faculty available for coaching (Appointments to meet with faculty coaches should be made via email at least 24 hours in advance)  
REMINDER – be sure to submit an October progress report to your partner organization (copy your TA) in order to be eligible for project management portfolio points. |
| TUTORIAL | Monday, Nov 4 | Weekly Stand-Up Meeting with Faculty Coach / TA  
Time for groups to work on project deliverables; consult resources  
Group Project Resource Session: Creating your Conference Poster – review past posters, create preliminary design (visualize ideas), technical summary of poster design and printing / conference details. Any student can attend but each group must send two members to this workshop.  
Course Admin (part of resource session): Overview of the Conference Poster / Presentation assignments |
| PLENARY  | Thursday, Nov. 7 | NO Mandatory CLASS – Faculty available for coaching (Appointments to meet with faculty coaches should be made via email at least 24 hours in advance)  
DEADLINE - 11:30am  
Submit MWB Project Deliverable (Individual PESTEL Analysis)  
• Submit electronically to Brightspace - one submission per student.  
• Submit a hard copy to TA  
Bring completed mid-term feedback forms to tutorial. Hard copies are to be submitted to the TA at the end of the session, and uploaded to Brightspace. |
Optional resources sessions to be announced based on the needs of the project teams.

<table>
<thead>
<tr>
<th>TUTORIAL</th>
<th>Monday, Nov. 11</th>
<th>FALL READING WEEK - NO TUTORIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLENARY</td>
<td>Thursday, Nov. 14</td>
<td>FALL READING WEEK - NO CLASS</td>
</tr>
<tr>
<td>PLENARY</td>
<td>Thursday, Nov. 21</td>
<td></td>
</tr>
<tr>
<td>TUTORIAL</td>
<td>Monday, Nov. 25</td>
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<tr>
<td>TUTORIAL</td>
<td>Monday, Dec. 2</td>
<td></td>
</tr>
<tr>
<td>TUTORIAL</td>
<td>Tuesday, Dec. 3</td>
<td></td>
</tr>
<tr>
<td>CONFERENCE</td>
<td>Tuesday, Nov 28</td>
<td></td>
</tr>
</tbody>
</table>

**TUTORIAL**

- Weekly Stand-Up Meeting with Faculty Coach / TA
- Time for groups to work on project deliverables; consult resources

**PLENARY**

- Writing your final report - major components, structure and assessment. The value of a comprehensive report outline. Writing about your methods / approach (Scott)
  - Writing an Executive Summary (Sandra)
  - Translating your MWB project experience for future employers (Jenny)

**DEADLINE**

- 11:30am
  - Submit Individual Reflection Paper
  - Submit electronically to Brightspace
  - Submit a hard copy to TA
  - One submission per student

**CONFERENCE**

- MWB Poster Conference and Reception
  - Time: 5:30pm – 8:30pm
  - Location: TBD

**DEADLINE**

- 9:00am
  - Submit MWB Project Deliverable (Conference Poster)
    - Submit electronically to Brightspace (as a PDF)
    - Physical poster submitted to Reception area of SPA (3rd Floor Rowe).

**REMINDER**

- be sure to submit a November progress report to your partner organization (copy your TA) in order to be eligible for project management portfolio points.

**FRIDAY, DECEMBER 6:**

Submit MWB Project Deliverable (12:00 Noon): Group Project – Final Report
- Submit to Reception area of SPA (3rd Floor Rowe) as a hard copy and electronically to Brightspace; submit an e-copy to your partner organization (please copy your TA on this correspondence so that we know it was sent).
Course Assignments: MWB Group Project

A. PROJECT MANAGEMENT PORTFOLIO:

Over the course the semester students will be introduced to a variety of tools and best practices related to project management. Some of these (such as the Project Work Plan) are mandatory course deliverables. However, we want to provide teams with the opportunity to utilize tools in a manner that works for the needs of each team. We understand that not every team needs to provide a progress report on the exact same day. However, we do believe that to manage a successful relationship with your partner organization you will want to provide them with regular updates.

Your team’s Project Management Portfolio will be a collection of those documents and emails used over the course of the semester that demonstrate your team’s commitment to sound project management. 5% of your total grade has been allocated to recognize strong commitment to these best practices in project management.

<table>
<thead>
<tr>
<th>Project Management Best Practice</th>
<th>Point Allocation (out of the available 5 points)</th>
</tr>
</thead>
</table>
| **Team Charter:**I
| The purpose of the team charter is “to foster discussion among team members on the complex issues that often arise in a team work setting and achieve consensus on policies and procedures for how you will handle them and function”. The Team Charter captures the purpose of your team, how it will work and what you hope to accomplish over the semester. As a document, it is a "roadmap" that your team creates at the beginning of the journey to make sure that all involved are clear about where you’re heading, and to give direction for peer evaluation and for when times get tough. A template for a Team Charter assignment will be available on the MWB Brightspace site. | **2 Points.**
| In order for team members to receive the points the following conditions must be fulfilled: | 1. **The Team Charter must be uploaded to Brightspace and a hard copy submitted to your TA in tutorial by 11:30am on Monday, September 23.** The quality of your team charter will be assessed by your TA who reserves the right to return it to the team for improvements. 2. Any improvements to the charter deemed necessary by your TA or faculty coach need to be incorporated within 7 days of having received the feedback. 3. Revised charters need to be emailed to your TA and uploaded again to Brightspace. |
| **Two Progress Reports** (one in October and one in November) Progress reports are intended to update your partner organization on your progress to date. These should be concise documents (no more than one page) used to communicate key factual and relevant information. The primary audience of the progress report is your partner organization (not your TA or faculty coach). At a minimum your progress reports should include: | **1 Point.** (.5 Points per Progress report)
| In order for team members to receive the points the following conditions must be fulfilled: | 1. One progress report needs to be sent in October, the other in November. 2. You must copy your TA on the emails that send progress reports to your partner organization. |
| • Subject Line; | |
| • Background: information that your partner organization will need to make sense of your update; | |
| • Progress to Date: aligned with work plan milestones; | |
| • Issue(s) and Analysis (what is happening and why); and, | |
| • Contingencies and Recommendations going forward (including any changes to the project work plan). | |
Managing your relationship with your partner organization and keeping your team organized:

- Circulating agendas in advance of meetings with partner organizations
- Drafting minutes from meetings with partner organizations
- Submitting follow-up emails to partner organizations after each meeting
- Using agendas to guide regular team meetings
- Putting project management tactics to work to manage your tutorial meetings (i.e., weekly stand-up approach or using your work plan as a living document)

2 Points.
The list of best practices on the left can be very helpful in managing a project team and your relationship with your partner organizations. If your team consistently applies these best practices to your project management each member of the team will be eligible for the remaining two points available for the PM portfolio.

You must copy your TA on the emails that send agendas and follow-up notes to your partner organization. A small delay (no more than 48 hours) in sending these items to your TA is possible but you cannot accumulate these items and send them at the end of the semester.

The Project Management Portfolio will be reviewed in more detail in class on September 5.

B. RESEARCH PLAN (RESEARCH DESIGN AND WORK PLAN)

Your Research Plan will be your guiding document for your MWB project. It should include:

- Key elements of your research design (rationale or problem statement, goal and objectives, methods, deliverables);
- Steps for (i) collecting and (ii) analyzing data;
- Steps for completing other deliverables related to your project (i.e., PESTE analysis; conference poster; final report)
- Your team’s approach to managing important relationships (i.e., team meetings, communicating with partner organizations, etc.)
- Schedule, timeline, tasks, roles and responsibilities for each step;
- Your team’s approach to collaborative writing (i.e., setting deadlines for preparing draft deliverables, editing, etc.)

More specifically, your submission should be structured into the following sections.

Research Design: This is the overall strategy to effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. At a minimum, this section should:

- Context - Provide a frame of reference for the project and for the research design and work plan. Include a project overview, a clear research purpose statement, a description of the problem or opportunity that has created the need for the project, the project scope and delimitations, and the names of the team members and partner organization.
- Explicitly specify research questions (or objectives) central to the problem to achieve the research purpose;
- Effectively describe the data which will be necessary for an adequate examination of the research questions or objectives;
- Explain how and where the necessary data will be obtained;
- Describe the methods of analysis to be applied to the data to answer the research questions or address the objectives;
- Identify the final deliverables for your project (i.e. reports, presentations, posters, plans)

Work plan: The key components of a work plan include the following, which are to be presented in a table format. (As per the example provided in plenary)

- Project deliverables and strategy: Basic deliverables, as detailed in the course syllabus, project description and research design; effective break down of deliverables into multiple, relevant, sub-deliverables; clear strategy and steps for moving the project from conception to completion.
- Tasks and scheduling: A coherent sequence of tasks or activities, each with a logical deadline, and linked to deliverables and sub-deliverables; tasks/activities should demonstrate a solid understanding of the complexities of the project (i.e. including tasks such as drafting, reviewing, incorporating feedback, editing, approving). Responsibility for each action item should be assigned to a named group member or the partner in a way that suggests effective delegation, team work, time for review / edits, etc. The work plan should present a logical inclusion of proposed team meetings, biweekly progress reports, consultations with partner, feedback opportunities, etc.
- Risks, Dependencies, Contingencies, and Milestones: The work plan should highlight risks that may influence the progress of key tasks. It should acknowledge dependencies between various tasks (i.e., a task associated with one
sub-deliverable that needs to be completed before a task associated with a subsequent sub-deliverable should be identified). Contingencies to address these risks and dependencies should also be noted. It should also highlight key milestones that will allow the group to measure and monitor progress.

The Research Plan will be reviewed in more detail in class on September 12 (Research Design) and September 18 (Work Plan). A complete evaluation rubric that details the core areas of assessment will be posted to Brightspace.
Submission Details:

- **DUE: Thursday, October 3 @ 5:30PM**
- One assignment submitted per group:
  - Hard copy to teaching assistant at plenary
  - Electronic copy to Brightspace
  - Send your partner organization a copy of the work plan via email, and include your TA.

<table>
<thead>
<tr>
<th>Formatting Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Please upload as a PDF document to ensure your desired formatting remains intact for the grader.</td>
</tr>
<tr>
<td>- No word/page limit – generally speaking, the assignment should be less than 12 pages.</td>
</tr>
<tr>
<td>- Font and font size are at your discretion; however, please ensure the document is easy to read.</td>
</tr>
<tr>
<td>- Be sure to include page numbers and a header/footer that indicates your project group #.</td>
</tr>
</tbody>
</table>

### C. RESEARCH ETHICS SUBMISSION

All of the group projects involve some element of research. Research projects that aim to gather primary data from human participants in the form of surveys, interviews or focus groups will also need to submit a research ethics application that demonstrates that your group has considered and addressed issues such as recruitment, fully informed and voluntary consent, confidentiality, and potential risks to the participants. The *Faculty of Management’s Research Ethics Policy for Course Projects* and its associated forms (*i.e.*, Ethics Review Application for Students, Consent Form, and Student Agreement) are available on the Faculty’s website ([http://www.dal.ca/faculty/management/current-students/research-ethics-forms.html](http://www.dal.ca/faculty/management/current-students/research-ethics-forms.html)). **All teams that will be gathering primary data from human participants must send at least two team members to the workshop on Research Ethics during tutorial time on September 30.**

Prior to submitting an ethics application, all team members must have recently completed (no more than two years ago) the online tutorial TCPS 2: CORE (Course on Research Ethics) (available at: [http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/)). Certificate of completion must be appended to the ethics application. All students in the group must also sign a Student Agreement. Complete applications should be reviewed, approved and signed by your faculty coach prior to submission to the Faculty of Management’s Research Ethics Officer for review and final approval. Your faculty coach can assist you with identifying and addressing the ethical considerations and provide guidance for completing the form. You may have a number of rounds of revisions for this assignment depending on the feedback you receive from your faculty coach and the Research Ethics Officer. Allow sufficient time for this process in your work plan.

### D. PEER to PEER MID-TERM FEEDBACK (TUTORIAL EXERCISE)

On **Monday, October 28** each student will submit a completed mid-term feedback form via Brightspace. In addition to submitting the feedback forms, part of the tutorial will be devoted to a mid-term debrief where team members will reflect on progress to date and assess their individual contribution against the expectations laid out in the team charter. Hard copies are to be submitted to the TA at the end of the session, and uploaded to Brightspace.

The purpose of the midterm feedback assignment is to provide you with an opportunity to gauge how each team member is viewing the overall productivity of the group and the individual contributions of each team member. It is a trial run of the end-of-term peer evaluation process, which can have a large impact on your final grade. The midterm feedback is an exercise in ascertaining what is working very well and what areas (both individually and collectively) could be strengthened. In order for the exercise to strengthen the team overall. Your feedback should be honest but constructive.

During the tutorial your group will be given time to discuss how things are going so far. We assume that the feedback points noted in your form will be communicated to your teammates in whatever way is most comfortable to you. How you do that is up to your team – you can share the forms, you can provide your feedback orally, you can request that a faculty coach or TA join you for the feedback session. It’s up to your team.

### E. MWB CONFERENCE POSTER & PRESENTATION

A conference poster presenting the work you complete during your project will be displayed and orally presented at the annual MWB Conference. Your team will have a scheduled time to present your poster to faculty members and teaching assistants for evaluation. Partner organizations, the university community, faculty and staff from your respective schools will be invited to attend to see the results of your work and celebrate your accomplishments.
All printing will be completed at the Killam Help Desk (they offer large format printing) from November 25 – 27. The print service is able to print a certain number of posters each day and, as a result, we need to coordinate the submission of posters. A sign-up sheet for a printing timeslot will be circulated at the Conference Poster resource session that takes place during tutorial on November 4 – this will determine which day of the week your team’s poster will be printed.

The Faculty of Management’s Associate Dean Research will cover the costs of printing one poster for each team. Following the conference, the posters will belong to the AD-Research and will be displayed around the Rowe building. Students who would like to use their group’s poster at a conference or special event (i.e., Information Without Borders Conference, Atlantic Conference on Public Administration) can make arrangements with the AD-Research. A $40 deposit is required and will be returned when the poster is returned.

We will be delivering a conference poster workshop in tutorial on November 4. A complete evaluation rubric that details the core areas of assessment will be posted to Brightspace.

<table>
<thead>
<tr>
<th>Submission Details</th>
<th>Formatting Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DUE: Thursday, November 28 @ 9:00AM</td>
<td>• Please upload as a PDF document to ensure your desired formatting remains intact for the grader.</td>
</tr>
<tr>
<td>• One assignment submitted per group:</td>
<td></td>
</tr>
<tr>
<td>o Hard copy brought to reception area of SPA (3rd floor Rowe)</td>
<td></td>
</tr>
<tr>
<td>o Electronic copy to Brightspace</td>
<td></td>
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</table>

F. FINAL REPORT (INCLUDING PEER EVALUATION)

The look and feel of the final group reports will vary project to project. Our faculty team will evaluate your report in three broad areas to determine a final grade. The main evaluation criteria include:

1. Thoroughness and quality of the evidence base (data and analysis) and the strength of the recommendations and conclusions, including a coherent and logical progression and justification that explicitly links the evidence to the conclusions (essentially how well you accomplished the tasks set out for you in your project description);

2. Quality of the PESTE(L) Synthesis. The synthesis incorporates the insights generated as part of the individual analyses.

3. Quality of the writing (including a focus on collaborative writing) and Professional appearance of the document

Each team’s project report will differ profoundly in the methods, results, discussion and recommendations sections. Your project description is the best guide to what should be included in your final report.

The minimum components of all final reports are:

• Executive summary
• Table of Contents
• Introduction
• Methods
• PESTE(L) Synthesis
• *Body of the Report: Results, Discussion and Recommendations (each project description provides details on what is expected in the body of the report).
• References or works cited
• Appendices as required

A complete evaluation rubric that details the core areas of assessment will be posted to Brightspace. Faculty members may also include feedback from the partner organization in their assessment.
### Submission Details
- **DUE:** Friday, December 6 @ Noon
- One assignment submitted per group:
  - Hard copy submitted to reception area of SPA (3rd floor Rowe)
  - Electronic copy to Brightspace
  - Electronic copy submitted to partner organization via email.

### Formatting Guidelines
- Please upload as a PDF document to ensure your desired formatting remains intact for the grader.
- No word / page limit
- Preferred Font: Times New Roman, Arial or Calibri – Size 11 or 12
- 1.5 or double spacing
- Two-sided printing is acceptable
- Include a title page (that indicates your group # and names of your group members)
- Be sure to include page numbers and a header/footer in which your project group # is indicated
- APA 6th edition

### Peer Evaluation

The peer evaluation is a critical component of MWB. Each student will complete an evaluation of their team members. It is important to note that the results of the peer evaluation can have a significant impact on the grade for your final group deliverable and can result in members of the same project team receiving different grades on the final report.

- The online peer evaluation form will be made available to students on Monday, December 4.
- **Each student must complete the online peer evaluation form by 5:00pm on Monday, December 9.** This is a firm deadline due to the amount of time it takes to calculate the peer evaluation scores, apply the scores to the final report grades and ensure final grades are compiled before the December break. **After 5:00PM on December 9 students will no longer be able to complete the peer evaluation form and as a result will receive a peer evaluation score of ‘0’**.
- The peer evaluation form requests that students assess the contribution of each team member in the ten areas (see below). Additionally, each student will assess their own contribution in each area.
- Each student will support their scores with written comments. **Focus on behavior(s). Write specifically & clearly on what your teammate did. Explain the result of the behavior(s). Describe in detail the outcome(s) of action(s) taken by your teammates. Be respectful and constructive. Failing to provide constructive feedback will result in you receiving a 0/10 on the peer evaluation.**

<table>
<thead>
<tr>
<th>Area of contribution #1: Evidence-based analysis</th>
<th>Score: /5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Poor</td>
<td>Below expectations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of contribution #2: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>You might consider your group member’s / your ability to: organize / structure writing contributions, proof-read drafts and final submissions so that minimal editing is required, contribute to editing processes, engage in collaborative writing exercises,</td>
</tr>
<tr>
<td>Score: /5</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of contribution #3: Project management</th>
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<tbody>
<tr>
<td>You might consider your group member’s / your ability to: adhere to the team charter, use the work plan as a living document, anticipate dependencies, achieve milestones, make positive and productive contributions to team meetings, engage in best practices in project management (as noted in the PM portfolio), providing and receiving feedback, submitting work by deadlines agreed upon by the group</td>
</tr>
<tr>
<td>Score: /5</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Poor</td>
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</tbody>
</table>

| Area of contribution #4: Cross-Boundary Collaboration |
You might consider your group member’s / your ability to: translate jargon / language and subject-matter expertise for group members, build trust with team members, contribute to the development of a shared vision of team success, respect and/or understand different perspectives and worldviews, be flexible and adaptable when required, communicate effectively

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below expectations</td>
<td>Area for improvement</td>
<td>Good</td>
<td>Very Good</td>
<td>/5</td>
</tr>
</tbody>
</table>

Area of contribution #5: Creativity and Innovation

You might consider your group member’s / your ability to: brainstorm (offer ideas, suggestions, solutions), recognize and adopt the ideas / suggestions / solutions of others, integrating knowledge and problem-solving approaches from multiple disciplines / professions, manage ambiguity,

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below expectations</td>
<td>Area for improvement</td>
<td>Good</td>
<td>Very Good</td>
<td>/5</td>
</tr>
</tbody>
</table>

Total Score / 25
Out of 10 / 10

We take all of the peer evaluation scores for each student (including their own self-assessment) and determine an average score (see below):

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
<th>Student D</th>
<th>Student E</th>
<th>Average of all scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.4</td>
<td>9.2</td>
<td>8.0</td>
<td>7.6</td>
<td>7.8</td>
<td>41 / 50</td>
</tr>
</tbody>
</table>

Final Peer Evaluation Score for Student B: 8.2 / 10

The peer evaluation score is then applied to the final report grade to determine a final report grade for each student. In the example provided below, we use an imaginary team grade of 87/100 on the final report to illustrate how the peer evaluation scores would influence each individual team member’s grade for that component of the project.

<table>
<thead>
<tr>
<th>Report grade issued by faculty coach (X)</th>
<th>Peer Evaluation Grade Range</th>
<th>Impact on report grade (%)</th>
<th>Numeric Impact (X*Y) / 100</th>
<th>Final report grade out of 100</th>
<th>Final report grade out of 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (87)</td>
<td>9.5 to 10</td>
<td>+2.5%</td>
<td>+2.17</td>
<td>89.2</td>
<td>40.14</td>
</tr>
<tr>
<td>A (87)</td>
<td>8.5 to 9.49</td>
<td>Full value received</td>
<td>0</td>
<td>87</td>
<td>39.15</td>
</tr>
<tr>
<td>A (87)</td>
<td>8 – 8.49</td>
<td>-2.5%</td>
<td>-2.17</td>
<td>84.8</td>
<td>38.16</td>
</tr>
<tr>
<td>A (87)</td>
<td>7 – 7.9</td>
<td>-5%</td>
<td>-4.35</td>
<td>82.6</td>
<td>37.17</td>
</tr>
<tr>
<td>A (87)</td>
<td>6 – 6.9</td>
<td>-10%</td>
<td>-8.7</td>
<td>78.3</td>
<td>35.23</td>
</tr>
<tr>
<td>A (87)</td>
<td>4 – 5.9</td>
<td>-15%</td>
<td>-13.05</td>
<td>73.9 (B)</td>
<td>33.25</td>
</tr>
<tr>
<td>A (87)</td>
<td>0 – 3.9</td>
<td>-20%</td>
<td>-17.4</td>
<td>69.6 (B-)</td>
<td>31.32</td>
</tr>
</tbody>
</table>

Course Assignments: Individual

A. PESTE(L) ANALYSIS (ALSO REFERRED TO AS A PESTE OR A PEST ANALYSIS)

A PESTE(L) Analysis is an assessment tool used often in strategic planning. The analysis is intended to explore the political, economic, social, technological, environmental and legal forces that are impacting an organization or its broader industry. In MWB, such an analysis serves the purpose of allowing your team to better understand the context (or the big picture) in which your project is your partner organization is working, and thus in which the project is taking place, and, as a result, ensures that your team is able to make contextually-relevant recommendations to the partner organization in the final report. This increases the likelihood that your recommendations can be implemented by your partner organization.

The steps to completing a PESTE(L) are as follows:

Step #1 - As a GROUP:

a. Confirm the object or the focus of your PESTE(L) analysis. Your faculty coach can help with this. Usually, the object of the focus of the PESTE(L) is either the project (i.e., a communication plan for Ecology Action Centre), the organization (i.e., the
Ecology Action Centre) or a unit within the organization (i.e., the Ecology Action Centre’s Coastal team). We want to give the team the opportunity to take the PESTE(L) in a direction that is most useful for the project. It is important that everyone on your team is on the same page.

b. Brainstorm a long list of possible forces that are impacting the object of the PESTE(L).

- **What are forces?** Anything that can influence (for good or bad) the object of the PESTE(L)...trends, events, people, laws, elections, campaigns, scientific discoveries, social movements, changing demographics...and so on. Often this exercise starts with categories that align with the PESTE(L) acronym: political, economic, social, technological, environmental and legal.

The brainstorm will reveal to the team if one or more of these categories appears unimportant and/or if other forces emerge that appear to sit outside the categories. This will help clarify the direction each individual team member should take with their analysis (see Step #2).

**Step #2 – As an INDIVIDUAL:**

a. Each member of the project team will complete an analysis that examines a specific dimension of the context in which your project and/or partner organization sits. In other words, one team member will conduct an analysis of the political forces acting upon the project or the organization, another will conduct an analysis of the economic forces, and so on. Completed early in the term, this undertaking not only informs an important piece of the final report but will provide your team with important insights that could inform data collection, data analysis and possibly new lines of inquiry for the project’s research design. Best described as a literature review related to each category of forces (environmental, economic, etc.), each analysis (there will be 4 to 6 depending on your team’s approach approach) looks to better understand the relevance of the forces on the organization and its current and future initiatives. Each analysis should conclude with an assessment of what forces are most pressing or relevant to your project or partner organization - what key opportunities and threats exist as a result of key forces? Please note that relevant literature and other sources are expected to be consulted and to be referenced in the analyses so as to provide an evidence-based account. All quotes, paraphrases, lists, figures, images, and tables that are adopted, adapted or compiled from other sources must be attributed and properly cited. *(APA 6th Edition is required). Each team member will submit a written analysis related to one of the PESTE(L) forces acting on the project or partner organization.*

**Submission Details:**

- **DUE:** Monday, October 21 @ 11:30AM
- One assignment submitted per student:
  - Hard copy to teaching assistant at morning tutorial
  - Electronic copy to Brightspace

**Formatting Guidelines:**

- 1500 words max per individual analysis. Please indicate the final word count (not including references).
- Please upload as a PDF document to ensure your desired formatting remains intact for the grader.
- Preferred Font: Times New Roman, Arial or Calibri – Size 11 or 12.
- Be sure to include page numbers and a header/footer that indicates your project group #.
- APA 6th edition

**Step #3 – As a GROUP:**

a. This component of the PESTE(L) analysis is collaborative in nature and provides a synthesis of the insights gleaned in each of the individual analyses. The PESTE(L) synthesis should synthesize and distill major conclusions that emerge across force categories. Looking at all of the information together, the team should identify what key opportunities and threats exist for the partner organization. These should be higher order insights emerging from the team’s consideration of synergies and conflicts across all of the force categories, rather than a summary re-statement of forces from each category. **The PESTE(L) synthesis will be submitted as part of the final report.**

**We will be going over the PESTE(L) analysis in more detail in the plenary class on September 25. A complete evaluation rubric that details the core areas of assessment will be posted to Brightspace.**

**B. TUTORIAL ATTENDANCE**

Students are expected to attend and participate in all tutorial sessions. **Our expectation is that your group will use tutorial time for a weekly team meeting and that your group will come to tutorial with a meeting agenda or to-do list.** Attendance is counted at every tutorial (using a sign-up sheet). Your team’s participation in weekly stand-up meetings (a tool from agile project management) will be a key aspect of each tutorial. Team can make arrangements with their teaching assistant to use tutorial time to meet with their partner organization, collect data necessary to the project or other project related activities. In the case of individual illness,
emergency or other exceptional circumstances please submit a Student Declaration of Absence (where applicable) and inform your team and teaching assistant by email.

There will be **10 Monday tutorials in the Fall 2019** semester. We are not including Tuesday, December 3 (which is an extra tutorial day) in our count. December 3rd will be an optional tutorial – tutorial rooms are available and the teaching team will be on hand but it is not mandatory to attend.

Attendance points for the 11 mandatory tutorials will be assigned at the end of the term by teaching assistants. They will be based on your attendance record. TAs will consider a pattern of late arrivals / early departures as not having fully attended and will deduct points accordingly. The attendance mark has some flexibility – you can miss a single tutorial without penalty and a second missed tutorial receives only a minor deduction. **Given this flexibility, a Student Declaration of Absence does not exempt you from tutorial – it is simply a tool for tracking your attendance and may provide some important documentation should the team need to request for an extension to a deadline.**

<table>
<thead>
<tr>
<th>No. of tutorials attended</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or 10</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
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<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4 or less</td>
<td>0</td>
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C. **INDIVIDUAL REFLECTION ASSIGNMENT**

Experience, reflection and application are critical components of experiential learning, which is the foundation of the MWB project experience. There are three core questions that frame a thorough reflective cycle (which we expect to see in strong assignments): **What?, So What? and Now What?** Summarizing part of the group project experience that you wish to focus on (What?) should only be a preface to the real work of the reflection. Discussing the significance of the experience (So What?) and the actual or hypothetical application of the experience to future efforts at collaboration (Now What?) are the core of the assignment. There is great freedom available to you in how you choose to approach the reflection assignment and what experience(s) you choose to focus on. **The key element is to present a thorough reflective cycle guided by the key questions noted above.**

In this assignment, you are expected to demonstrate an ability to complete the three main stages of a reflection cycle (noted above) to distill insights / lessons learned throughout your MWB group project experience that advance your understanding of the practice of cross-boundary collaboration.

**We will be going over the individual reflection paper in more detail in the plenary class on September 26. A complete evaluation rubric that details the core areas of assessment will be available on Brightspace.**

### Submission Details

- **DUE:** Monday, Nov 25 @ 11:30AM
- One assignment submitted per individual
  - Electronic copy to Brightspace
  - Hard copy submitted to teaching assistant

### Formatting Guidelines

- Your reflection assignment should be 1250-1750 words.
- Include a header/footer in which your name, school and banner # are indicated. **Please indicate the final word count (not including references)**
- Two-sided printing is acceptable; 1.5 or double spacing; 11-12 pt font
- APA 6th edition

**Academic Integrity**

*In general:* The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.
Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on intellectual Honesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

1 https://libraries.dal.ca/help/style-guides.html
2 https://www.dal.ca/dept/university_secretariat/academic-integrity.html
3 https://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html