

Course Schedule

Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details

Module	Week	Activities	Assignments
		1. Answer questions on Faires & Neame's research questions	Follow instructions on Group Enrollment (ungraded, required)
	Week 1:	2. For your project -	
	Research Questions	a. Draft Research Question	

and sub-
questions

- b. Share with assigned classmate
- c. Provide Feedback to classmate

1. Structuring and Scoping your Project

1. Develop three different scoping

[Week 2:](#)
[Project](#)
[Scope](#)

diagrams for your project

[Project Scope](#)
[Document](#)

2. Draft Project Scope Document

1. Check-in Call #1

[Week 3:](#)
[Project](#)
[Scope](#)

a. Minutes of check-in call

[Project Scope](#)
[Document](#)

2. Discuss and

[Cont'd](#)

finalize Project

Scope

Document with
client

1. Answer

questions on

how Faires &

[Week 4:](#)

Neame context

[Reviewing](#)

their study using

[Annotated](#)[Published](#)

literature

[Bibliography](#)[Research](#)

2. Begin to

create annotated

bibliography

1. Assess three

different

2. Reviewing**Published**[Week 5:](#)

methods used in

Literature[Reviewing](#) published[Annotated](#)[Published](#) studies on your[Bibliography](#)[Research](#) topic[Cont'd](#)

2. Continue to

create annotated

bibliography

Week 6:Reviewing 1. CompletePublished annotatedResearch bibliographyCont'd

1. Register and
begin TCPS on-
line tutorial

2. Develop a
Participant
Profile

3. Data

Gathering Pilot

Week 7:

Research a. Design a
Design data

and gathering

Methods approach

Selection and
instrument

b. Use your
data

AnnotatedBibliographyTCPS TutorialCompletionCertificate (ungraded,
required)Data Gathering Pilot
(ungraded)

gathering
 instrument
 to gather
 data

**READING WEEK (Sunday, February 18, 2018 to
 February 24, 2018)**

1. Data

Gathering Pilot
 cont'd

1. [Data Gathering Pilot \(ungraded\)](#) -
 Post Lessons
 Learned

a. Analyze
 data
 gathered in
 pilot test

b. Assess your
 approach
 and data
 gathering

[Week 8:
 Methods
 Selection
 and Data
 Gathering](#)

instrument
 c. Post
 Lessons
 Learned

2. [TCPS Tutorial Completion Certificate \(ungraded, required\)](#)

- d. Comment
on a
classmate's
post

2. Complete
TCPS tutorial

1. Draft Package
for Ethics
Approval

- a. Draft data
gathering
instruments
- b. Draft Team
Application
for ORE
Approval
- c. Customize
letters,
consent,
script
templates

3. Developing Your Research Design

[Week 9:](#)
[Research](#)
[Design](#)
[and](#)
[Research](#)
[Ethics](#)

- d. Share with
an assigned
classmate
- e. Provide
Feedback to
classmate

1. Draft

Proposed
Methods

[Proposed Methods](#)

2. Revise data
gathering
instruments,
Team

Application for
ORE Approval,
templates

[Team Application for
Ethics Approval and
Supporting Materials](#)

3. Start thinking
about draft
Literature
Review

1. Check-in Call

[Week 10:
Research
Design
and
Research
Ethics
cont'd](#)

#2

Week 11:Research

a. Minutes of Re-submit if

Designcheck-in call requested: Teamandb. Revise Application for EthicsResearchmaterials Approval andEthicsSupporting Materialscont'd

2. Begin

contacting

participants

1. Complete

Intro, Literature

Week 12:

Review and

Research

Methods

Draft Introduction,Design

2. Begin or

Literature Reviewcont'd

continue

and Methods

contacting

participants

1. After receiving

ORE approval

begin

Week 13:Data

a. gathering

Gathering data and
 b. analyzing
 data

[Week 14:](#) 1. Continue
[Data](#) gathering and
[Analysis](#) analyzing data

[Week 15:](#) 1. Develop a
[Data](#) sample of a
[Gathering](#) Result and
[and Data](#) Discussion
[Analysis](#) section for one
[cont'd](#) major finding

1. Complete a
 sample Result
 and Discussion
 section for one
 major finding

4. Gathering and Analyzing Data

[Week 16:](#) 1. Share with
[Data](#) an assigned
[Gathering](#) classmate
[and](#) 2. Share with

[Instructions for](#)
[Sample](#)
[Findings/Results and](#)

[Analysis
cont'd](#)

instructor/TA

[Discussion sub-
section \(ungraded\)](#)

3. Provide feedback to classmate

2. Continue gathering and analyzing data

[Week 17:](#)

[Data
Gathering
and
Analysis
cont'd](#)

1. Continue gathering and analyzing data

[Week 18:](#)

[Reporting
and
Presenting
Your
Project](#)

1. Review the instructions for the Final Report, Individual Paper, Final Presentation

[Final Report](#)

[Individual Paper](#)

[Presentation of](#)

[Results](#)

[Week 19:](#)

[Reporting](#)

1. Check-in Call #3 (Optional)

[and](#)
[Presenting](#)
[Your](#)
[Project](#) a. Set agenda
 b. Do minutes
[cont'd](#) 2. Work on Draft
 of Final Report

[Week 20:](#)

[Reporting](#)

[and](#) 1. Complete
[Presenting](#) Draft of Final
[Your](#) Report

Submit Draft of [Final Report](#) for feedback from Instructor/TA

[Project](#)

[cont'd](#)

[Week 21:](#)

[Reporting](#)

[and](#)

[Presenting](#)

[Your](#)

[Project](#)

[cont'd](#)

5. Reporting

and

Presenting

[Week 22:](#)

[Reporting](#) 1. Complete

[Individual Paper](#)

Your Project

[and](#)

Individual paper

[Presenting](#)

2. Work on

[Your](#)

Presentation and

[Presentation of](#)

[Project](#)

Final Report

[Results](#)

[cont'd](#)

[Final Report](#)

[Week 23:](#)

[Reporting](#)

1. Practice

[Presentation of](#)

[and](#)

Presentation

[Results](#)

[Presenting](#)

2. Work on Final

[Your](#)

Report

[Final Report](#)

[Project](#)

[cont'd](#)

1. Compete and submit

[Presentation of](#)

Presentation

[Results](#)

[Week 24:](#)

[Reporting](#)

[and](#)

June Residency

[Presenting](#)

Period

[Your](#)

(presentations are on

[Project](#)

Saturday June 24,

[cont'd](#)

2018)

2. Complete and

submit Final

[Final Report](#)

Report

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

Contact Information

Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A **General Discussion** topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
<p>Instructor and TA</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor or your TA.</p> <p>Instructor: Pat MacDonald patricia.macdonald@uwaterloo.ca</p>

	<p>TA: Allison Elgie aelgie@uwaterloo.ca</p> <p>Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<p>Technical Support, Centre for Extended Learning</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • WatCards (Student ID Cards) • Examination information 	<p>Student Resources</p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

Course Description and Objectives

Description

This capstone course synthesizes the learning in the MEB program into a research project addressing a sustainability problem for a client. Student teams design the project to contribute to existing knowledge on the problem, as well as meet the needs of the client organization, which has committed to work with the team.

The first stage of the project consists of describing the project purpose by developing research questions, defining the project scope, reviewing relevant literature, and developing a methodological approach. Students will also complete a mandatory ethics tutorial and application before proceeding to the data collection phase of their project.

Having completed this initial stage, student teams will then apply their business sustainability and management skills to the problem. Each research project will be different but most involve conducting a situation analysis, gathering and analyzing primary data, identifying the financial implications, developing alternatives for the organization, assessing them against criteria, and recommending a course of action. Students are expected to demonstrate and build their personal and team management skills.

Teams deliver their research project results as a research report and in a presentation made during the final capstone weekend. Students also complete an individual paper on their research project.

Objectives

The following are the objectives of this course:

1. Demonstrate personal management skills including initiative, accountability and responsibility.
2. Apply business skills including project management, client management, conflict management, teamwork and leadership.
3. Practice ethical behavior in research consistent with academic and professional integrity
4. Implement a research methodology addressing a sustainability problem for a client
5. Defend orally and in writing ideas, issues, and conclusions of research
6. Analyze the quality and the efficacy of evidence used to support research conclusions
7. Create recommendations based on findings in a real world setting

This online course was developed by Dr. Patricia MacDonald, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course

Author and TA

Course Author — Dr. Patricia
MacDonald



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Educational Background

PhD – Strategy, Ivey Business School, Western University

MA – Organizational Conflict, Royal Roads University

MBA - Ivey Business School, Western University

BCommerce – Queen’s University

Project Research

Pat’s research explores the impact of values and identity in environmental contexts. In particular, the ability of diverse stakeholders, including NGOs, First Nations and aquaculture companies to transform ongoing conflict into improved organizational practices. Recently, she examined how social values relate to commercial seafood production in coastal communities.

Pat has led the comparable capstone project course, as well as core strategy courses in the HBA and MBA programs at Ivey Business School. She has taught in the International MBA programs at the University of Victoria and the China Agricultural University in Beijing. She has also instructed the capstone project in the ENBUS undergraduate program at UW.

In addition to her academic work, Pat has a wealth of consulting experience. She was the Director, Program Management and

Consulting Services, at Sun Life Financial, during a post-merger integration. Prior to joining Sun Life she was part of a partnership which provided strategic planning, change implementation and workplace conflict resolution services to a range of private, non-profit and government organizations. Finally, she was with Ernst & Young Management Consulting for more than 11 years progressing from consultant in the Marketing & Economics Group to Executive Director in the Entrepreneurial Consulting Practice. She is a Project Management Professional (PMP), a Chartered Mediator (CMed) and a Certified Management Consultant (CMC).

Course TA — Allison Elgie



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Allison Elgie is a PhD Candidate in the Environment, Resources and Sustainability, studying material and energy flows on small

island developing states.Â She is interested in how governance and institutional structures influence resource flows, and the resultant implications for human wellbeing and island vulnerability.Â As a development practitioner and a graduate of the Masters of Development Practice program, Allison is interested in sustainable business and research in developing nations. Her work experience includes research on renewable energy and food security in Bangladesh, and ESG impact assessment in a global impact investment project. Prior to her masters, Allison worked at a consumer package goods company in sales and trade marketing for 4 years following her Honors in Business Administration at the Richard Ivey School of Business.

Materials and Resources

Textbook(s)

Required

1. Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage Publications.

OR

2. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage Publications.

Recommended

1. Vandenbosch, B. (2003) *Designing Solutions for Your*

Business Problems.

Note: *It is also a Course Reserve for the course.*

2. Golden-Biddle, K. and Locke, K. (2nd edition 2006).

Composing Qualitative Data.

Note: *It is also a Course Reserve for the course. The first edition (1997) is readily available and fine for purposes of this course.*

For textbook ordering information, please contact the [Waterloo Bookstore](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Course Reserves

Some readings are available from the library as Course Reserves, which can be accessed using the **Library Resources** widget on

the **Course Home** page.

Resources

- Agnes Zientarska-Kayko, University of Waterloo [ENBUS 690 - Library Research Guide](#)
- [WriteOnline](#) Writing resources (especially for Literature Review and Individual Reflection Paper)
- [Library services for co-op students on work term and distance education students](#)
- [Academic Integrity for Graduate Students](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Graded Assignments	Grade
Project Scope Document	pass/fail
Annotated Bibliography	pass/fail
Proposed Methods	pass/fail
Team Application for Ethics Approval and Supporting Materials	pass/fail
Draft Introduction, Literature Review, and Methods	pass/fail
Individual Paper	pass/fail
Presentation of Results	pass/fail
Final Report - Draft	pass/fail
Final Report - Final	pass/fail

These assignments build on one another in a cumulative manner. Each component must be completed to the satisfaction of the

course instructor in order for the student group to proceed with the next stage of their project. Detailed expectations and criteria for meeting these expectations can be found on the assignment description pages.

The capstone as a whole will be assessed on a pass/fail basis. All students that complete the required elements and meet the basic standards for each of the course components will have passed. A basic standard for the final sustainability report is that it must demonstrate a broader applicability beyond the client organization and address potential financial implications of the situation/topic studied.

Note: There are also some ungraded activities and assignments in the course that contribute to the completion of the graded assignments and the course overall.

Course and Department Policies

This course *requires* regular access to the Waterloo LEARN course site. Your instructor will use this site for communicating important information concerning course matters, returning graded assignments, etc. A reliable internet connection and regular checking of the course site (at least twice a week) is therefore *mandatory*.

Course Policies

Late Policy

All assignments are due on the date and time indicated. Late assignments (without penalty) are permitted only when specifically allowed by the instructor. Permission may be obtained in advance for late assignments (with no penalty), but this must occur by email at least 3 days PRIOR to the assignment deadline.

Department Policies

Citation Style

Please note that all Master of Environment and Business courses use the 6th edition of the American Psychological Association (APA) style guide.

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Missed Final Examinations

If this course has a final exam and if you are unable to write a final examination due to illness, seek medical treatment and have a medical practitioner complete a [Verification of Illness Form](#). Email a scanned copy to the Centre for Extended Learning (CEL) at extendedlearning@uwaterloo.ca within 48 hours of your missed exam. Make sure you include your name, student ID number, and the exam(s) missed. You will be REQUIRED to hand in the original completed form before you write the make-up examination.

After your completed Verification of Illness Form has been received and processed, you will be emailed your alternate exam date and time. This can take up to 2 business days. If you are within **150 km** of Waterloo you should be prepared to write in Waterloo on the additional CEL [exam dates](#). If you live outside the 150 km radius, CEL will work with you to make suitable arrangements.

Further information about [Examination Accommodation Due to Illness](#) regulations is available in the Undergraduate Calendar.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid

offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of

each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

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Other Sources

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must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.