

**BUSADMIN P615B**  
**Management Consulting**  
**Winter 2026 Course Outline**

**Strategic Management Area**  
**DeGroote School of Business**  
**McMaster University**

***COURSE OBJECTIVE***

This experiential learning course is designed to develop essential management consulting skills for M.B.A. students, focusing on four key areas: (1) client business model analysis, (2) problem identification and communication, (3) qualitative and quantitative data collection and analysis, and (4) solution development and presentation. Students will learn to evaluate client operations, articulate and problematize business challenges, and gather actionable insights through methods such as semi-structured interviews, shadowing, and survey design. Guided by Subsumption Theory (David P. Ausubel, 1962), the course builds on the foundational frameworks introduced in Part A (P615A), encouraging students to refine and adapt these tools to address the unique realities of their clients. By applying and enhancing their understanding through practical projects, students will strengthen their industry research and problem-solving skills, ensuring they are consultancy-ready upon completing the course.

***INSTRUCTOR AND CONTACT INFORMATION***

**Section 1: Thursdays 12:00 – 14:50**

**Dr. Amir Taherizadeh (Instructor)**

[amir.taherizadeh@mcmaster.ca](mailto:amir.taherizadeh@mcmaster.ca)

Office: RJC 218

Office Hours: By appointment

Tel: (905) 525-9140 x23015

Class Location: RJC 249

**Miss. Simran Shakeel (Teaching Assistant I)**

[shakes15@mcmaster.ca](mailto:shakes15@mcmaster.ca)

Available by appointment

***COURSE ELEMENTS***

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

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### ***COURSE DESCRIPTION***

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This experiential course offers MBA students a unique opportunity to collaborate closely with senior management teams from Canadian organizations, spanning both for-profit and non-profit sectors. Students gain an in-depth understanding of their assigned organization's industry, business model, and pressing contemporary challenges and opportunities.

Working in separate teams, students act as consultancy firms, focusing on a single organization of their choosing. They analyze real-world problems through primary data collection, develop actionable solutions, and present ready-to-implement recommendations. This course demands significant engagement from both students and the participating organizations, with top management dedicating multiple days to collaborate with teams throughout different project stages.

Unlike hypothetical exercises, the solutions developed in this course address actual issues using real data. Teams that successfully earn the endorsement of their client organizations establish their first consulting track record within the Canadian context.

The course is structured around the key phases of a management consulting project, equipping students with practical, hands-on experience that prepares them for careers in consulting and beyond.

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### ***LEARNING OUTCOMES***

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1. **Industry and Business Model Analysis:** Develop a deep understanding of the assigned organization's industry, business model, and the challenges and opportunities faced by its senior management.
  2. **Real-World Problem Solving:** Apply primary data collection techniques to analyze actual organizational issues and develop actionable, evidence-based solutions tailored to the client's needs.
  3. **Consultancy Project Execution:** Master the stages of a management consulting project, including problem identification, analysis, solution development, and client engagement, while effectively collaborating with senior management.
  4. **Professional Presentation and Impact:** Deliver well-structured, implementable recommendations that demonstrate strategic thinking and create measurable value, gaining a proven consulting track record upon successful client endorsement.
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### ***REQUIRED COURSE MATERIALS AND READINGS***

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The course material will be provided by the course instructor.

## EVALUATION

P615B is designed as a fully experiential and immersive course, where the focus throughout the semester is on the practical application of consultancy frameworks and tools in real-world client settings. Building on the knowledge and skills gained in P615A, you will engage deeply with various aspects of your consultancy project, working directly with client organizations to collect and analyze data to develop actionable solutions.

While you will learn a few additional key concepts and explore advanced data collection tools and techniques, the primary emphasis of the course is on how effectively you develop and implement solutions for your client. The evaluation will predominantly focus on your performance as a team, although there will be individual elements included in the assessment.

Your success in P615B will depend not only on your ability to apply the frameworks learned but also on how well you collaborate, communicate, and deliver results for the client organization.

**Table 1: Evaluation Breakdown and Its Descriptions**

Activity/Task	Weight	Description	Notes/Dates
<b>Individual Participation</b>	<b>20%</b>	See below	TBD
<b>Client Briefing and Problem Identification</b>	<b>5%</b>	Teams will perform pilot empathy interviews and secondary research to define the client's core problem. Using the TOSCA framework, they will craft a concise, evidence-based consulting question to anchor the project.	TBD
<b>Choose and Justify the Problem-Solving Approach (Issue-Driven vs. Design Thinking)</b>	<b>5%</b>	Teams will evaluate both issue-driven and design thinking approaches, justify their chosen path, and map out the key steps, milestones, and deliverables that will guide their solution development process.	TBD
<b>Elevator pitch for stakeholders</b>	<b>5%</b>	Teams will craft and deliver a clear, persuasive elevator pitch that captures the project's purpose, client value, and anticipated impact for key stakeholders.	TBD
<b>Data collection (Primary/secondary)</b>	<b>15%</b>	Teams will design a structured interview guide and a client-specific survey instrument aligned with project objectives. They will collect both primary and secondary data through interviews, surveys, and observations, ensuring methodological rigor and relevance. Collected data will be organized and prepared for subsequent analysis.	TBD
<b>Data analysis (quantitative/qualitative)</b>	<b>15%</b>	Teams will apply appropriate statistical and qualitative analysis techniques to interpret findings, identify patterns, and derive actionable insights that inform the client's strategic recommendations.	TBD

<b>Final Consulting Report</b>	<b>15%</b>	Comprehensive written report providing data-driven analysis, insights, and actionable recommendations.	Submitted 10 days prior to final presentation.
<b>Final Client Presentation</b>	<b>20%</b>	Teams deliver a professional presentation to client executives and faculty, summarizing findings and recommendations.	TBD

Important Notes:

- **Due dates can vary across different projects.**
- Missed assignments will receive a grade of zero unless the student has coordinated it and received approvals from designated M.B.A. authorities: Link: <https://mbastudent.degroote.mcmaster.ca/resources/missed-term-work/#:~:text=If%20you%20know%20you%20will%20miss%20a%20portion,days%20before%20the%20mid-term%20exam%2C%20test%2C%20assignment%2C%20etc.>
- **Late assignments will be penalized at 25% for each day they are late.**
- Students who do not submit the assignment by the deadline, and have received approval from the instructor, will be granted a 3-day extension, unless otherwise approved by the Student Experience Office based on submitted supporting documentation.
- Grade Conversion Link: [https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734#2.6.1\\_Averaging\\_of\\_Letter\\_Grades](https://academiccalendars.romcmaster.ca/content.php?catoid=42&navoid=8734#2.6.1_Averaging_of_Letter_Grades)

## COURSE DELIVERABLES

### Group Work Component

#### 1. Client Briefing and Problem Identification (5%)

Teams will perform pilot empathy interviews and secondary research to define the client's core problem. Using the TOSCA framework, they will craft a concise, evidence-based consulting question to anchor the project.

#### 2. Choose and Justify the Problem-Solving Approach (Issue-Driven vs. Design Thinking) (5%)

Teams will evaluate both issue-driven and design thinking approaches, justify their chosen path, and map out the key steps, milestones, and deliverables that will guide their solution development process.

#### 3. Elevator Pitch for Stakeholders (5%)

The elevator pitch is a critical communication skill for consultants. In this assignment, you will deliver a concise, persuasive pitch that summarizes your consultancy project and the value you bring to the client. The pitch should be clear, impactful, and tailored to the client's needs, showcasing your ability to communicate complex ideas succinctly to key stakeholders.

#### 4. Data Collection and Analysis (30%)

##### Designing Survey for Data Collection (5%)

In this assignment, you will develop a client-specific survey to gather relevant data for your consultancy project. The survey should be designed with the client's business objectives in mind and should focus on collecting insights that will help inform your final recommendations. The goal is to ensure that your survey addresses the most critical aspects of the client's challenge while maintaining methodological rigor.

### **Collecting and Analyzing Data through Survey (10%)**

Once your survey is designed, you will be responsible for administering it, collecting responses in the field, and analyzing the data using appropriate statistical methods. This task will require you to interpret quantitative data and translate it into actionable insights for the client. The focus will be on your ability to derive meaningful conclusions that inform the development of your consulting solutions.

### **Designing Interview Guide (5%)**

This assignment requires you to design a structured interview guide for client interviews. The guide should address key objectives of your consultancy project, focusing on uncovering insights that will be valuable for the development of your recommendations. Effective interview guides should balance open-ended questions with clear objectives to ensure productive conversations with stakeholders.

### **Collecting & Analyzing Data through Interviews & Observation Methods (10%)**

In this component, you will conduct interviews and observations to gather qualitative data from the client organization. After collecting the data, you will analyze the data to generate findings and extract key insights that will help inform the final solution. The task emphasizes the importance of using both qualitative and quantitative methods to build a comprehensive understanding of the client's challenges.

### **5. Final Client Report (15%)**

At the end of the course, your team will deliver a comprehensive report to the client. The details of the report will be arranged as per discussions with the client.

### **6. Final Client Solution Presentation (20%)**

At the end of the course, your team will deliver a comprehensive presentation to the client, showcasing your proposed solutions and recommendations. This presentation will highlight the insights gathered during the consultancy process and demonstrate how your team's recommendations will address the client's business challenge. Strong presentation skills, clarity in communication, and strategic recommendations will be critical for this deliverable.

### ***Individual Work Component***

### **7. Participation and Contribution (20%)**

The purpose of this assessment is to develop your executive voice, presence, and ability to contribute meaningfully as a consultant working with real clients.

Effective communication and active participation are crucial to success in consultancy. In this course, participation marks will be based not only on the quality of your work but also on your contributions to client-facing activities, data collection, interviews, discussions, and solution development. Your involvement in both the team process and client interactions will be essential to your learning experience and will be evaluated throughout the course.

In the past, students who received the highest grades in this course also had the highest participation marks. These were the students who consistently engaged in team discussions, contributed insights that shaped the direction of the project, and actively participated in client meetings. **The key to earning a high participation mark is to make valuable contributions in every aspect of the consultancy process** — from initial brainstorming and data collection to final solution delivery and client presentations.

#### Key Expectations for Participation:

- **Preparation:** You are expected to arrive on time and fully prepared for each task. The experiential nature of this course requires you to be ready to engage in real client scenarios, participate in fieldwork, and take on the role of a consultant. This means not only preparing for team meetings but also researching your client's industry, challenges, and business context.
- **Collaboration:** Effective consultancy work requires teamwork. You will be expected to collaborate actively with your team, share your insights, challenge assumptions, and build on the ideas of others. Instructors and TAs will provide feedback, and we encourage a dynamic environment where everyone feels comfortable contributing.
- **Real-world Application:** Unlike a traditional case study class, your participation will be evaluated based on your ability to apply frameworks, gather data, analyze real-world information, and provide actionable solutions for the client organization. Be prepared to participate in interviews, surveys, and client meetings, and to apply your analytical skills to real data in a professional manner.

#### Participation Evaluation Criteria:

Your participation will be assessed based on the **quality** and **impact** of your contributions throughout the course, particularly in the following areas:

- **Involvement in Data Collection:** This includes designing surveys, conducting interviews, and gathering relevant data. Your ability to contribute to the data collection process, interpret results, and draw meaningful insights will be key.
- **Contribution to Solution Development:** This involves both your individual and team efforts in developing solutions for the client. You will be evaluated based on how well you contribute to brainstorming sessions, propose viable solutions, and communicate recommendations effectively to the client.
- **Client Interaction and Communication:** Whether in client meetings, presentations, or informal updates, your participation will be assessed on how well you communicate your ideas and analysis. You should be able to express the “what” (problem or challenge), the “so what” (insights from your analysis), and the “now what” (recommendations or next steps for the client).
- **Teamwork and Collaboration:** As consulting is inherently collaborative, your participation will be evaluated based on your ability to work effectively with your peers. Your ability to both lead and listen in discussions, as well as your willingness to support others in achieving project goals, will be a key factor in the assessment.

## COURSE SCHEDULE

Session	Dates	Session Topics	Experiential Learning Type, Activities, Time and Place	Preparation / Notes
<b>Learning Loop I: Problem Solving Foundations: Setting the Foundation of Data Collection and Analysis in Client's Organization</b> <ul style="list-style-type: none"> <li>• <b>Problematization:</b> Start by defining and clarifying the problem in the context of the client's business model and building your approach for the analysis.</li> <li>• <b>Data Collection Design:</b> Design the appropriate tools for data collection (surveys, interviews) based on the problem and approach to solving it.</li> <li>• <b>Action:</b> Execute the data collection (surveys, interviews) in the field or client organization.</li> <li>• <b>Reflection &amp; Feedback:</b> Reflect on the effectiveness of your data collection methods, the relevance of your assumptions, hypotheses, and the insights gathered. Receive feedback from peers, instructors, and clients.</li> <li>• <b>Refinement:</b> Use the feedback and reflection to refine your assumptions, data collection methods, and analysis as you move forward in the project.</li> </ul>				
1	Thursday Jan 8	<b>Project Kick-Off</b>	<b>In-Class Workshop:</b> <ul style="list-style-type: none"> <li>• Team Charter Exercise</li> <li>• Team Norm Formation Exercise</li> <li>• Project Planning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to A2L, Session 1</li> </ul>
2	Thursday Jan 15	<ul style="list-style-type: none"> <li>• <b>Client's Business Model (BM) Analysis</b></li> <li>• <b>Problem Positioning and Developing an Approach to Problem Solving in Client-Specific Context</b></li> </ul>	<b>In-Class Workshop:</b> <ul style="list-style-type: none"> <li>• Map your client's BM,</li> <li>• Locate and clarify the problems</li> <li>• Identify interdependencies between problem areas and other BM's elements</li> <li>• Complete TOSCA and use the 4S Framework to state the approach that guides your analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Do Business Model Matter? The "What, How, Who, and Why" Framework for Understanding Any Business Model (Ch. 1)</li> <li>• Business Model Innovation – A Fundamentally New Source of Innovation (Ch.4)</li> </ul>



Session	Dates	Session Topics	Experiential Learning Type, Activities, Time and Place	Preparation / Notes
3	Thursday Jan 22	<b>Data Collection Protocol Preparation: Interviews</b>	<b>In-Class Workshop:</b> <ul style="list-style-type: none"> <li>Identify core elements</li> <li>State your assumptions</li> <li>Design your client's interview guide including questions</li> <li>Justify your data analysis techniques</li> <li>State risks and contingencies</li> </ul>	<ul style="list-style-type: none"> <li>Data Collection: Observational Research (Ch.8)</li> <li>Data Collection: Asking Questions (Ch 10) from Crowther, D., Lancaster, G., &amp; Lancaster, G. (2009). Research Methods: A Concise Introduction to Research in Management and Business Consultancy (2nd ed.). Elsevier Butterworth-Heinemann.</li> </ul>
4	Thursday Jan 29	<b>Data Collection Protocol Preparation: Surveys</b>	<b>In-Class Workshop:</b> <ul style="list-style-type: none"> <li>Identify core elements</li> <li>State your assumptions</li> <li>Design your client's survey</li> <li>Justify your data analysis techniques</li> <li>State risks and contingencies</li> </ul>	<ul style="list-style-type: none"> <li>An Overview of Data Collection: Approaches, Methods and Techniques (Ch.6)</li> <li>Data Collection: Asking Questions (Ch 10) from Crowther, D., Lancaster, G., &amp; Lancaster, G. (2009). Research Methods: A Concise Introduction to Research in Management and Business Consultancy (2nd ed.). Elsevier Butterworth-Heinemann.</li> <li>Slattery, E. L., Voelker, C. C. J., Nussenbaum, B., Rich, J. T., Paniello, R. C., &amp; Neely, J. G. (2011). A Practical Guide to Surveys and Questionnaires. Otolaryngology–Head and Neck Surgery, 144(6), 831–837.</li> </ul>
5	Thursday Feb 5	<b>Innovation Workshop</b>	<b>In-Class Workshop:</b> <ul style="list-style-type: none"> <li>Innovation type and novelty degree</li> <li>Innovation capability alignment</li> <li>The innovator's dilemma</li> </ul>	<ul style="list-style-type: none"> <li>Lawson, B., and Samson, D. (2001). Developing innovation capability in organisations: A dynamic capabilities approach. International Journal of Innovation Management, 5(3), 377–400. (23 pages)</li> <li>Calantone, R. J., Cavusgil, S. T., &amp; Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. Industrial Marketing Management, 31(6), 515–524. (10 pages)</li> <li>Measuring and developing innovation management capability (Chapter 13). In Tidd, J., &amp; Bessant, J. R. (2013). Managing innovation: integrating technological, market and organizational change (Fifth). John Wiley &amp; Sons. (6 pages)</li> </ul>



Session	Dates	Session Topics	Experiential Learning Type, Activities, Time and Place	Preparation / Notes
<b>Learning Loop II: Bridging Theory and Practice: Fieldwork and Analysis</b> <ul style="list-style-type: none"> <li>Fieldwork &amp; Action (Primary Data Collection): Conduct interviews, shadow clients, and gather data in the field.</li> <li>Reflection &amp; Feedback: Analyze data and insights, get feedback from instructors and peers, and refine your understanding of the problem and potential solutions.</li> <li>Refinement (Report and Presentation): Analyze data, prepare reports, and refine your recommendations based on real-world insights.</li> <li>Reintegration: Close the loop by incorporating feedback from the fieldwork and client presentations into your broader learning journey.</li> </ul>				
6	Thursday Feb 12	<b>Field Work I: Participant Observation- Interviews/Survey</b>	<ul style="list-style-type: none"> <li><b>Company TBD</b> <ul style="list-style-type: none"> <li>Activity 1: Elevator Pitch for Stakeholders (Presentation 20 min. + 10 min. Q&amp;A)</li> <li>Activity 2: Collecting Primary Data in the Field through interviews and shadowing</li> </ul> </li> </ul>	TBD
7	Thursday Feb 19	<b>Field Work II: Participant Observation- Interviews/Survey</b>	Collecting data from the field	TBD
	February 23-27	<b>GRIT Week</b>	M.B.A. students get hands-on experience in real time	Organized by M.B.A. experiential office in collaboration with the faculty Mid-Term Reading Week: February 16 (Mon.) – 22 (Fri.)
8	Thursday Mar 5	<b>Field Work III: Participant Observation- Interviews/Survey</b>	<ul style="list-style-type: none"> <li><b>Company TBD</b> <ul style="list-style-type: none"> <li>Activity 1: Elevator Pitch for Stakeholders (Presentation 20 min. + 10 min. Q&amp;A)</li> <li>Activity 2: Collecting Primary Data in the Field through interviews and shadowing</li> </ul> </li> </ul>	TBD
9	Thursday Mar 12	<b>Data Analysis and Insight Development</b>	<ul style="list-style-type: none"> <li>Students work in teams to analyze their qualitative and quantitative data</li> <li>Each team makes a 10 min. presentation.</li> </ul>	Analyzing Qualitative Data (Ch.12) from Crowther, D., Lancaster, G., & Lancaster, G. (2009). <i>Research Methods: A Concise Introduction to Research in Management and Business Consultancy</i> (2 <sup>nd</sup> ed.). Elsevier Butterworth-Heinemann.

Session	Dates	Session Topics	Experiential Learning Type, Activities, Time and Place	Preparation / Notes
<b>Learning Loop III: The Presentation Mastery Cycle: From Assessment to Excellence</b> <ul style="list-style-type: none"> <li>Baseline Assessment: Establish initial performance metrics.</li> <li>Skill Development: Gain new knowledge and techniques.</li> <li>Reassessment: Apply the new skills and measure progress.</li> <li>Reflection: Identify improvements and areas for further growth.</li> <li>Iteration (if needed): Repeat the cycle to achieve mastery.</li> </ul>				
10	Thursday Mar 19	<b>Final Report Preparation Workshop</b>	<ul style="list-style-type: none"> <li>Students work in teams to finalize their client report</li> <li>Each team makes a 10 min. presentation.</li> </ul>	
11	Thursday Mar 26	<b>Storytelling with Data: Presenting Findings and Recommendations Persuasively</b>	Mock Presentation Workshop	Prepare your final presentations and get ready to deliver a mock presentation, followed by a Q&A session to refine your delivery and address potential questions effectively.
12	Thursday Apr 2	<b>Michales Canada Final Presentation</b>	Final Client Solution Presentation	The final presentation will showcase the comprehensive solutions developed for the client, based on data analysis, problem identification, and process optimization.
13	Thursday Apr 9	<b>Michales Canada Final Presentation</b>	Final Client Solution Presentation	The final presentation will showcase the comprehensive solutions developed for the client, based on data analysis, problem identification, and process optimization.



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### **COMMUNICATION AND FEEDBACK**

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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:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

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.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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### **ACADEMIC INTEGRITY**

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

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### **AUTHENTICITY/PLAGIARISM DETECTION**

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses 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., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ONLINE ELEMENT***

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**All courses** use some 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 McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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.

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### ***ONLINE PROCTORING***

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**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.

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### ***CONDUCT EXPECTATIONS***

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As a McMaster 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 McMaster 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, Teams, 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.

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### **ATTENDANCE**

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive environment for everyone, including our faculty. Attendance will be recorded in each class to help identify students who may be at risk or in need of additional support. Instructors will be using Top Hat to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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### **MISSED ACADEMIC WORK**

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#### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

#### **Missed Final Examinations**

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

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### ***ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES***

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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. The SAS website is:

<http://sas.mcmaster.ca>

### ***Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre***

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

### **Process for Students**

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca). If a student cannot meet this deadline, they should contact [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) to discuss alternative arrangements. The program is committed to exploring flexibility where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.



- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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### ***ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)***

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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 the SEAO (Student Experience Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### ***COPYRIGHT AND RECORDING***

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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.

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### ***POTENTIAL MODIFICATION TO THE COURSE***

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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 McMaster 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 P615A 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.

### ARTIFICIAL INTELLIGENCE

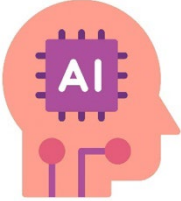

#### AI Policy for Course Submissions


##### Purpose:

The purpose of this policy is to ensure the responsible and ethical use of AI tools in academic work submitted for this course. While AI tools can be valuable for certain aspects of the writing and research process, it is crucial to maintain academic integrity and ensure that all content reflects the student's original work.

##### 1. Levels of AI Usage:

Each assignment or deliverable in this course will be clearly marked with the level of AI usage permitted.

Level of AI Usage	Description	Symbol on Assignments
<b>Level 1: Full AI Use Permitted</b>	<p>All forms of AI are allowed for use, including content creation, idea generation, editing, and grammar checks.</p> <p><b>Requirement:</b> Students must include an AI Acknowledgement statement specifying where and how AI tools were used in their work.</p>	
<b>Level 2: Limited AI Use</b>	<p>AI tools may only be used for editing and grammar checks.</p> <p><b>Requirement:</b> An AI Acknowledgement statement is required, indicating that AI was</p>	

Level of AI Usage	Description	Symbol on Assignments
	used solely for editing and grammar improvements.	
<b>Level 3: No AI Use</b>	<p>No AI tools are allowed. All content and responses must be entirely human-generated.</p> <p><b>Requirement:</b> An AI Acknowledgement statement confirming that no AI tools were used in the creation of the submission.</p>	

## 2. AI Acknowledgement Requirement:

All submissions must include an AI Acknowledgement statement, regardless of the level of AI usage permitted. The statement should be placed at the end of the document and should specify the tools used and the nature of their use.

Examples include:

- *Level 1:* "AI Acknowledgement: I used ChatGPT to generate ideas and improve readability in this document."
- *Level 2:* "AI Acknowledgement: I used ChatGPT to assist with grammar and readability improvements in this document. No AI tools were used for content creation."
- *Level 3:* "AI Acknowledgement: I confirm that no AI tools were used in the creation of this submission."

## 3. Citing Generative AI Content:

If any generative AI content is included in a submission (e.g., images created with DALL-E or text generated by ChatGPT), it must be properly cited using the APA style format. The citation should include the name of the AI tool, the version (if applicable), and the date of generation.

For example:

- **Text Generated by AI:**  
OpenAI. (2024). Response generated by ChatGPT (Version GPT-4) on August 26, 2024. Retrieved from [OpenAI ChatGPT].
- **Image Generated by AI:**  
OpenAI. (2024). Image generated by DALL-E on August 26, 2024. Retrieved from [OpenAI DALL-E].

## 4. Compliance:

Failure to adhere to this AI Policy, including the specific level of AI usage allowed for each assignment, may result in penalties, including but not limited to grade deductions, resubmission requirements, or other disciplinary actions as deemed appropriate by the instructor.

## APPENDICES

## Appendix I: Oral Presentation Evaluation Criteria

Your presentations will be evaluated based on the following criteria:

### Creativity and originality

- Is your topic, examples, and approach interesting and original?
  - Nonexistent > Low > Medium > High
- Have you managed to incorporate some elements to show creativity?
  - Nonexistent > Low > Medium > High

### Presentation skills

- Time management? Yes / No, how many seconds or minutes over the time limit? \_\_\_\_
- Speed of delivery?
  - Low > Medium > High. (Medium is good)
- Have you ensured a seamless flow passing the baton between different speakers or moving from topic to topic?
  - Nonexistent > Low > Medium > High
- Is it a balanced presentation? Has everyone spoken equally, or it is a team performance but a one-man show? Do presenters take turns?
  - Nonexistent > Low > Medium > High
- How advanced are your presentation skills? Eye contact, connection with the audience, presenting without reading from notes, body language, tone and intonation, clarity, building rapport, etc.
  - Nonexistent > Low > Medium > High

### Knowledge and analytical capabilities

- How well you have responded to the assignment's requirements?
  - Low > Medium > High
- How comprehensive is your level of analysis?
  - Low > Medium > High
- How well the follow-up questions are responded to?
  - Low > Medium > High
- Are there any clear and insightful takeaways?
  - Low > Medium > High

### Professionalism

- Have you demonstrated professionalism through dress code, body language, approach to audience?
  - Low > Medium > High

Group Total Score: .....

## Appendix II: Written Assignment Assessment Rubric

Criteria	Poor	Fair	Good	Excellent
<b>Required Elements</b>	Several required elements are missing from the project	Missing one or more of the required elements as stated in the directions/instructions	Includes all of the required elements as stated in the directions/instructions	Goes over and above all the required elements stated in the directions & instructions
<b>Analysis and Discussion</b>	The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material	Written material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points	Written material is analyzed and evaluated and appropriate reasons, discussion of alternatives, explanations, and examples are given for most of the main points	Written material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate
<b>Creativity and Originality</b>	Shows little creativity, originality and/or effort in understanding the material	A few original touches enhance the project to show some understanding of the material	Thoughtfully and uniquely presented; clever at times in showing understanding of the material	Exceptionally clever and unique in showing deep understanding
<b>Organization</b>	The report is poorly structured; organizational flaws undermine its effectiveness and clarity	The report has a defined structure, but the organization is not optimal for supporting the presentation's content	The report is generally well-structured, with only a few flaws in overall organization	The report is well structured; its organization contributes to its purpose. The issue at hand is clearly stated, and technical content is well ordered for clarity
<b>Style/Form and Format</b>	The report does not follow the stated format at all.	The report generally follows the stated format but there are many flaws.	The report generally follows the stated format but there are still a few errors.	The report follows the stated format completely.
<b>Clarity</b>	Many imprecise terms, inapprop. tone, confusing sentence structure. Quotations contradict, confuse your own point, with little or no framing.	May have some imprecise or inapprop. vocab. & tone, confusing sentence structure, a few poorly chosen quotations, or lacking framing, explanation.	Mostly precise & approp. vocab, mostly clear & engaging prose. Mostly effective choice of quotations, mostly effective framing & explained.	Precise, appropriate vocabulary & tone; lucid, engaging prose. Well chosen quotations, effectively framed by your words, explained as needed.
<b>Grammar</b>	Many grammatical or mechanical mistakes throughout the project. Clearly not proofread.	Several grammatical/mechanical mistakes which are distracting	A few grammatical/mechanical mistakes which are not distracting	No grammatical or mechanical mistakes in the project
<b>Professor's Comments</b>				
<b>Group Score</b>				