INSTRUCTOR

Name: Marty Donkervoort
Phone: 204 471-6384
Fax: (204) 474-7544
Email: Marty.Donkervoort@umanitoba.ca
Office Location: TBA
Office Hours: Available as required
Class Time: 6:15 – 9:30 PM
Start Date: June 18, 2019
Room: Drake 106

COURSE DESCRIPTION

Welcome to the sustainability experiential capstone. The United Nations Environment Programme’s (UNEP) Green Economy Initiative illustrated that building a new economy, one that promotes economic development and social equity while reducing environmental risks and ecological scarcities, is not only possible but necessary for sustainability.

This course provides an opportunity to use your previous course work on sustainability as well as your own experience and apply it to a sustainability project. The capstone course allows you to pursue your own idea for an enterprise focused on sustainability or work on a sustainability project with an existing organization/enterprise. If you do not have a specific project in mind for this course, some ideas and potential host organizations will be suggested early in the course.

The capstone will include prominent guest presenters engaged in various aspects of sustainability, alternative energy production including geothermal heating and cooling, food security and sovereignty including on First Nations, social finance to assist alternative economic enterprises, and alternative business models including social enterprise and worker co-op. Guest presenters may also include a student from previous Sustainability Experiential Class who has implemented their sustainable business concept.

The course will also include a field study trip to meet with sustainable enterprises and organizations. Study tour to include visit to Social Enterprise Centre with numerous tenants including social enterprises and NGO’s as well as Mother Earth Recycling.

The Sustainability Course is designed to be experiential as you will be working with either your own idea for a sustainable enterprise or working on a sustainability project with an existing organization or enterprise. Note that this is not only a course for students wanting to develop a new sustainable enterprise, but it is also for those students that want the experience to work on a sustainability project with an existing organization/enterprise. This course is designed to assist you in this process.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Strategic Thinking</strong> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.</td>
<td>X</td>
<td>Capstone project</td>
</tr>
<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B. Students are able to identify different strategies.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>2 Global Perspective</strong> Students will adopt a global mindset in considering organizational decisions.</td>
<td>X</td>
<td>Depends on chosen capstone project</td>
</tr>
<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Ethical Mindset</strong> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</td>
<td>X</td>
<td>This will be part of the capstone project as well as discussions with prominent guest presenters</td>
</tr>
<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>4 Quantitative and Financial Proficiency</strong> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</td>
<td>X</td>
<td>Depends on chosen capstone project</td>
</tr>
<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

The objectives of this course are as follows;
1. To review and highlight key sustainability aspects from previous sustainability course work in the Asper MBA sustainability theme.
2. To inspire students about the importance of sustainability to the future of our economy and way of life.
3. To introduce and familiarize students to new economic forms that support sustainability e.g. social enterprises, worker co-operatives, employee-owned enterprises and “B” Corporations.
4. Opportunity to develop ideas, projects, enterprises that promote sustainability.
5. To get practical experience working within an existing organization on current and pressing sustainability initiatives.
6. Develop and practice presentation skills by presenting completed project to members of the class.

COURSE MEETING DATES

There are ten classroom sessions scheduled as part of the course. Dates and times to be confirmed before start of term.

COURSE MATERIALS

There is no required text but the following references are suggested.

Barton, Dominic, Dezso Horvath, and Matthias Kipping, Re-Imagining Capitalism, Oxford University Press, 2016.
Harari, Yuval Noah, 21 Lessons for the 21st Century, Signal Penquin Random House Canada, 2018

COURSE ASSESSMENT

Grades will be based on:
1) Attending and participating in the scheduled classroom meetings and discussions. (10%)
2) Outline of proposed project (5%)
3) Term test (25%)
4) Draft of the project report (10%)
5) Final project report. (40%)
   Criteria include: Quality, Integration of theory, complexity, format, length, clarity and references.
6) Project oral presentation upon completion of the project and discussion (10%)
   Criteria include: presentation techniques, use of visuals or other aids, ability to answer questions related to the report.
Assignments received after due date will be deducted one full grade. Assignments more than a week overdue will not be accepted.

Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89.99</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79.99</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74.99</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69.99</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64.99</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59.99</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>49.99 and below</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

COURSE SCHEDULE

Session 1: June 18, 2019
- Introductions
- Expectations
- Project ideas
- Class schedule
- Potential topics and presenters for future class discussions:
  - Aboriginal Culture and Sustainability, Damon Johnson, Aboriginal Centre of Winnipeg.
  - Social Finance, Brendan Reimer, Assiniboine Credit Union.
  - Food Security, Annette Desmarais, Canada Research Chair, Human rights and Food Sovereignty at U of M.
  - Green Construction, Architects Michael Robertson, Wins Bridgman or Dudley Thompson.
  - Environmental Industries, Executive Director, Manitoba Environmental Industries Association.
  - Economic models for sustainability, James Magnus-Johnson, Founder of Fools and Horses café.
- **Environmental Sustainability**, Anika Terton, project manager, International Institute Sustainable Development.

**Session 2: June 25, 2019**

**Session 3: July 2, 2019**
- Presentation on conducting feasibility studies and writing business plans (Marty Donkervoort)
- Deadline to submit short outline of selected project for this course.

**Session 4: July 9, 2019**
- Field Trip to Social Enterprise Centre and Mother Earth Recycling. The Social Enterprise Centre is a collaborative workspace, home to a number of social enterprises including Aki Energy, BUILD, Purpose Construction and NGO’s including Canadian Centre for Policy Alternatives (CPPA), Canadian CED Network, Local Investment Towards Employment (LITE).

**Session 5: July 16, 2019**
- Guest presenters and discussion on selected topics related to student’s project topics.

**Session 6: July 23, 2019**
- Guest presenters and discussion on selected topics listed in session 1.

**Session 7: July 30, 2019**
- Guest presenters and discussion on selected topics listed in session 1.

**Session 8: August 6, 2019**
- Term test on in class presentations and field trip.

**Session 9: August 13, 2019**
- Student in class presentations on completed projects. Due date for completed project reports.

**Session 10: August 20, 2019**
- Student in class presentations on completed projects. Due date for completed project reports.

Instructor is available to meet with students in person at convenient time and location to discuss projects throughout the course.
Report Requirements:

The project report should be comprehensive 5,000-10,000 words approximately 20-40 pages (1.5 spacing, 12 point font). In addition to the written report, each student will make an oral presentation to the class upon completion of the project followed by a class discussion.

Report Deadline:

- Submit draft of your project report three weeks prior to your presentation date and your final project reports on the scheduled presentation date.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UoM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at: http://umanitoba.ca/research/orc/ethics/human_ethics_REB_forms_guidelines.html.

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.
**STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams</td>
<td><a href="#">MBA Course Information</a></td>
</tr>
<tr>
<td>Exam Rescheduling Policy - Please refer to <a href="#">Missing a Test/Exam on page 14 of the MBA Student Handbook</a></td>
<td><a href="#">MBA Student Handbook</a></td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td><a href="#">Library Resources</a></td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td><a href="#">Writing and Learning Support</a></td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td><a href="#">Student Accessibility Services</a></td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td><a href="#">Copyright Office</a></td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td><a href="#">Academic Integrity</a></td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td><a href="#">Student Discipline</a></td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td><a href="#">Student Advocacy</a></td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td><a href="#">Your rights and responsibilities</a></td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td><a href="#">University Health Service</a></td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td><a href="#">Health and Wellness</a></td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td><a href="#">Student Counselling Centre</a></td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td><a href="#">Student Support Case Management</a></td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td><a href="#">Live Well @ UofM</a></td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td><a href="#">Respectful Work and Learning Environment</a></td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td><a href="#">Violent or Threatening Behaviour</a></td>
</tr>
</tbody>
</table>
It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.
Marty Donkervoort
I.H. Asper School of Business

Marty has held senior positions in the private and public sectors and in the social economy, most recently in Winnipeg’s inner-city.

In the private sector, he worked in various senior management positions with Noranda Forest Products and the Council of Forest Products of BC. In the public sector he served as a liaison officer with Environment Canada and later as a senior policy advisor to the ministers of Natural Resources, Environment, Energy and Native affairs in the Ontario Provincial Government between 1989 and 1993.

As a social entrepreneur in the social economy, Marty: founded A-way Express, a Toronto courier that employs people with mental health challenges; mentored The Big Carrot, a worker co-op in the retail health food sector; founded and managed Inner City Renovation, a social enterprise in the construction sector designed to create jobs and alleviate poverty in Winnipeg’s North End; and provides leadership to Canada’s social enterprise community.

He teaches courses on social enterprise, and non-profit management at the University of Winnipeg. Marty is author of Inner City Renovation: How a Social Enterprise Changes Lives and Communities, (2013, Fernwood Publishing) and has published widely on social enterprise and worker cooperatives, in the academic and practitioner literature.

In recognition of his contributions, the Canadian Broadcasting Corporation in 2009 featured him as “A Canadian making a Difference”. He was a finalist in the Ernst and Young Prairie Region 2010 Entrepreneur of the Year competition as well as being recognized as the Canadian social entrepreneur of the year. In 2015, the World Corporate Social Responsibility Congress recognized him as one of the most talented social innovators.

Marty Donkervoort holds a B.Sc.F. in Timber Engineering from the University of Toronto and an MBA from the Schulich School of Business, York University.