INSTRUCTOR

Name: Robert Parsons
Phone: UMLeam Primary Communication
Email: Robert.Parsons@umanitoba.ca (or) robertvparsons@gmail.com

Class Time: Tuesday Evening 6:15 PM to 9:30 PM
Dates: January 29th to April 16th (Last class April 9th)
Room No: Drake 530

COURSE DESCRIPTION

This interdepartmental special-topics course specifically examines Sustainability Economics. The overall aim is to provide solid practical knowledge about this developing subject. The intent is to help you understand both implications and potential applications for the organizations with whom you will be working in the future. Sustainability inherently includes both environmental and corporate social responsibility (CSR) aspects. Although both will be addressed, the environmental-related side will be covered more extensively simply because there is more material available. Also, given that economics involves the evaluation and comparison of costs and benefits, this course will involve significant quantitative analysis. The concepts examination will cover the theoretical aspects, while course assignments will deal with issues of current interest, both within Manitoba and internationally.

COURSE OBJECTIVES

On course completion, you should be able to understand:

- Basic terminology and methodologies employed with sustainability economics;
- How sustainability economics is used and applied in practical situations; and
- Where major uncertainties and potential controversies exist.
- You will also gain practical experience as part of a real-world oriented major project that potentially could be published.

In relation to the overall Learning Goals and Objectives of the MBA program, this course is primarily oriented to Quantitative Proficiency, i.e., being able to approach organizational issues using quantitative analysis. Although there is no direct focus on the how-to of Strategic Thinking or of Ethical Mindset, gaining an understanding Sustainability Economics provides important inputs for both. Frequently, preparing the right analysis can greatly assist in strategic decisions or in how best to address ethical considerations. At the same time, a combination of local and global issues are considered, such that the course also supports having a Global Perspective, in particular how to better assess global issues from a local context, i.e., not all locations may be affected by a particular sustainability issue in the same way. A specific breakdown on AACSB Assurance of Learning Goals and Objectives is provided in the following table.
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</strong> 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.</strong></td>
<td>Partially addressed</td>
<td>Analysis provides inputs for decisions</td>
</tr>
<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td></td>
<td>Case #1</td>
</tr>
<tr>
<td>B. Students are able to identify different strategies.</td>
<td>Indirect</td>
<td></td>
</tr>
<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
<td>Indirect</td>
<td></td>
</tr>
<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>Indirect</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Global Perspective <strong>Students will adopt a global mindset in considering organizational decisions.</strong></td>
<td>Partially addressed</td>
<td>Analysis results will depend on location/situation</td>
</tr>
<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
<td>Indirect</td>
<td></td>
</tr>
<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td>Briefing #1 (directly)</td>
<td></td>
</tr>
<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td>Indirect</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> Ethical Mindset <strong>Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</strong></td>
<td>Partially addressed</td>
<td>Analysis provides inputs on issues</td>
</tr>
<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>Briefing #4 Briefing #5 Briefing #6</td>
<td></td>
</tr>
<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
<td>Briefing #3 Case #1</td>
<td></td>
</tr>
<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
<td>Indirect</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>Briefing #4 Case #1</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> Quantitative and Financial Proficiency <strong>Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</strong></td>
<td>Strongly addressed</td>
<td>Entire course is relevant to goal</td>
</tr>
<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
<td>Briefings Major project Examination</td>
<td></td>
</tr>
<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
<td>Briefing #2 Briefing #4 Case #1</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>Indirect</td>
<td></td>
</tr>
<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
<td>Case #1</td>
<td></td>
</tr>
</tbody>
</table>
COURSE MATERIALS


This book will be used as a primary reference text throughout the course for the environmental-related aspects. It covers the topics of interest in roughly the same order as we discuss them. This book is also intended as a useful brief reference to be retained, if desired, for future possible use. Recommended sections to be read for each sequential week are provided in the outline. In terms of corporate social responsibility, a primary, and still highly relevant source, is the 2008 special report by Economist magazine entitled, “Just good business” which is available at the following site: http://www.economist.com/sites/default/files/special-reports-pdfs/10490978.pdf

A single case (Case #1) is included as one of the assigned activities. The case document will need to be purchased electronically from the Ivey School of Business on-line (but involves a very low cost): https://www.iveycases.com/

Selected academic and media articles will be assigned throughout the course, and they are all readily available through University library on-line access. During 2017, the Economist magazine featured a series of briefs on Six Big Ideas in economics that are relevant to aspects of this course. These are not assigned but are all very short. Reference sites are provided to allow easy access:


COURSE ASSESSMENT

Student progress will be assessed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis written submission</td>
<td>8 marks</td>
</tr>
<tr>
<td>Shorter briefing analysis written submissions</td>
<td>16 marks (i.e., 4 x 4 marks each)</td>
</tr>
<tr>
<td>Longer briefing analysis written submissions</td>
<td>10 marks (i.e., 2 x 5 marks each)</td>
</tr>
<tr>
<td>Exam covering basic course concepts</td>
<td>24 marks</td>
</tr>
<tr>
<td>Cost benefit analysis (CBA) report</td>
<td>20 marks</td>
</tr>
<tr>
<td>Class presentations/participation</td>
<td>22 marks (throughout course)</td>
</tr>
<tr>
<td>Total</td>
<td>100 marks</td>
</tr>
</tbody>
</table>
Details on specific components are provided as follows:

Case analysis written submission (Case #1) involves:
- Series of specific questions to be answered based on your analysis of the case material.
- Maximum 10 pages of text content. Can be single-spaced, but must be at least 12-point font.
- Figures, tables and additional references can be included on separate pages at the end, and, as long as within reason, do not count toward maximum pages.
- As part of the class, we will discuss the case, framed around the class as a whole answering two key questions: (1) What are the top three recommended actions for the company in the short-term? And, (2) What are the top three recommended actions for the company in the long-term? The class discussion is marked separately, involving 4 marks toward the class presentation/participation component below.
- Case assignment will be distributed two weeks before submission due date, and class discussion.
- You can work with other students on the analysis of data associated with the case, but the written submission must be your own work.

Short briefing analysis submissions (Briefing #1, Briefing #2; Briefing #3; Briefing #5):
- Maximum two pages of text (12-point font).
- Inverted-pyramid communication format starting with brief Summary section, including explicit recommendation(s); Background section, summarizing key factors; and Analysis section, including the rational for a proposed selection or course of action.
- For each short-briefing submission, you are required to include a minimum of three cited references.
- Briefing assignments will be distributed one week before they are due.
- As part of the class, you will be asked to briefly outline a summary of your findings (maximum two minutes), with 1 mark for each briefing presentation separately towards the class presentations/participation component below.
- You can work with other participants on the analysis of data that may be associated with the briefing, but the written submission must be your own work.

Longer briefing analysis submission (Briefing #4, Briefing #6) involves:
- Same format as briefings above, but with maximum three pages of text (12-point font) – these briefings are less “high-level,” involving somewhat broader or more in-depth analyses.
- Inverted-pyramid communication format starting with brief Summary section, including explicit recommendation(s); Background section, summarizing key factors; and Analysis section, explaining the rational for a proposed selection or course of action.
- In the longer-briefing submissions, you are required to include a minimum of four cited references.
- As part of the class, you will be asked to briefly outline a summary of your findings (maximum two minutes), with 1 mark separately towards the class presentations/participation component.
- Just as with other briefings, assignments will be distributed one week before being due.
- You can work with other participants on the analysis of data that may be associated with the briefing, but the written submission must be your own work.

Issues discussed in the various briefing analyses are highly topical within Manitoba (and elsewhere). Based on the results obtained, the instructor may elect in specific cases to prepare short summary article(s) explaining what has been found, and that may be submitted to local media. A recent example is the Eco-Journal article in Fall 2018 on carbon-tax equivalency of elevated biofuels.
Concepts examination component will be:

- In-class.
- 1.5-hour duration (one-half of class time for that week).
- Closed book, with no external communications permitted.
- Structure of exam is more like a midterm but it scheduled a bit later than other midterms.
- Intended to cover the major theoretical concepts presented in the course.

Cost-Benefit Analysis report (Project):

- The major project involves preparation of a cost-benefit analysis (CBA), with students assigned (randomly) to address an analysis relating to an advanced technology or opportunity.
- Format of the report involves the following sections to be included: Title page, including report title, student name(s) and student number(s); Summary section, briefly summarizing the work and results; Introduction section, identifying the issue being evaluated; Background section, describing relevant information, and qualitatively what may be important regarding the subject being evaluated; Methods section, describing important assumptions, and methods employed for quantifying results and for analysis; Results section, describing what was found, in particular the quantitative results; Conclusions section, outlining the conclusions of the work, including identifying aspects that may be of greatest importance; and Reference section, documenting literature cited in the report using a consistent format.
- Report should use 12-point font and can be single-spaced, but should not have a length greater than 20 pages, excluding any figures, tables, or references.
- There should be a minimum of eight reference sources cited, not including guidance document on CBA prepared by the Government of Canada (below) or specific references provided by the instructor for the major project assignment.
- Citations and formatting of references should use a consistent approach. You are free to select whatever approach you wish, but noting it should be consistently used. One possible useful approach is APA, which is described later, but you are not required to use it.
- As part of the last class session, students are asked to make a brief presentation of key findings to the rest of the class, with 4 marks per student separately included towards the class presentations/participation component.
- **Bonus Opportunity**: After the end of the course, it is intended by the instructor to bundle results found by students into brief overview report(s), or for article(s) such as for the site Conversation Canada (https://theconversation.com/ca). The intent is to be “published” on-line through a suitable and academically valid venue, with the instructor as the lead author and all participating students included in the list of authors. (This as was done in 2017 regarding electric buses, with a compendium report on externalities made public through the auspices of the Canadian Urban Transit Research and Innovation Consortium, CUTRIC at the site: https://cpb-iac1.wpmucdn.com/www.rrc.ca/dist/6/47/files/2013/11/UofM-AsperMBA-2017-EBus-Externalities-CBA-sgs15r.pdf). The instructor will inform everyone involved if a report has been accepted and published. If you have any concerns about being listed as an author in a proposed public report or article, please inform the instructor prior to the end of the course.

Class presentations/participation (total of 22 marks):

- As noted earlier 14 marks are specifically allocated as follows:
  - 4 marks for in-class discussion of the case (Case #1);
• 1 mark each for in-class summary discussion of results (two minutes) for each of five short-briefing analyses and the one longer-briefing analysis (total of 6 marks);
• 4 marks for summary presentation of the most findings of major project (CBA) report (total of 4 marks per student).
• Remaining 8 marks are allocated to ongoing class activities, including in-class group analysis, and general class participation.

Citations for Briefing Analyses, Case and Major Project submissions. As describe later in the section on Academic Integrity, properly citing documents used in your work is important. You are required to use a consistent citation and reference format approach within each individual document, but you are permitted to use whatever approach you want (and you can even change from one document to the next as long as each individual document is consistent throughout). Properly and consistently citing sources, in particular properly formatting your references, can be tricky and time consuming. A suggested approach is the American Psychological Association (APA) format, which is very common, but you are not required to use it. There are many useful guidance internet-sites to help with APA (sites for others formats are also available). A few for APA are as follows:

• http://www.apastyle.org/
• http://libguides.csuchico.edu/citingbusiness
• https://owl.english.purdue.edu/owl/resource/560/05/

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</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below 50</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

Each class will typically be split approximately into two 1.5-hour parts with a 15-minute break:

Part A: 6:15 PM to 7:45 PM
Part B: 8:00 PM to 9:30 PM

----------------------
Week 1 (January 29th, 2019)
Part A Discussion: Introductions and course administration overview; review of important aspects of conventional economic analysis; background review and updating of relevant mathematics (key derivatives
and integrals); business-environment relationships; and similarities and differences in analysis between environmental and social responsibility aspects of sustainability.  
Reading: Tietenberg et al. (2009) Chapters 1 and 2.

Part B Discussion: Human-environment relationships; valuing the environment; property rights, externalities, and environmental problems.  

Assignments:  
Briefing Analysis #1 assignment will be distributed. This first assignment involves qualitative analysis leading to recommendations on the suitability of using compact fluorescent light (CFL) bulbs in six selected cities around the world (i.e., whether there is likely net benefit or net cost in terms of sustainability economics). This assignment builds on work undertaken by an earlier class, the results of which were summarized in the following article: Parsons, R.V., 2015. Not-so-good nature of compact fluorescent light bulbs in Manitoba. Eco-Journal (Manitoba Eco-Network, Fall 2015 issue) 25(3): 5-9.  

----------

Week 2 (February 5th, 2019)  
Part A Discussion: Briefing Analysis #1 in-class discussion of results, i.e., what did you think is important (two minutes each)? Sustainable development definition and analysis approaches; background review and updating of relevant mathematics (using financial principles, i.e., PVIFA, to combine capital and operating components of costs); applying environmental economics principles to specific pollutants.  

Part B Discussion: Air pollution from stationary and mobile (i.e. vehicle) sources.  
Reading: Tietenberg et al. (2009) Chapters 7 and 8.

Assignments:  
Briefing Analysis #1 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, February 5, 2019. Briefing Analysis #2 assignment will be distributed. This considers the economic suitability of roof-top solar photovoltaic electricity installations by residential consumers in Manitoba, when “grid-parity” is likely to be reached here, and associated implications.

----------

Week 3 (February 12th, 2019)  
Part A Discussion: Briefing Analysis #2 in-class discussion of results, i.e., what did you think is important (two minutes each)? Water pollution; and wastes.  

Part B Discussion: Global environmental issues.  

Assignments:  
Briefing Analysis #2 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, February 12, 2019. Briefing Analysis #3 assignment will be distributed. This assignment will look at the
relative dangers and comparative costs imposed by different sorts of water pollution incidents. The assignment will include discussion of the Energy East pipeline that had been a topical subject across Canada. The overall topics for the major project Cost-Benefit Analysis reports will be introduced, and the random draw made in terms of which topic is to be addressed by each student. Additional background information on the major-project will be provided on UM Learn.

--------

**Week 4 (February 26th, 2019)**

**Part A Discussion:** Briefing Analysis #3 in-class discussion of results, i.e., what did you think is important (two minutes each)? More detailed discussion of cost-benefit analysis. Reading: Treasury Board of Canada Secretariat. 2007. Canadian Cost-Benefit Analysis Guide. Government of Canada: [https://www.tbs-sct.gc.ca/rtrap-parfa/analys/analys-eng.pdf](https://www.tbs-sct.gc.ca/rtrap-parfa/analys/analys-eng.pdf)

(Copy of this document will also be provided via UM Learn).

**Part B Discussion:** Biodiversity and implications; management and allocation of resources that are limited or can be depleted.

Reading: Tietenberg et al. (2009) Chapters 11 and 12.

Background for Briefing Assignment #4:


Background on carbon-pricing: McKittrick, R. 2016. Practical guide to the economics of carbon pricing. SPP Research Papers 9(28), School of Public Policy, University of Calgary.


**Assignments:**

Briefing Analysis #3 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, February 26, 2019. Briefing Analysis #4 (longer briefing) assignment will be distributed. This assignment will look in more depth at an interesting issue regarding carbon-pricing equivalency for Manitoba Hydro’s exports of clean hydroelectricity. Work on a different aspect of carbon-price equivalency within Manitoba by students in an earlier class has been recently published:


--------

**Week 5 (March 5th, 2019)**

**Part A Discussion:** Briefing Analysis #4 in-class discussion of results, i.e., what did you think is important (two minutes each)? Law and regulation in terms of environment, and their relevance and implications; alternative methods of addressing environmental issues.

**Part B Discussion:** Corporate social responsibility.


(This article can be accessed electronically through the Library system if necessary. Although older, it is still probably one of the best practical references for CSR on the economics side).
Additional, more academic-oriented materials (not required reading):

Assignments:
Briefing Analysis #4 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, March 5, 2019. Briefing Analysis #5 assignment will be distributed. This assignment considers coal and its apparently contrasting (and tricky) implications relating to environment versus social responsibility.

--------

Week 6 (March 12th, 2019)
Part A Discussion: Briefing Analysis #5 in-class discussion of results, i.e., what did you think is important (two minutes each)? Hazardous wastes, and hazardous goods and materials.

Part B Discussion: Lifecycle analyses.

Assignments:
Briefing Analysis #5 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email postmark of no later than 6:15 PM, March 12, 2019. The Case #1 for analysis will be identified, noting that you will need to purchase this case on-line from the Ivey School of Business, but at very modest cost (https://www.iveycases.com/). You will have two weeks to work on the written submission, and the case will be discussed during the first half of the class on March 26, 2019.

--------

Week 7 (March 19th, 2019)
Part A: Course basic-concepts examination (with longer break).

Part B Discussion: Implications for conventional energy and petroleum supplies.
Readings (not required but useful for reference):
(This article can be accessed electronically through the Library system)

Assignments:
There are no assignments due or distributed this week.
Week 8 (March 26th, 2019)

Part A Discussion: Class discussion of the Case #1. Based on your analysis, the discussion is framed around two questions: (1) What are the top three recommended actions for the company in the short-term? and (2) What are the top three recommended actions for the company in the long-term?

Part B Discussion: Interrelations of environment and social responsibility relating to clothing manufacturing (sets up the last briefing analysis assignment).

Assignments:
Case Analysis #1 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, March 26, 2019. Briefing Analysis #6 (longer briefing) assignment will be distributed. This assignment focuses on comparing environmental and social responsibility aspect of two major clothing items.

--------

Week 9 (April 2nd, 2019)

Part A Discussion: Briefing Analysis #6 in-class discussion of results, i.e., what did you think is important (two minutes each)? Reduction of wastes and residuals – pollution prevention economics.

Part B Discussion: Future of energy and associated issues.
http://media.economist.com/sites/default/files/sponsorships/MCR75_20150117_Accenture/20150117_Energy.pdf (This article can be accessed electronically through the Library system).

Assignments:
Briefing Analysis #6 written submission is due at the beginning of the class. If you are unable to attend class, it must be sent electronically to instructor with email or UM Learn postmark of no later than 6:15 PM, April 2, 2019. (This is the last briefing analysis assignment).

--------

Week 10 (April 9th, 2019)

Part A and Part B Discussions: Brief presentations of key results of major projects, followed by general discussion, and concluding remarks.

--------

Final deadline for submission of Major Project report
The major project report is to be forwarded electronically to instructor or via UM Learn, but must have email or UM Learn postmark of no later than 6:15 PM, April 16, 2019. You can send earlier if desired.

If the report is sent via email, the instructor will acknowledge receipt so that you have documentation as such.
Late submission penalty

Late submission of the written case analysis (Case #1) and briefing analysis (Briefing Analysis #1, #2, #3, #4, #5 and #6) assignments is not permitted, given their time-sensitive nature. (At the same time note that individual values for these assessment items are not large, such that if you miss one, it is not critical to success in the course).

The major project report assignment can be submitted late, but a late penalty will be imposed, with deductions outlined in the following table:

<table>
<thead>
<tr>
<th>Late Submission</th>
<th>Assignment Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late within 1 day (24 hours) of final deadline</td>
<td>3 marks</td>
</tr>
<tr>
<td>Late within 2 days (48 hours) of final deadline</td>
<td>6 marks</td>
</tr>
<tr>
<td>Late within 3 days (72 hours) of final deadline</td>
<td>9 marks</td>
</tr>
<tr>
<td>Late within 4 days of final deadline</td>
<td>12 marks</td>
</tr>
<tr>
<td>Late within 5 days of final deadline</td>
<td>15 marks</td>
</tr>
<tr>
<td>Late within 6 days of final deadline</td>
<td>18 marks</td>
</tr>
<tr>
<td>Late within 7 days of final deadline</td>
<td>20 marks</td>
</tr>
</tbody>
</table>

ACADEMIC REGULATIONS

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 UofM’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/orec/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.

Note: In this class we will not be undertaking any exercises recruiting participants as subjects, such as surveys or related work that seek response data. At the same time, as part of the major project, you may need to seek
factual information from a knowledgeable source individual, e.g., government or industry representative to understand the total number of retail petroleum dispensing stations in a given jurisdiction. For such communications, no ethics-based preapproval is required, but you will still need to cite such sources of “Personal Communications” as part of your references.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


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.

COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website:


STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
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.
Robert V. Parsons, PhD, MBA, MSc, BSc
I.H. Asper School of Business

Dr. Robert Parsons has an eclectic background, both academically and in terms of work experience.

Academic Background:
Dr. Parsons holds technical degrees in Chemical Engineering (B.Sc. and M.Sc.) from the University of Calgary, and a doctorate in Bio-Systems Engineering from the University of Manitoba, with the latter having a significant business-related orientation, i.e., process development for multiple high-value constituent recovery using flax shive as feedstock; the latter representing a low-cost, high volume agricultural processing waste uniquely available in Manitoba. He holds a M.B.A., with distinction, from the Schulich School of Business at York University, Toronto, with a specialization in Business and the Environment.

Dr. Parsons holds a Certification in Higher Education Teaching from University Teaching Services at the U of M, and has taught Sustainability Economics as part of the Asper MBA program since the inception of the course. He also teaches as part of the Certification in Public Sector Management (CPSM) program under Extended Education, and had done a variety of guest lectures in three different areas at the U of M: engineering, environment and supply-chain management.

Professional Experience:
Over the past sixteen years, Dr. Parsons has worked as an advanced energy and technology consultant, primarily with the Manitoba Government. He has been directly involved in a variety of novel technology areas, including electric and fuel cell cars and transit buses. For example, he has been directly involved with the on-route demonstration of four second-generation electric buses by Winnipeg Transit, with these still on the road. This is currently the most advanced electric bus project in Canada, and also represents a key green-economy opportunity within our province. Importantly, Dr. Parsons has been directly involved in the application of sustainability economics as part of his work. He has also authored several Analysis articles relating to sustainability economics that have been published in the Winnipeg Free Press.

Interesting Fact:
In March 2011, directly as part of electric transit bus development and demonstration activities, Dr. Parsons was one of four Manitobans visiting in the Tokyo area of Japan, and was present when the Tohoku earthquake (and associated tsunami) occurred offshore. This is the most powerful earthquake ever recorded in Japan, and the fourth most powerful recorded in the world.