MGT 440 Student Handbook
Integrated Management Project

Updated April 2023

UC DAVIS
GRADUATE SCHOOL OF MANAGEMENT

IMPACT Team

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What is the Integrated Management Project (IMP)?

M440 is a professionally-oriented course focused on real companies and real issues.

- Project-based consulting course working directly with companies on real world issues
- Opportunity to practically apply components of knowledge gained during MBA (each project differs in what skills are called upon)
- Opportunity to work in teams that replicate real world professional dynamics (leaders and teams selection chosen for you not by you)
- Six-unit course designed to be taken near the culmination of MBA experience (Fall – FT, Winter – Bay Area, Spring – Sacramento)
- Self-directed course with access to advisor to help team navigate complexities of delivery

Course Objectives

M440 embodies the GSM's philosophy of "Preparing Innovative Leaders for Global Impact" through three objectives:

- Apply academic knowledge acquired in core classes.
- Identify and address challenges of a significant real world business problem.
- Promote the development of teamwork, leadership, and accountability.

Course Learning Objectives

The course has been designed in accordance with AACSB requirements.

Goal 1: Work well in teams and lead them.

- Subgoal 1: Study and apply the principles of leadership.
- Subgoal 2: Communicate effectively in oral form.
- Subgoal 3: Communicate effectively in written form.
- Subgoal 4: Use modern technologies to learn and communicate.
- Subgoal 5: Understand group dynamics and become a contributing team member.
- Subgoal 6: Understand and appreciate the impact of demographic and cultural diversity.
- Subgoal 7: Use team building skills to accomplish group tasks.

Goal 2: Apply moral and ethical standards to management decisions.

- Subgoal 8: Appreciate how ethical judgment enters into business decisions.
- Subgoal 9: Develop awareness of ethical issues in an area related to career choice.

Goal 3: Use appropriate models for analysis and planning.

- Subgoal 10: Recognize problems and opportunities.
- Subgoal 11: Identify & critically assess alternatives.
- Subgoal 12: Demonstrate proficiency in collecting and analyzing data.
- Subgoal 13: Integrate functional areas of business when analyzing problems.

Goal 4: Understand multiple functional areas.

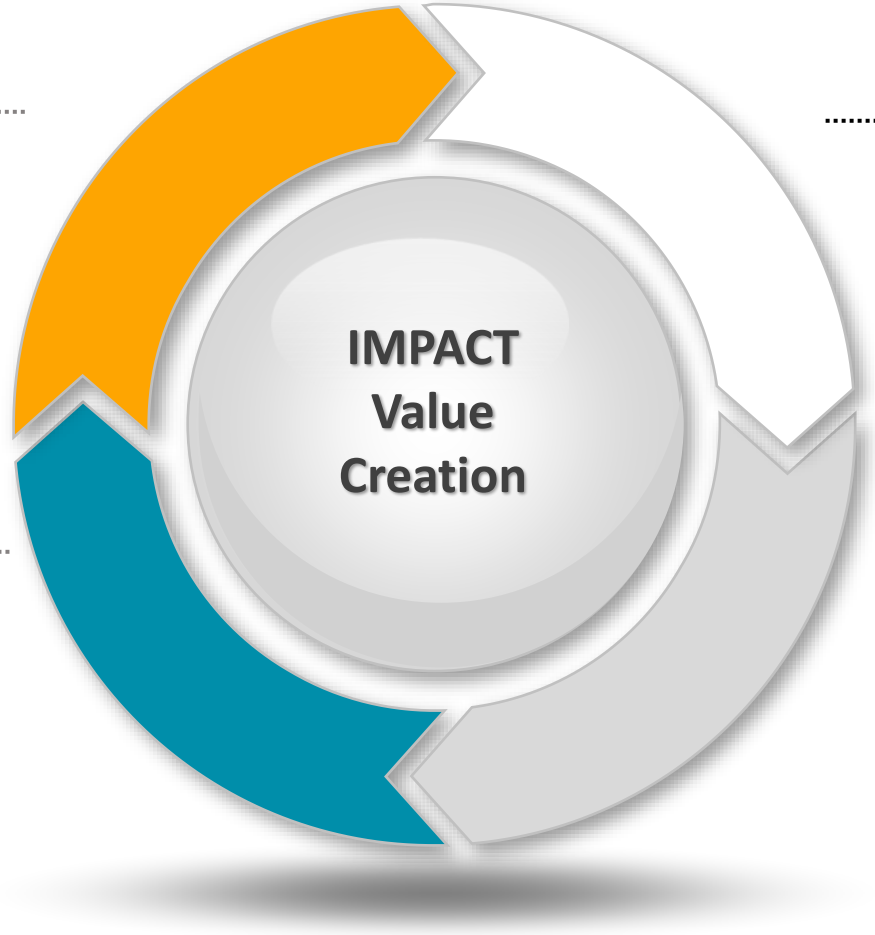
- Subgoal 14: Understand the impact of the international dimension on business decisions.
- Subgoal 15: Understand the political, legal, and social environment in which businesses operate.
- Subgoal 16: Understand impact of multiple functions on each other in business operations.

IMPACT Projects: Value Creation Cycle

The value of the course derives from four interrelated components.

Hands-On Learning

- Delivers required core curriculum IMPACT learning experience
- Provides hands-on opportunity to test relationship, team, and communication skills



Impact Opportunity

- Deliver critical insights and recommendations for sponsoring organizations
- Provide cost-effective solutions that have real potential for strategic impact

Company Connectivity

- Builds relationships for the GSM and UCD with regional, national and international businesses
- Provides funding to the GSM through business partnership gifts

Company Exposure

- Provides exposure for students with prospective employers
- Provides client sponsor recruiters with insights to individual students and GSM overall

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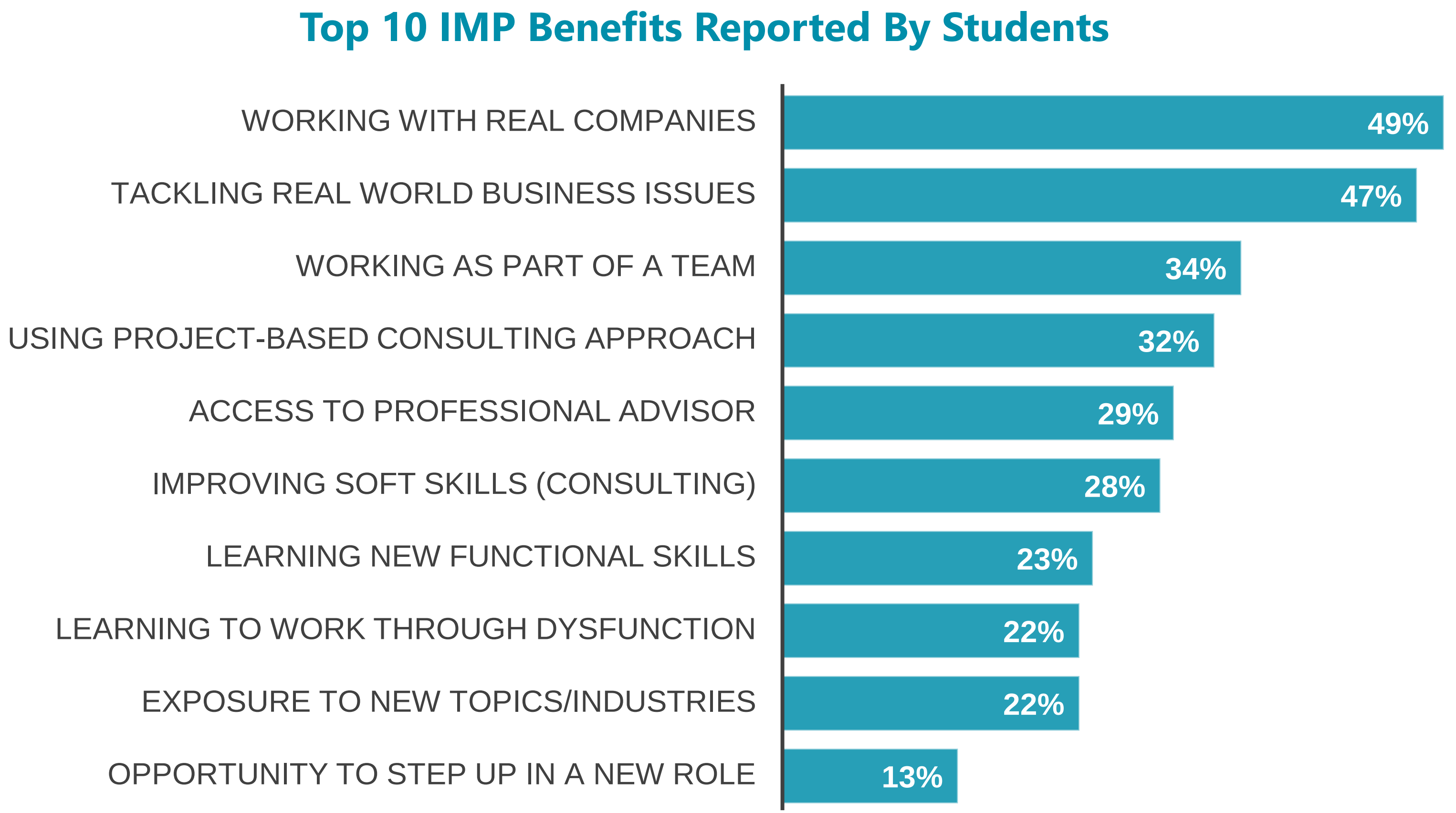
IMPACT Projects: Student Benefits

Students report multiple benefits associated with IMPACT participation.



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Project Phases, Presentations, Work Sessions & Deliverables

While each project is different, a similar cadence is present across all projects.

WEEK	1	2	3	4	5	6	7	8	9	10	EXAM
Phases	SCOPING		RESEARCH DESIGN & EXECUTION			INSIGHTS & IMPLICATIONS			PRESENT PREP		POST MORTEM
Client Presentations	Project Launch	Client Scope Sign-off				Interim Discussion Meeting					Final Presentation
Class Deliverables	Project Launch Deck	Scope Doc 150 pts			Research Insights Dry Run 25 pts	Interim Presentation 150 pts				Dry Runs (2@ 25 pts) 50 pts	Final Presentation 350 pts Lessons Learned 75 pts Participation & Peer Review 200 pts

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Key Project Deliverables: IMPACT Projects

Grading is primarily weighted to the deliverables…

Preparation

- Confirm key facts of the sponsor situation
- Ask questions to clarify sponsor intent and address issues
- Outline proposed working process to engage the sponsor/lock down key dates

Project Launch

- Introduce the GSM team to the sponsor
- Review client context
- Outline project methodology and work approach
- Identify required resources
- Provide milestone timeline
- Detail project deliverables

150 points

Interim

- Share initial learnings and key insights
- Discuss and test implications with the sponsor
- Outline research and analysis going forward
- Identify potential adjustments that may be needed

Dry Run 25, Interim 150 points

Final Report

- Share recommendations & conclusions supported by:
  - Background and primary research
  - Financial, market, and operational models
- Package and send sponsor all working papers and reports

Dry Runs 50, Final 350 points

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*Additional details on standards for written presentations and participation are in the Course Materials Appendix

Course Grading: Total of 1000 Points

… with reflection and quality of participation also factoring into the final grade.

Element	Points
▪ Scope Document & Project Plan	150
▪ Research Insights Dry-Run	25
▪ Interim Discussion Presentation	150
▪ Final Presentation Dry Runs (2 @ 25 Points each)	50
▪ Final Presentation & Supporting Deliverables	350
▪ Individual Lessons Learned Report	75
▪ Individual Engagement / Participation Score (including Peer/Self Evaluation)	200

*Additional details regarding standards for written presentations and participation are in the Course Materials Appendix

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Grading Process and Ranges

The faculty advisor is solely responsible for grading using an evaluation framework that provides consistency across teams. The client and teammates provide input, but it is up to the advisor to weight the feedback.

Grade	Low %	Low Score	High Score
A	95.0%	950	1,000
A-	90.0%	900	949
B+	87.5%	875	899
B	85.0%	850	874
B-	82.5%	825	849
C+	80.0%	800	824
C	77.5%	775	799
C-	75.0%	750	774

Course Attendance

To preclude the "free rider" phenomenon, attendance and participation are monitored. If there is an issue, teams need to make sure the advisor is informed.

- **Attendance is required for all advisory, review and key meetings with project sponsor.**
  - Advisory sessions/team meetings will occur for 3 hours, once per week (one hour with your adviser)
  - Key meetings: Project Launch, Interim Discussion, and Final Presentation
  - Review sessions: Dry runs before major client deliverables
- **Recruiting visits and other essential/non-moveable conflicts do occur.**
  - Faculty advisors will work individuals to accommodate schedule conflicts
  - Digital tools are provided to help support and foster remote meetings
- If you have an **unavoidable** conflict, please discuss it *in advance* with your faculty advisor.
- *Any unexcused absence will negatively affect your course grade.*

Faculty Advisory Sessions

Beyond grading, the job of the faculty advisor is to provide guidance. This can come in the form of advice, document review, or other input. The advisor is not a "teacher."

- The faculty advisor provides advice – engagement approach, analysis, presentation format, etc.
- May help team determine how to address challenges – information, access client issues, etc.
- Most effective when reacting to point of view from team – e.g., reviewing deliverables
- Each team meets with their advisor for an hour every week (part of three-hour team meeting)
- Teams can also schedule ad hoc advisory sessions to address emergent issues
- Dry-run sessions take place before the Interim and Final Presentations so advisor can provide recommendations
- Advisor will often advocate for the team in relationship with sponsor, e.g., step in or escalate when client tries to expand scope, etc.

Team Working Sessions

As a team-centered experience, effective IMP teaming is critical. Effective teaming requires appropriate “care and feeding.”

Natural Phases of Team Engagement

	Forming	Storming	Norming	Performing
Characteristics	• Questioning • Displaying eagerness	• Resistance, competition • Conflict, withdrawal	• Reconciliation • Members supportive	• Balance task and process • Working effectively
Strategies	• Provide clear expectations	• Encourage leaders	• Recognize one another	• Group decision-making

- Team success is highly correlated with time spent working together – minimum 2 hours per week
- Teams typically “divide and conquer” – although it is not required
- Effective and communication across the team is vital
- Coming together to share insights and work through implications is important to team alignment

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Team Lead Responsibilities & Rewards

A Team Lead will be assigned to COORDINATE logistics and serve as a single point-of-contact for project sponsors.

Responsibilities	Rewards
▪ Coordinate calendar and schedule meetings ▪ Determine meeting agendas ▪ Document the work plan ▪ Serve as the primary contact point for client ▪ Schedule tasks and track progress ▪ **Differs from a WORK team lead**	▪ Hands-on leadership opportunity ▪ Acknowledgement of project leadership role as an "IMPACT Fellow" ▪ Can be included in CV and discussion of management and leadership experiences during interviews ▪ Includes $750 fellowship award

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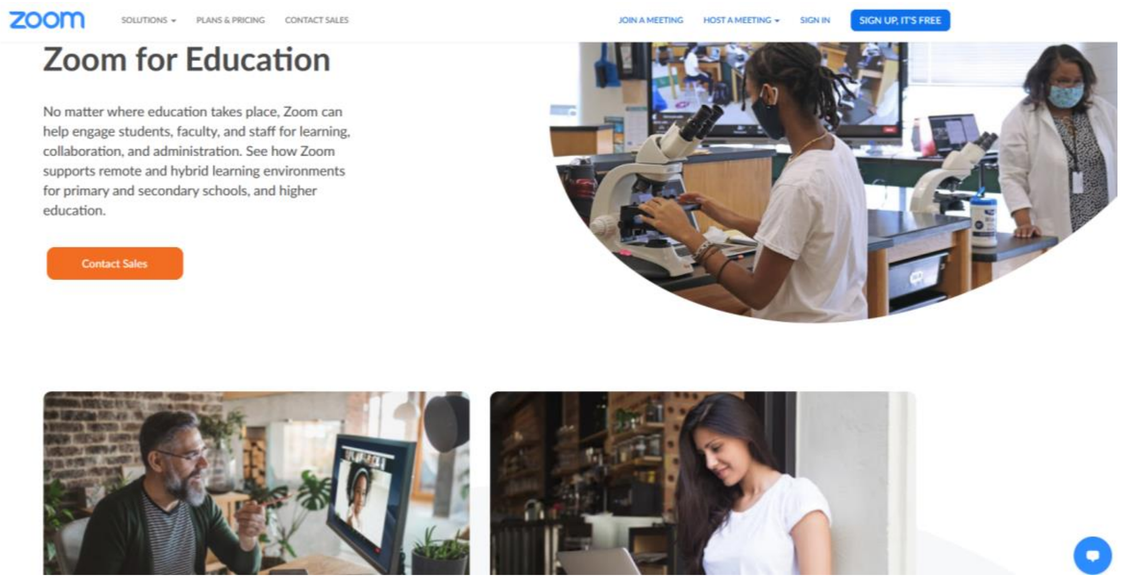
Digital Tools: Zoom Pro

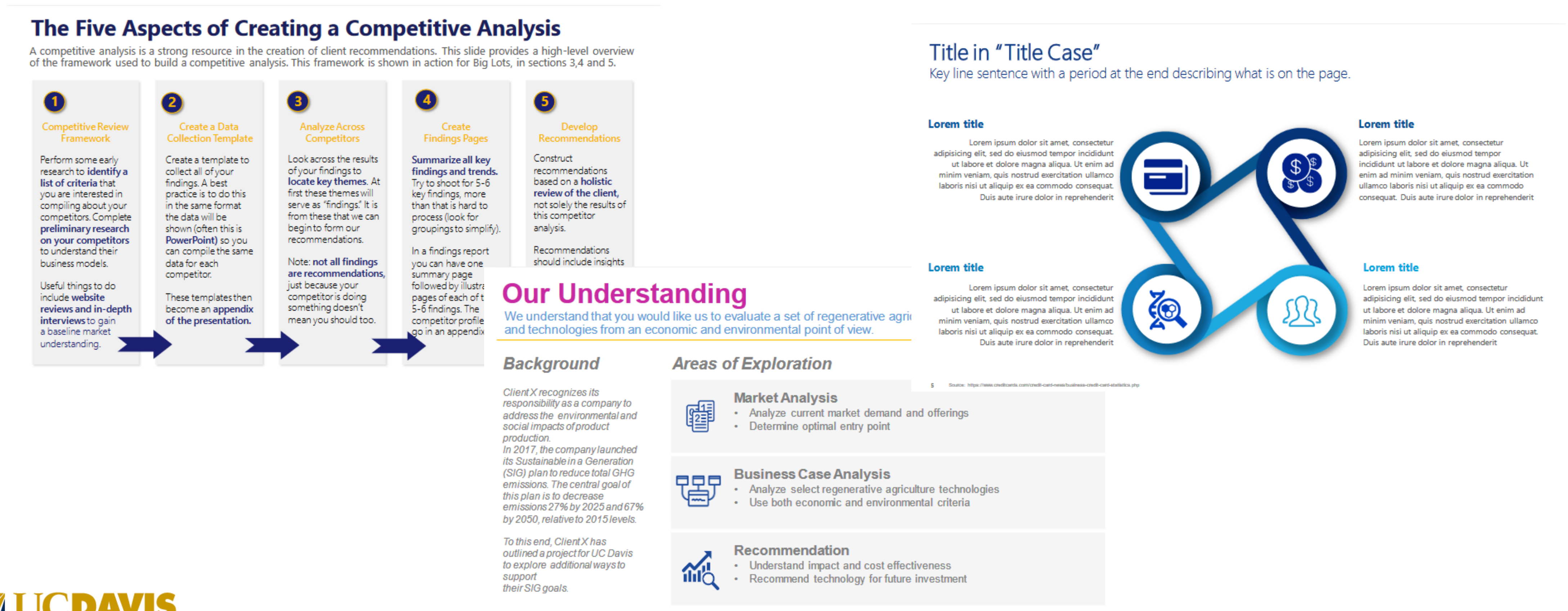
To further support teams, Zoom, Canvas, Box and Qualtrics access will be provided.



- **Canvas** - Project assignments/due dates are listed in the M440 Canvas course portal.
- **Box.com** - IMP teams will use Box.com to securely share files Set up your UCD Box account here: https://itcatalog.ucdavis.edu/service/box.
- **Qualtrics** – This is a web-based survey software tool available for **FREE** to GSM students. Directions for setting up your Qualtrics account can be found in Canvas. NOTE: UC policy does **not** allow reimbursement for cloud-based tools, including Survey Monkey, that aren't pre-approved by UC IT.

Knowledge Exchange Database

Tutorials, playbooks, deck samples, sanitized documents and other archived materials have been set up in Box for your reference.



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Sponsor Overview

One question that often comes up is how sponsors are selected and engaged.

- **We seek out a wide variety of businesses**
  - Large public companies/emerging-stage entities; for-profit/non-profit

- **We ask for a significant commitment to the GSM from sponsors**
  - A well-defined and important business challenge to address
  - Senior executive support; lead executive engagement; often a financial gift to the School

- **We seek to build strong relationships with the sponsors via engagements**
  - Develop an understanding of their culture and how best to work with them
  - Leverage the faculty advisor and corporate relations director as needed for appropriate counsel and as needed engagement with the client

Fall 2023 Interests & Skills Survey Results

A key input to the process is the interest & skills survey; we use this to inform outreach.

Industry Area	Percentage
Technology	16%
Consulting	11%
Food/Agriculture	11%
CPG/Retail	9%
Sustainability	9%
Healthcare	9%
Government	7%
Non-profit	7%

Industry Area	Percentage
Energy	5%
Media/Entertainment	4%
Pharma/Biotechnology	4%
Financial Services	2%
Real Estate	2%
Manufacturing	0%
Other	4%

Sponsor Qualification Process

The process of vetting sponsors and projects then involves significant work to solidify.

Identification	▪ Assess potential sponsors across regions, industries ▪ Identify best proposects to pursue in earnest
Sales Calls	▪ Meet with prospect sponsor leadership ▪ Review business, opportunities, determine fit
Proposal	▪ Receive project proposal from sponsor ▪ Meet with sponsors to assess specific opportunity
Qualification	▪ Match with scope, strategy, mix objectives of IMPACT ▪ Meet sponsors to refine project structure and scope

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Sponsor Engagement

As you engage with sponsors, it is important to remember that you are not only representing your team but also the GSM as a whole.

- **Through projects, client sponsors understand the quality of our students and programs.**
  - Candidates for hiring
  - Perception of the value of a UC Davis MBA
  - Ensuing project engagements and partnerships

- **Students should act in a professional and courteous manner with sponsors.**
  - Being thoughtfully and thoroughly prepared for all client interactions
  - Be prompt and attentive in all meetings
  - Listen and incorporate sponsor feedback, follow through on all commitments and requests
  - In working sessions, focus on the outcome desired and the elements required
  - In formal presentations, provide well thought-out and clearly delineated insights

Sponsor Engagement, cont.

- **Each student is expected to adhere to a professional and ethical code of conduct.**
  - The overall UC Davis Code of Academic Conduct
  - The M440 sponsor code of conduct (details are provided in the supplemental materials)
  - Understanding of the UC Davis Principles of Community

- **Students are bound by an individual non-disclosure agreement.**
  - Your project will have a CDA/ NDA you will need to review and sign
  - This supports an open and thorough discussion through the effort
  - Sponsor companies are providing proprietary information
  - Students are responsible for keeping all sponsor information confidential

- **When possible, teams should meet face-to-face (or via Zoom) with the sponsor.**
  - Required: Project Launch Meeting; Interim Discussion; Final Presentation
  - Other meetings may be conducted via Zoom
  - All meetings should be collaborative

The Team/Project Casting Process

Assignment to a team is a complex process meant to replicate a professional environment with an "assignment" component that considers project needs and student desires.

Team Lead Assignments

- **Inputs: CV, Student Statement, Interview Faculty and Staff Support, Input from Survey**

Team Casting

- **Inputs: Preference Submission, Interests & Skills Profile, Needs of Engagement, Team Dynamics**

- Preferences are considered, project requirements are weighted, and teams are assembled
- Just like the real world, you don't always get to pick your own teams; this is an opportunity to work with classmates from different backgrounds and learn to work effectively in a professional capacity

MGT 440 Schedule – Fall 2023

Student Process

April	May	June	September
▪ Analyze skills and interests, input to project business development process	▪ Hold plenary session ▪ Interview and select student team leads	▪ Conduct training with team leads	▪ Conduct ranking survey ▪ Cast project teams ▪ Begin project on-boarding process

Sponsor Process

April - July	April - July	August	September
▪ Source projects ▪ Identify and meet potential sponsors ▪ Vet projects	▪ Continue project shaping with sponsors ▪ Discussions with company representatives	▪ Obtain project proposal from sponsor ▪ Vet, review and refine brief in preparation for student preference poll	▪ Finalize project selection ▪ Confirm sponsor contact, obtain NDA and briefing materials

September

- Notify team leads and students about team assignments, sponsor & project details – Sept. 13
- Conduct initial introductory call with faculty advisor and sponsor contact; review any background materials provided - week of Sept. 18
- First advisory session with faculty – October 3
- Conduct Project Launch meeting around week 2 of the quarter – week of October 9

MGT 440 Schedule

Prior to Team Formation

Element	Date
Mandatory Plenary Meeting	5/10/23
Team Lead Applications Due	5/12/23
Team Leads Interviews	5/19/23
Team Leads Notified	by 5/23/23
Project Preference Poll	9/1/23
Team Assignments Announced	by 9/15/23

Post Team Formation

Element	Date
Intro Team Lead, Sponsor, Advisor*	week of 9/18/23
Sign NDAs and Project Agreements	week of 9/25/23
First Advisory Session (Class Hours)	10/3/23
Project Launch Meetings*	week of 10/9/23
Interim Findings Discussion*	week of 11/6/23
Final Presentation*	week of 12/11/23

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***Dates are approximate** – actual dates/times will be arranged by/between project sponsor, team and faculty advisors.

SUPPORT MATERIALS ASSIGNMENT GUIDELINES

Project Launch: Purpose, Key Elements
Due at the Start of Week 1 for the Project Launch Meeting

Purpose

- **Introduce the GSM team to the sponsor**
- **Review client context**
- **Outline project methodology and work approach**
- **Identify required resources**
- **Provide milestone timeline**
- **Detail project deliverables**

- 150 points

Key Elements & Outline

- Team Profile
  - Basic info about each member of the team
  - Professional background, areas of study & interests
- Key facts of sponsor situation "our understanding"
- Clearly articulate the objective(s) to be addressed in the project
- Identify the specific questions required to be answered during the effort
- Drive agreement between the Sponsor and GSM team on what will (and won't) be done
- Describe the project team's proposed methodology and identify the overall work approach -- breakdown the required work into logical and manageable work steps
- Identify and schedule the resources required to complete the project
- Provide a timeline of major milestones and intermediate deliverables
- Demonstrate that the project scope is achievable within project constraints
- Detail the project deliverables and show how they meet project objective(s)
- Represent the team's commitment

Note: Advisor will communicate template to be used (scoping template outline next page)

General Guidelines for Evaluating Written Materials

The following general criteria should be applied in the evaluation of submitted minor and major written deliverables and used in conjunction with specific guidelines for each of the course deliverables:

- Excellent understanding of the issues, intent, or problem, adept in discussing and evaluating it, and originality.
- Clear, accurate, precise. The thought and reasoning expressed is complex, well qualified, and shows a commitment to reasoning thoughtfully (sensitive to problems and complications) and completely (explains and defends assertions, identifies assumptions).
- Concepts, principles and theories of business have been thoroughly internalized, and are applied consistently and insightfully throughout.
- Objective and self-critical in its assessments.
- Clearly and squarely focused on the key topics .
- Originality is present - insight and inventiveness is clear.
- Well-written from a grammatical/stylistic point of view.

Scope Document Outline – Week 2

Key Elements & Outline

- **Project Context**
  - Brief overview of relevant client business (e.g., description of business unit, areas of focus)
  - Key elements of internal client environment (e.g., business strategy, operational / financial challenges)
  - Key elements of external client environment (e.g., market conditions, competitive environment)
  - Business context for problem drivers and constraints (e.g., new market, profit growth; capital capabilities, competition)
- **Project Problem Statement – succinct articulation of what challenge or opportunity is facing the client**
- **Proposed Project Scope**
  - Project objective – clear statement of what your engagement is focused on addressing
  - Strategic questions to be answered to understand and address the objective(s)
  - Proposed approach and methodology (e.g. Market Research, Competitive Analysis, Financial Analysis)
  - Project/scope limitations

Scope Document Outline (cont.)

Key Elements & Outline

- **Project Activities & Schedule**
  - Each of the work activities to be completed, with a breakdown of required work steps
  - Resources (time, access, information, people) required to achieve a successful outcome
  - Milestones/checkpoints/major engagement events
  - Resources required (internal and external to team)
  - Team member(s) accountable for completion
  - Expected role and input from sponsor
  - Critical dependencies and project risks
- **Key deliverables**
  - Description of intermediate work products
  - Description of final work product and supporting materials (e.g., models, research)
- **Alternatively, advisor may allow project launch deck with same components listed here to stand in for the scope document.**

Research Insights Document – Week 6

Purpose

- Outline the engagement research and analysis completed to date
- Share initial learnings and key insights
- Discuss and test initial implications with the sponsor
- Discuss emerging theories, obtain sponsor feedback
- Outline research and analysis going forward
- Identify potential adjustments in work effort and/or project concerns

Research Insights Document (cont.)

Key Elements & Outline

- Brief (re)statement of the project effort focus
  - Key problem
  - Business context
- Review of work process for the effort
  - Key work tasks to date
  - Sponsor individuals and third parties involved to date
- Outline of research and analysis
  - Research conducted (primary and secondary)
  - Results of the work completed to date
  - Key work required but not yet completed
- Discussion of emerging insights to date, for example:
  - Market structure
  - Nature of the competitive set
  - Potential opportunities of challenges
  - Risks/concerns
- Discussion of implications/emerging theories
  - Initial implications coming out of the research
  - Preliminary thoughts on the how the opportunity/challenge will play out
- Brief review of the process for remainder of quarter
  - Update/reminder on Spring Quarter working process and schedule
  - Requirements for additional research and analysis
  - Requirements for additional support/work with the sponsor
  - Proposed changes to objectives and deliverables (if needed)

Final Presentation – Week 10

Purpose

- The final client presentation is a summary of the work completed by the GSM team during the course of the quarter
- The purpose is to provide an overall narrative that starts with the objective of the effort, moves through the approach and the analysis, provides clear insights and implications of the work for the client, and drives to specific and actionable conclusions and recommendations
- The supplemental and support materials should provide the appropriate foundational elements from the work to help the client understand the basis for the final insights and recommendations
- None of the material presented in the final document should come as a surprise to the client – it should all flow from and be consistent with prior work and conversations

Key Elements & Outline

- Problem Statement and Project Scope
- Engagement Approach and Work Completed
- Findings and Analysis
- Insights and Implications
- Conclusions and Recommendations
- Supplemental and Support materials (often included as a separate document)
  - References
  - Data
  - Analysis
  - Models
  - Surveys
  - Other relevant information that provides insights and context for the work

Lessons Learned Reflections Paper - Due Exam Week

- **This is an individual (not team) paper with the overall goals to:**
  - Summarize your personal IMP experience
  - Discuss your role on the team and the interaction of the team members
  - Focus on what you've learned from the process vs. the specific consulting assignment itself
  - Outline your experience with an integrated approach to the client opportunity
  - *Note: This is not intended as a course evaluation.*
  - *You will be provided with separate opportunities to give specific feedback on the class itself.*
- **Question each team member should consider in their paper:**
  - Overview of your Role/Teamwork
    - What were your key contributions to the team? How did your skills complement the skills of others on the team?
    - Evaluate your own performance. What did you do well? How could you have improved?
    - Evaluate your team's performance? What did the team do well? What could the team have improved?
  - Lessons Learned from the Consulting Process
    - How effective was the approach the team took to address the client situation?
    - What were the key challenges faced by the team? How did the team adjust to the challenges?
    - What were the most interesting or surprising findings from your (team's) work?
    - What impact do you think the team's efforts had/will have on the client's thinking and business?
  - Developing an Integrated/Cross-Functional Perspective
    - What functions of your Client's business (marketing, finance, operations, etc.) did you and your team consider in developing your recommendations?
    - What key insights did you take away from an (integrated) cross-functional approach to the opportunity? How might you use these insights going forward?

Alternatively, advisor may allow three "bullet points" or an oral presentation to fulfill Lessons Learned requirement.

Individual Engagement and Participation Assessment

- **Engagement and participation by each student is critical to success of the IMPACT project team.**
  - It is expected that all students on the team will be actively engaged in the work for the quarter
  - The faculty advisor will review and assess each student's engagement and participation individually, and will assign a grade on an individual (not group) basis
- **The faculty advisor will evaluate student engagement and participation in class/team sessions against the following standard:**
  - Demonstrates excellent preparation: has analyzed material exceptionally well
  - Offers analysis, synthesis, and evaluation of material, e.g., puts together pieces of the discussion to develop new approaches that take the team further.
  - Contributes in a significant way to ongoing discussion and keeps analysis focused, responds thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps the team analyze which approaches are appropriate
  - Demonstrates ongoing active involvement in the project effort
- **Each student will complete an end of quarter evaluation to rate each member of the team based on relative contribution to the team's work and project outcome**
  - This is a **<u>supplement</u>** to the faculty advisor's own assessment and review of each student's engagement and participation
  - See following page in the handbook for additional details on this assessment

Peer/Self Evaluation on Participation - Due Exam Week

Peer & Self Engagement / Participation Performance Evaluation: End of Quarter

- Much of the team interaction in M440 takes place outside the view of the faculty advisor.
- To help provide additional insights into engagement/participation, each student will provide feedback on their team members' performance as well as their own at the end of the quarter.
- This is a *Confidential* assessment submitted directly to the faculty advisor through Canvas and will not be shared with the student's other team members.
- It is a numeric assessment with the opportunity to provide more detailed written feedback – feedback which is required for an assessment that is not "As Expected."
- Evaluations for each individual will be summarized – the faculty member will be looking at trends in these evaluations to help provide additional insight into student participation.
- The faculty advisor -- solely based on his/her/their judgment – will assign the engagement/participation portion of the course grade for each student.
- The Peer/Self Evaluation form will be available on Canvas starting in week 10 and must be completed before the end of exam period. An example form is in the Appendix.

Peer/Self Evaluation on Participation - Template Form

MGT440 Peer & Self / Team Member Evaluation

In EduSourced you will find the Self and Team Member Evaluation at [LOCATION]. You are required to completed this Evlauation for each of your team members and yourself by 5pm on the last day of exam period.

Rate each of your team members' contribution to the success of your IMPACT project. Factors to consider in your evaluation are as follows:

Evaluation Factors: Overall contribution to the final outcome of the project

- Personal commitment to the team, and to the quality level of the project
- Ability to assess and deal with critical factors and priorities, and meet deadlines
- Behavior in the fostering constructive relationships among team members and the client sponsor
- Effectiveness of communications within and outside team
- Reaction to unforeseen events and obstacles

Use the form on EduSourced to complete the Evaluation as follows:

Evaluation Process: Rate each team member's contribution from 1 to 5

- If you or a team member has met expectations for their contribution to the team, they should be scored at **3**.
- If a team member(s) clearly contributed more than expected, recognize that team member with a score **4 or** 5.
- If a team member contributed less than expected, score the team member with a **2 or 1**.
- **Supporting Comments**: If you rate any team member(s) **above or below 3,** you **must** provide supporting comments in the comments field, with respect to one or more of the evaluation factors above for each team member you so rate.

MGT440 Peer & Self / Team Member Assessment
Template Only – Form online at EduSources [LOCATION]

Team Member	Rate Overall Contribution by Each Team Member					Comment (Required for any rating other than 3)
	1: Well Below Expectations	2: Below Expectations	3: At Expectations	4: Above Expectations	5: Well Above Expectations	

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SUPPORT MATERIALS
CODE OF CONDUCT &
PRINCIPLES OF COMMUNITY

Code of Conduct

- We are responsible for our conduct to our university community, to the Graduate School of Management faculty and administration, to our fellow students, and to those from whom we seek information and assistance. Any violation of this code of ethics will be reason for automatic failure of the course.
- Throughout the class, each student is expected to conduct him/herself in concert with the UC Davis Code of Academic Conduct outlined at: **http://sja.ucdavis.edu/files/cac.pdf**
- In addition, students are expected to comply with the following code of ethics for working with sponsor organizations:

(1) While the team does not receive financial remuneration for this activity, we are taking the time, and therefore exacting a real cost, of many people. We must do everything possible to minimize this cost, especially to sponsor organizations.

(2) This program entails responsibility to three parties:

(a) our team members, who are counting on us to carry our share of the burden and to treat each other in a professional manner;
(b) our sponsor organization, or whoever we contact personally to obtain information, who may incur both a cost and a competitive risk;
(c) the University and School community, which requires that we live up to high academic and personal standards and that we leave an impression of high quality and integrity with all those we contact.

(3) If there is any real or perceived conflict of interest with our sponsor organization, we should seek another sponsor or another team.

Code of Conduct (cont.)

(4) We must maintain strict confidentiality of information given to us in confidence.

(5) We must make no contacts, outside of information available publicly such as in libraries or on the Internet, without express permission from our sponsors, or without permission by the course instructor.

(6) We should research sponsor organizations as much as possible before visiting them. They will respect us more for our advanced understanding of their operations, and we will minimize their time costs.

(7) We should meet with as many people as possible to obtain objective information yet subject ourselves to the discipline of minimizing the sponsor's costs.

(8) We should never make ad hoc suggestions. We should learn as much as we can before we come to even preliminary conclusions.

(9) We must report our research findings and conclusions honestly, factually and understandably. We must have explicit agreement in advance of the production of our final report of the limits of our study and of the sources that may require protection.

(10) We must have a work plan approved by a Faculty Advisor before we start working with the sponsor. All parties to this project must understand their obligations in order to allow completion of the project on time.

UC Davis Principles of Community

The Principles of Community are not official UC Davis policy; nor do they replace existing policies, procedures or codes of conduct, but rather an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles.

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

UC Davis Principles of Community (cont.)

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

You can find a Policy Quick Reference for Diversity, Equity and Inclusion here: https://ucdavispolicy.ellucid.com/manuals/binder/441

Additional information regarding UC Davis administrative policies and procedures is available on the Administrative Policy website at https://manuals.ucdavis.edu/ and official policies can be accessed at https://ucdavispolicy.ellucid.com/.