

**Commerce 4GR3
Student Experience and Development IV
Winter 2026 Course Outline**

**DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course aims to provide students with the opportunity to work collaboratively with peers to analyze real business problems and create innovative and holistic solutions by partnering with leading and progressive sectoral organizations. This unique partnership opportunity offered by this course serves to create opportunities for innovation, recruitment / job placement, training and development as well as community engagement.

The objectives of this course are the following:

1. Provide real world opportunities for the students in business consulting, business analytics, project management and problem solving
2. Guide students through the process of applying learned management theories dynamically and creatively to identify, research and analyze business issues and to make recommendations with an understanding of impact at a strategic level.
3. Strengthen business management abilities and leadership skills through teamwork and hands-on project management.
4. Enhance communication skills in a professional setting, both in oral and written form.
5. Develop capabilities in self and peer-evaluation as well as encourage reflexivity and peer-mentorship practice.
6. Recognize and articulate the impact of the capstone project on their professional skills and leadership development and how the experience can be leveraged for future career success and personal development
7. Understand the impact students have as leaders during a real-world client project.

INSTRUCTOR AND CONTACT INFORMATION

Core / Day / Time	Course Instructors	Teaching Assistants
C01 Monday 11:30AM – 2:20PM	Karleen Dudeck dudeckkj@mcmaster.ca	See Avenue to Learn
C02 Wednesday 11:30AM - 2:20PM	Aadil Merali Juma jumaas@mcmaster.ca	See Avenue to Learn
C03 Tuesday 11:30AM – 2:20PM	Tim Fung fungt@mcmaster.ca	See Avenue to Learn
C04 Thursday 2:30PM - 5:20PM	Aadil Merali Juma jumaas@mcmaster.ca	See Avenue to Learn

Students should reference Avenue to Learn for classroom locations.

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course consolidates the various learning experiences in the Bachelor of Commerce and GR0 Programs by providing students with the opportunity to work collaboratively with peers to analyze real business problems and create innovative and holistic solutions. In this course, students engage in a business consulting project that will require the application of knowledge acquired in the past years as well as communication, collaboration, problem solving and self-management skills in a professional manner. As with previous GR0 courses, this course also supports students in building their leadership abilities and to be job-ready as they come near the start of a career path.

Career Professional Development (CPD). As this course marks the final semester of your undergraduate program, it also marks the new beginning of your professional journey as a graduate. To conclude your CPD, the CPD team will work with you to uncover and translate the learned and practised professional skillsets into your personal professional portfolio.

Leadership Development. Following up on your leadership development journey that started in 3GR0, you will be completing another survey based on your collaboration with peers during the experiential project. You will receive individualized feedback about your leadership style as well as tips and suggestions to further develop your leadership skills.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Attain real world experiences in business consulting, project management and problem solving through the completion of a course project that addresses an organization's need.
2. Demonstrate a structured yet creative approach to researching and analyzing a business issue by applying learned frameworks, from problem definition to making recommendations with an understanding of impact at a strategic level, supported by active participation in class-based analytical exercises and discussions.
3. Gain confidence in public speaking and professional communication by engaging in conversations in large group settings, presenting verbally without memory aids, participating in spontaneous speaking opportunities, and communicating effectively in both oral and written forms through structured and impromptu in-class presentation opportunities. .
4. Practice business management and leadership skillsets while working in teams including collaboration, facilitation, client engagement and influence, communication, innovation, critical thinking, time management, adaptability, resilience, and navigating ambiguity; supported by consistent in-class participation and engagement in Business Workbook activities. Evaluate self- and team-performance, as well as leadership development through reflexivity and peer-mentorship practice, , while taking responsibility for active participation and presence in the learning community.

Leadership Development

- Discover how individual leadership competencies emerge and impact peers while working in teams to solve a business problem.
- Identify and leverage one's strengths to amplify impact while improving on areas that support your aspiration to becoming a more authentic and impactful leader.

Career Development

- Translate the reflection on the experiential learning activities into essential practical business professional skillsets that set students apart.
- Cultivate a continuous learning mindset to advance and adapt to changing professional requirements.

COURSE MATERIALS AND READINGS

Required Reading

Client Briefing Material (see A2L)

Recommended Reading (Optional):

The McKinsey Way

https://mcmaster.primo.exlibrisgroup.com/permalink/01OCUL_MU/deno1h/alma991033009801707371 (free of charge through McMaster Library)

The Student Guide to Case Method.

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FvVuTEAV> (Optional - \$11.25)

Required Technology:

Digital Applications/Accounts

1. **Avenue to Learn:** All course information, required materials, general announcements, and other resources you will need will be included in the course Avenue shell. To access your course, go to [Avenue to Learn](http://avenue.mcmaster.ca/) (<http://avenue.mcmaster.ca/>)
2. **Top Hat:** Participation during Class Events, Tutorials and any organized group activities will be assessed via engagement activities using Top Hat. You will receive instructions via Avenue to create your account and join the course. Please note that using Top Hat is free for DeGroote students, you do not need to pay to create an account.

Top Hat registration how-to guide: <https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>. Your Course code will be listed on Avenue.

Technology Support Note: If you run into a problem with any course related technology, please contact technical support of the respective platform. Your TA is not your technical support person but do keep them updated on any issues that cannot be quickly resolved, so we can determine if it is an individual issue, or it is a system wide problem affecting multiple students. The list of technical support links/contact information is posted on Avenue.

COURSE OVERVIEW AND ASSESSMENT

Course Website – Avenue to Learn:

On this site you will find:

- Lecture slides
- Links to useful course-related websites
- Additional information about course evaluation components
- Course documents such as this syllabus, any amendments to the schedule
- Articles of interest

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Lecture Core Content	In-person	<ul style="list-style-type: none"> • Live in-person lectures. • Open Q&A forum with in-class working time to provide guidance on how to complete upcoming assignments. 	Top Hat and Avenue submissions for participation.
Readings	Asynchronous	<ul style="list-style-type: none"> • Client briefing material is required reading to provide students with the needed industry background. • Recommended readings complement lecture notes to enhance students' consulting skill sets. 	Readings linked in Avenue, or in recommended textbook.
Group Work	Both	<ul style="list-style-type: none"> • Individual group work to complete experiential project requirements. 	Async: any virtual tools

Avenue to Learn is an important communication platform for this course. You should develop the habit of checking the course folder on a daily basis. It is your responsibility to ensure that your e-mail address and account settings in Avenue are correct for you to receive messages.

Evaluative Components

Missed Assignments will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments **will be penalized 25%** for each day they are late. Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION	DUE DATE
Individual Activities and Deliverables			
In-Class Engagement	35%	Attendance and active in-class verbal engagement, as well as in-class activities, discussions, impromptu presentations, Pitch presentations, Leadership Survey, reflections, additional in-class assignments as determined by the instructor (Individual submissions)	Weekly (see Course Schedule)
360 Team Performance and Peer Performance Assessment	5%	Team performance and peer performance assessment (Individual submissions)	April 5 at 11:59 PM
Business Workbook	10%	Self-Reflection and Evaluation on Leadership, Experiential Project and Career. Self and Peer Reflection (Individual submission)	April 5 at 11:59 PM
Group Experiential Project Deliverable **			
Project Proposal and Team Charter	5%	Project team charter to guide how the team works (template provided). Outline of project objective, scope, plan client deliverables (template provided)	Week 4 – 11:59 PM on Day Before Class
Strategic Opportunity and Analysis Report	18%	15-page word document on analyses conducted and insights (template provided)	Week 6 – 11:59 PM on Day Before Class
Final Presentation*	17%	Client PowerPoint presentation	Week 9 – 11:59 PM on Day Before Class
Client Pitch	10%	Client Pitch Deck	Week 13 – 11:59 PM on Day Before Class

* *Final Presentation* is a mandatory component for this course. All students must show up and present as a pre-requisite to passing this course

** Up to 25% of the *Experiential Project Deliverable* (equivalent to 12.5% of marks), subject to instructor discretion, can be adjusted based on individual performance informed by *360 Team Performance and Peer Assessment*, and contributions during class sessions, written reports and presentations.

COURSE DELIVERABLES

Experiential Project Deliverable

The following deliverables are part of your overall client experiential project deliverable. The project accounts for **50%** of your final grade. There are four parts to this overall experiential project.

Deliverable #1 – Project Proposal and Team Charter

This deliverable accounts for **5%** of your grade. You will develop a project proposal document that outlines the problem statement, project scope, research questions, analytical approach, project plan, resources and expected deliverables. You will also complete your team charter which outlines the principles that govern how your working team collaborates and builds a high performance team culture. A template will be provided as a guide.

Deliverable #2 – Strategic Opportunity and Analysis Report

This deliverable accounts for **18%** of your grade. You will write a 15-page report focuses on research and analysis of the stated business problems and other emergent issues as an interim update to the client. A template will be provided as a guide.

Deliverable #4 – Final Presentation*

This deliverable accounts for **17%** of your grade. You will produce a final PowerPoint presentation to be shared with the client. A suggested approach will be provided as a guide. 5% of the 17% will be attributable to individual performance.

***This is a mandatory portion of this course. All students must present as a pre-requisite to passing this course.**

Deliverable #5 – Client Pitch

This deliverable accounts for **10%** of your grade. You will deliver a short pitch live to the client.

Individual Activities and Deliverables

In-Class Engagement

- **Attend all sessions in-person.**
- Activity engage in verbal contribution to in-class discussion, and participate in in-class activities, discussions, impromptu presentations, SOAR Pitch, Mock Client Pitch, Career- related Activities, Leadership Survey, Individual Client Question submission, reflections, additional in-class assignments as determined by the instructor for **35%** of your grade
- Complete all required in-class activities (e.g., Top Hat, Avenue) and homework assignments
- **Please display your name in clearly visible name plate in live lectures** to accurately assess your verbal contribution in class.

In-class activities included but are not limited to the following:

- Writing an email to the client requesting additional data or clarification on the project.
- Consolidating the questions from your group in a list format and submitting online (link on Avenue).
- SOAR Pitch and Mock Client Pitch
- Leadership survey submission in-class activities
- Career-related activities and reflections
- Individual class-related reflection activities assigned during classes.
- Additional in-class engagement assignments to be announced at the instructor's discretion.

Note: **Please inform your TA if you are going to miss classes, arrive late or leave early as a courtesy and respect.** Failing to do so may result in penalties (instructor has the discretion to deduct all of your participation marks if students miss 2 classes and more without MSAF or direct communication with the TA).

Business Workbook:

This deliverable accounts for **10%** of your grade. You will reflect and evaluate on your leadership development, your project experience and learning from 4GR3 and how your experience could benefit and / help you with your career development, job search process and your personal and professional development.

In addition to completing the workbook, you will need to submit the following (instructions will be in the workbook):

- An updated resume (using the template provided) including your capstone experience (following the requirements shared in the workshop).
- A screenshot of your capstone project as it appears in your LinkedIn profile (following the requirements shared in the workshop).

360 Team Performance and Peer Performance Assessment

Complete the 360 Team Performance and peer performance assessment for **5%** of your grade.

This assignment is graded based on authenticity, reflexivity and honesty and not on the performance itself. The Peer Performance Assessment could impact individual performance (see Evaluative Component section above)

WRITTEN DELIVERABLES

Unless otherwise directed, **all hand-in assignments** are expected to be in the best business standard.

- Double- spaced
- 1" margins all around
- 12-point font in Times New Roman
- For citations, follow the APA style

SUBMISSIONS

All documents are to be submitted via Avenue to Learn, unless otherwise stated, and must be submitted before the stipulated deadline. Otherwise, late penalties will be applied.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

OFF-CAMPUS SITE VISITS

There might be an opportunity for a special off-campus tutorial that will be held at a client location. This will provide students with a unique experience to immerse themselves in the environment of their term project client. Actual details of this tutorial will be confirmed and shared first two weeks of class.

GENERATIVE AI

SOME USE PERMITTED

Students may use generative AI for editing/translating/outlining/brainstorming their work throughout the course. Use of generative AI for these purposes should be acknowledged/cited. Written acknowledgments may include the following elements:

- Generative AI tool used (name/version)
- Specific uses of tool
- Identify prompt(s) used
- Explain how output was used in your work

The content and formatting of acknowledgments are not well established, so check with your instructor about any specific requirements.

Students are not permitted to use generative AI to create content for their work throughout the course including drafting written content for reports, emails, or presentation content. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools to create content is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Use of generative AI outside of the stated use of editing/translating/outlining/brainstorming or without citation will constitute academic dishonesty. It is the student’s responsibility to be clear on the expectations for citation and reference and to do so appropriately. If you have any questions or unclear about permission of usage, please see [McMaster's Guidelines on the User of Generative AI in Teaching and Learning](#) or speak to your instructor.

More information about McMaster University’s policy on generative AI use and academic integrity can be found here:

<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/academic-integrity-policy/>

<https://provost.mcmaster.ca/generative-artificial-intelligence-2/task-force-on-generative-ai-in-teaching-and-learning/provisional-guidelines-on-the-use-of-generative-ai-in-teaching-and-learning/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4GR3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Commerce 4GR3 Student Experience and Development IV Winter 2026 Course Schedule

Date / Theme	Activity/ Content	Preparation, Deliverables and Due Dates
Week 1 Jan 5 – 11 <i>Course Introduction</i> <i>Leadership and Teams Development</i>	<ul style="list-style-type: none"> Course Overview Introduction to Team Roles and How to Build a High Performance Team Activity - Belbin (Individual and group) Guest Speaker Leadership Overview Activity: Leadership reflection (individual) 	<p>Preparation (Prior to Class):</p> <ul style="list-style-type: none"> Review course outline <p>Deliverables – Due by end of Class</p> <ul style="list-style-type: none"> Leadership reflection (Top Hat) Individual and group Belbin activities (Top Hat) <p>Deliverables – Due within 24 of Class</p> <ul style="list-style-type: none"> NDA's due within 24hours (where required) - submit on Avenue <p>Deliverables - Due 11:59 PM on the Day Before Next Class</p> <ul style="list-style-type: none"> Finalize teams on Avenue after drop/add
Week 2 Jan 12 – 18 <i>Client Project Kick-Off & Problem Solving</i>	<ul style="list-style-type: none"> Client Introduction and Project Overview Problem solving approaches Activity: Determining key issues part 1 (individual submission) Activity: Determining key issues part 2 (group discussion) Review Project Proposal and Team Charter Assignment 	<p>Preparation (Prior to Class)</p> <ul style="list-style-type: none"> Review Library Video Review Client Project Brief Conduct preliminary client organization and industry research Prepare to engage in Q&A with client <p>Deliverables – Due by end of Class</p> <ul style="list-style-type: none"> Individual Key Issues Slide (Top Hat)

<p>Week 3 Jan 19 - 25</p> <p><i>Strategic Frameworks and Alternatives</i></p>	<ul style="list-style-type: none"> • Strategic Frameworks Review • Activity: Pecha Kucha (group) • How to create solution hypotheses, Alternatives, MECE • Activity: Divergence/convergence and Creating Solution Hypothesis (group) • Presentation skills 	<p>Preparation (Prior to Class)</p> <ul style="list-style-type: none"> • Identify project relevant strategic frameworks <p>Deliverables – Due by end of Class</p> <ul style="list-style-type: none"> • Group divergence/convergence activity (Top Hat) <p>Deliverables - Due 11:59 PM on the Day Before Next Class</p> <ul style="list-style-type: none"> • Project Proposal and Team Charter (Avenue)
<p>Week 4 Jan 26 – Feb 1</p> <p><i>Review SOAR Report Preparation</i></p>	<ul style="list-style-type: none"> • How to develop a Decision Matrix – • Activity: Decision Matrix (individual) • Final Presentations – Consulting vs Pitch • How to prepare client questions • Review Strategic Opportunity and Analysis Report (SOAR) Deliverable • Activity: Prepare an individual email requesting additional data and/or seeking answers / clarity on certain questions (individual submission) • Group coaching / Check in with TA 	<p>Preparation (Prior to Class):</p> <ul style="list-style-type: none"> • Prepare questions for clients • Identify possible solutions <p>Deliverables – Due by end of Class</p> <ul style="list-style-type: none"> • Individual Decision Matrix Slide (Top Hat) • Individual email to client (Top Hat) <p>Deliverables - Due 11:59 PM on the Day Before Next Class</p> <ul style="list-style-type: none"> • Group Consolidated Questions (link on Avenue for online form submission)
<p>Week 5 Feb 2 – 8</p> <p><i>Team Performance Check-in and Preparation for Client Check In, Final Presentation</i></p>	<ul style="list-style-type: none"> • How to conduct a team performance discussion • Activity: 360-team performance reflection (individual) • Activity: 360-team performance discussion (group) • Activity: Personal leadership reflection • Group coaching / Check in with TA 	<p>Preparation (Prior to Class):</p> <ul style="list-style-type: none"> • Group work on SOAR Report • Prepare questions to ask TA during Group Check-in • Group work on alternatives <p>Deliverables – Due by end of Class</p> <ul style="list-style-type: none"> • Individual personal leadership reflection (Top Hat) • Individual team performance reflection (Top Hat) • Individual team performance discussion reflection (Top Hat) • <p>Deliverables - Due 11:59 PM on the Day Before Next Class</p> <ul style="list-style-type: none"> • Group SOAR Report (Avenue) • Group SOAR Pitch slide (Avenue)

Week 6 Feb 9 – 15 <i>SOAR Pitch Day</i>	<ul style="list-style-type: none"> Students will be divided into two groups and attend half of the class to deliver their SOAR Pitch, watch their peers' pitches and provide peer feedback on the presentation 	Preparation (Prior to Class) <ul style="list-style-type: none"> Group work – prepare for SOAR Pitch Deliverables – Due by end of Class <ul style="list-style-type: none"> Peer Presentation Feedback (In person)
Week 7 Feb 16 – 22	Midterm Break – no classes – good luck with midterms!	
Week 8 ** Feb 23 – Mar 1 <i>Client Check-In</i>	<ul style="list-style-type: none"> Client Check-In Session: Feedback and Q&A Group coaching / Check in with TA 	Deliverables - Due 11:59 PM on the Day Before Next Class <ul style="list-style-type: none"> Final Presentation Slides (all groups) (Avenue)
Week 9 ** Mar 2 – 8 <i>Final Presentations (Day 1)</i>	<ul style="list-style-type: none"> Final presentations - day 1 Schedule to be determined by instructor 	Preparation (Prior to Class) <ul style="list-style-type: none"> Leadership Survey opens on March 1 at 8 AM (link on Avenue) Deliverables – Due by end of Class <ul style="list-style-type: none"> Peer Presentation Feedback (In person)
Week 10 ** Mar 9 – 15 <i>Final Presentations (Day 2)</i>	<ul style="list-style-type: none"> Final presentations day 2 Schedule to be determined by instructor 	Deliverables – Due by end of Class <ul style="list-style-type: none"> Peer Presentation Feedback (In Person) Deliverables - Due 11:59 PM on the Day Before Next Class <ul style="list-style-type: none"> Leadership Survey (link on Avenue) Presentation Skills Reflection (Top Hat)

Week 11 ** Mar 16 – 22 <i>Career Day</i>	<ul style="list-style-type: none"> • Career workshop day hosted by CPD • Activities: individual and/or group career-related activities 	Deliverables – Due by end of Class <ul style="list-style-type: none"> • Career-related activities (Top Hat and Avenue) Deliverables - Due 11:59 PM on the Day Before Next Class <ul style="list-style-type: none"> • Mock Pitch Slides (Avenue)
Week 12 ** Mar 23 – 29 <i>Mock Client Pitch Day</i>	<ul style="list-style-type: none"> • Students will be participate in a “mock pitch event” • Students divided into two groups and attend half of the class to deliver their Client Pitch, watch their peers’ pitches and provide peer feedback on the presentation 	Preparation (Prior to Class) <ul style="list-style-type: none"> • Group work – prepare for Mock Pitch • Review Leadership Feedback Report Deliverables – Due by end of Class <ul style="list-style-type: none"> • Peer Presentation Feedback (In Person) Deliverables - Due 11:59 PM on the Day Before Next Class <ul style="list-style-type: none"> • Final Presentation Slides (Avenue)
Week 13 ** Mar 30 – April 5 <i>Client Pitch Day</i>	<ul style="list-style-type: none"> • Groups will deliver their final Client Pitches to the client 	Preparation (Prior to Class) <ul style="list-style-type: none"> • Group work – prepare for Client Pitch Deliverables - Due 11:59 PM on April 5 <ul style="list-style-type: none"> • Individual 360 Team Performance and Peer Performance Assessment (Avenue) • Individual Business Workbook (Avenue)

**** Note:** The course instructor may modify the schedule of the final weeks of term to accommodate client schedules and experiential activities. There might also be an opportunity for off-campus site visits to the client locations (see section Off-Site Client Visits above). This will provide students with a unique experience to immerse themselves in the environment of their term project. Students should be prepared to attend all classes. Scheduling changes will be communicated to students via Avenue to Learn.