

Integrated Management Project (IMP) Program and MGT 440 Course Overview

Updated May 2024

Outline of Presentation

- Introductions and Overview/Background of Course
- Project Sourcing, Timeline, and Supporting Tools
- How Team Leads/Team Members are Assigned for Each Project
- Overview of Group Dynamics
- Course Grading
- Appendix
 - Additional Materials Related to Course Goals and Project Work Products
 - Additional Materials Related to Project Team Dynamics and Course Grading
 - Materials Related to Code of Conduct and Principles of Community

Integrated Management Projects (IMP) Program Team

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Introductions and Overview/Background of Course

The IMP Course Objectives Support Overall GSM Goals for MBA Students

The course promotes the development of “inspired, innovative and collaborative leaders...committed to making a positive impact” via three specific dimensions of professional development

Applies academic
knowledge acquired
in core classes

Addresses an actual,
business opportunity/
issue that requires
research and analysis
completed in 10
weeks (one quarter)

Builds many skills
relevant to your
future professional
career/personal life

An IMP Project anticipates many situations you will likely encounter as a working professional

These projects may differ from other team-based activities experienced during your MBA

Leverages Knowledge

Can build on existing knowledge base – but may also require you to learn about an unfamiliar industry or topical area quickly

Team-Based

Project team is 4-6 students – but familiarity with your teammates may vary

Collaborative

Team commits 500+ total hours – incl. time engaged with key Sponsor personnel in several meetings

Intensive

Team develops/ delivers findings and insights during one, ten-week, academic quarter

Past IMPs have spaned industries, as well as organizational sizes and types

- **Six-unit**, project-based course – teams work with companies to address real world issue/opportunity
- IMPs integrate aspects of both previous professional experiences and prior MBA class materials
- Replicates professional realities and organizational dynamics (“hard” project deadlines; potentially unfamiliar team members; diverse team backgrounds)
- Sharpens data-gathering, hypothesis generation, and decision-making skills critical throughout your professional and personal lives at all future career stages

Past Project Sponsors (Representative)



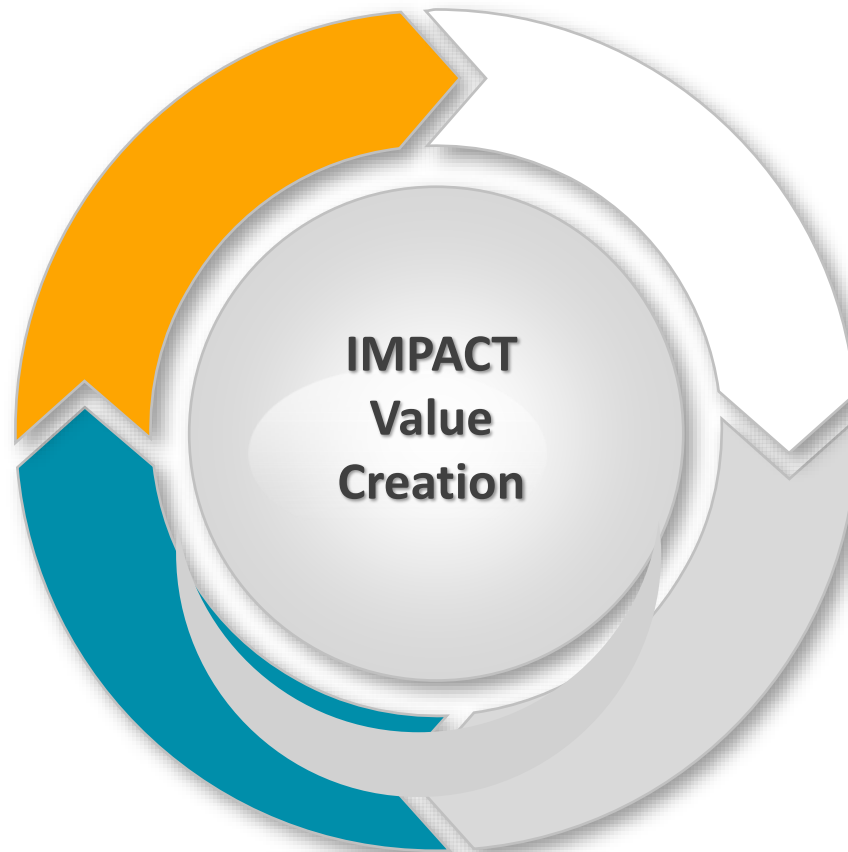
The course has benefits for all its key stakeholders

Increases **GSM's** Profile

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

Sponsor Receives Analysis/Insights

- Work Products and Recommendations are actionable – Sponsor expects implementable ideas
- Projects provide cost-effective analysis or new “white-space” opportunities for Sponsors



Student Learning

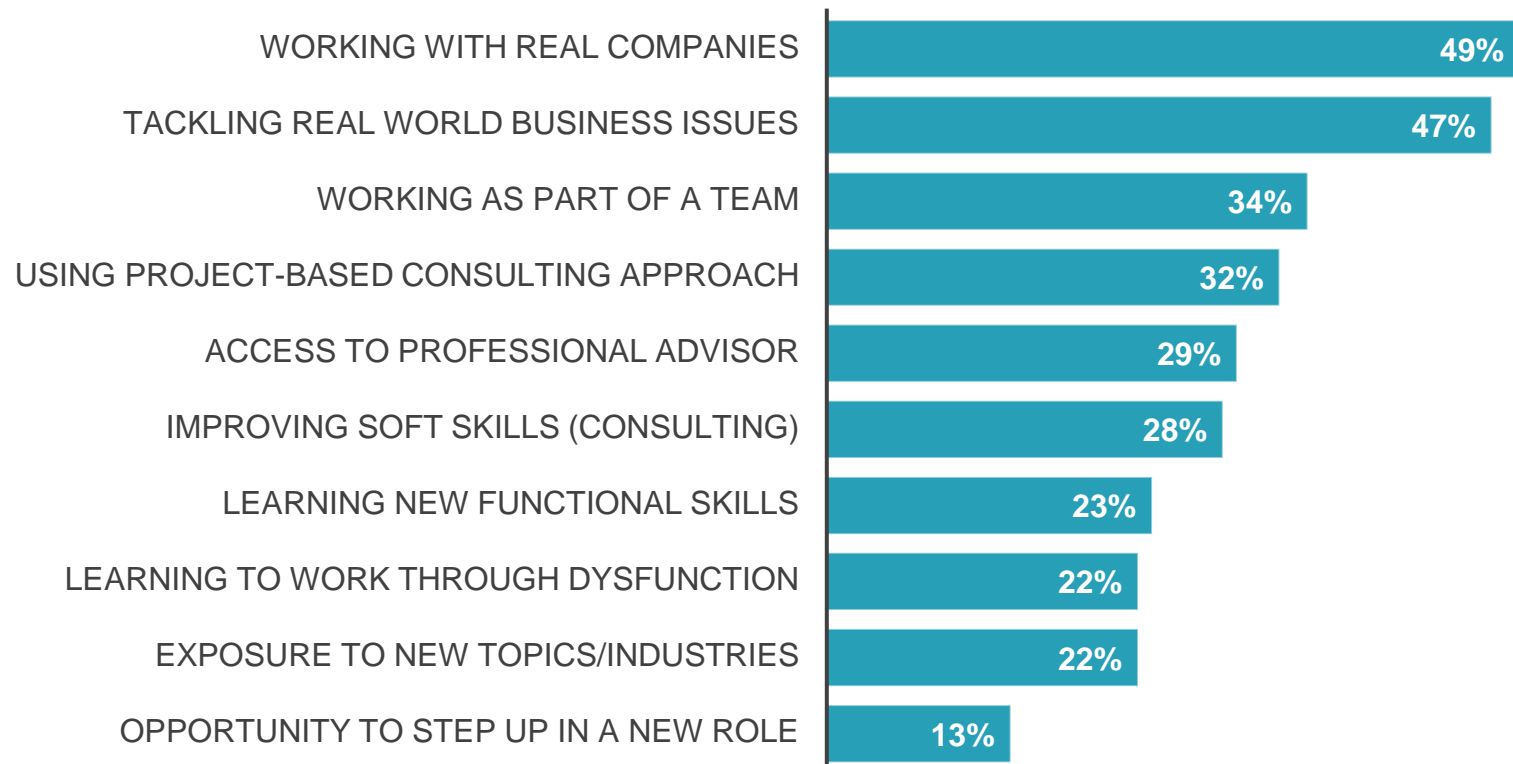
- Delivers a significant – and potentially differentiated - learning experience
- Allows students to learn/apply research/analysis and team-building/communication skills

Student/Sponsor Interactions

- Students can provide Sponsor with positive image of GSM overall
- Can help students build professional network

Students report multiple benefits associated with IMP participation

Benefits Reported By Students



N=166, 2019-2021

Project Sourcing, Timeline, and Supporting Tools

How Project Sponsors are Identified and Selected

- **We seek out a wide variety of Sponsors**
 - Established, for-profit, companies of all sizes; non-profits; governmental entities, or “internal” UCD or UC units can all sponsor projects
 - Tend to avoid early-stage or startup companies as Sponsors
- **Student input helps to identify potential Sponsors**
 - **Students’ past employers or professional network can be an important source of new projects**
- **Sponsors need to provide executive commitment, supply needed data, and allow the project team access to organizational subject matter experts**
 - we also seek a “suggested donation” from the Sponsor to the GSM for each IMP
- **Goal is to build/strengthen relationships with project Sponsors during IMPs**
 - **It is critical for students to act professionally throughout project**
 - Positive IMP feedback from Sponsors can lead to additional IMPs, as well as deeper recruiting or other GSM partnerships with Sponsor

Projects typically comprise two parts: Discovery/Analysis and Findings/Recommendations

Discovery/Analysis: First Half of Project



2nd Half: Further Analysis/Develop Conclusions



Each IMP Team has a “Faculty Advisor”

The role of the Faculty Advisor (who has significant professional experience) is to guide the team to a successful project outcome. The Advisor is not the IMP “Team Lead.”

- Each team meets with its Advisor for at least one hour every week - part of mandatory (and minimum) three hours of weekly team meetings. This meeting may be in-person or via Zoom
- Team can also schedule ad hoc advisory sessions with its Faculty Advisor to address key issues. **However, team should present hypotheses and potential solutions to Advisor, not just “the issue/problem”**
- The Faculty Advisor provides guidance/advice on topics such as project approach, analysis methods, presentation format, etc.
- Reviews – **but typically does not generate** – content
- “Dry-run” sessions take place before the Interim and Final Presentations with Sponsor - Advisor reviews the proposed presentations and offers feedback
- Advisor will advocate for team if Sponsor seeks to expand project scope after kick-off
- The Faculty Advisor uses a grading rubric (which is covered in more detail later in this presentation) to generate each team member’s course grade

Key Meetings with Sponsor Occur Throughout the Project

Pre-Kick-Off Meeting

- Team Lead and project Faculty Advisor confirm Sponsor's key question(s) and project scope
- Confirm that all required data will be made available to team on a timely basis
- Outline proposed date ranges for three subsequent meetings with Sponsor representatives

Kick-Off Meeting

- Introduce team to Sponsor
- Address any unresolved questions/issues
- Outline project methodology, work approach, and proposed deliverables
- Review proposed timeline of subsequent meetings

Interim Meeting

- Present research and analysis to-date; share initial findings
- Test preliminary hypotheses (if any) with Sponsor
- Obtain Sponsor feedback and discuss Sponsor priorities for remainder of project
- Incorporate Sponsor feedback into 2nd-half of project workplan

Final Meeting

- Share finding/conclusions that are supported by:
 - Background and primary research
 - Financial, market, or other models
- Receive Sponsor Feedback
- Finalize report and send Sponsor all key work products and final report
- Return all Sponsor data

More detail about the potential work products and deliverables associated with each of these meetings is available in the Appendix of this presentation.

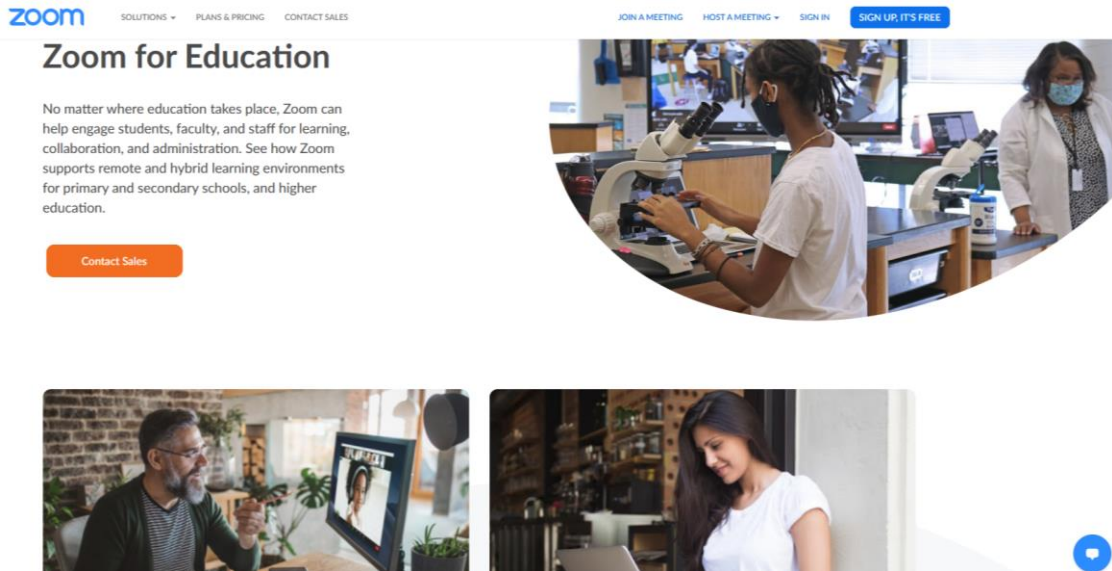
PROJECT TIMELINE

The four, key meetings occur throughout the academic quarter



Multiple tools can be leveraged by the Team during the Project

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



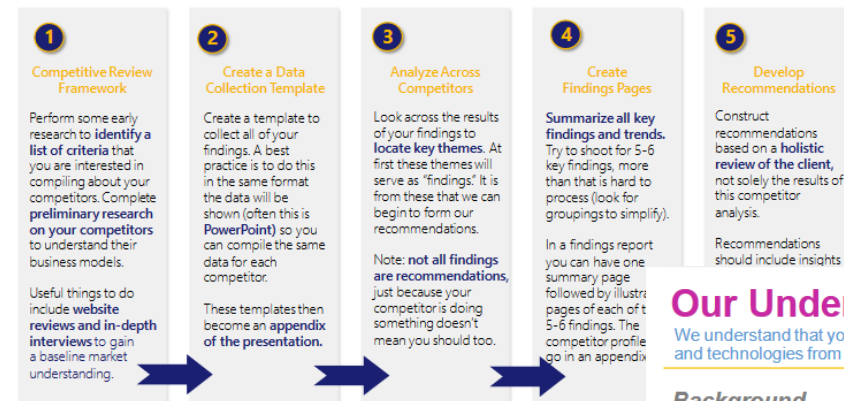
- **Canvas** - Project assignments/due dates are listed in the M440 Canvas course portal.
- **Box.com** - IMP teams will use Box.com to securely share files Set up your UCD Box account here: <https://itcatalog.ucdavis.edu/service/box>.
- **Qualtrics** – This is a web-based survey software tool available 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.

The Knowledge Exchange Provides Access to Past Project Deliverables

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

The Five Aspects of Creating a Competitive Analysis

A competitive analysis is a strong resource in the creation of client recommendations. This slide provides a high-level overview of the framework used to build a competitive analysis. This framework is shown in action for Big Lots, in sections 3,4 and 5.



Our Understanding

We understand that you would like us to evaluate a set of regenerative agriculture technologies from an economic and environmental point of view.

Background

Client X recognizes its responsibility as a company to address the environmental and social impacts of product production. In 2017, the company launched its Sustainable in a Generation (SIG) plan to reduce total GHG emissions. The central goal of this plan is to decrease emissions 27% by 2025 and 67% by 2050, relative to 2015 levels.

To this end, Client X has outlined a project for UC Davis to explore additional ways to support their SIG goals.

Areas of Exploration

	Market Analysis <ul style="list-style-type: none">Analyze current market demand and offeringsDetermine optimal entry point
	Business Case Analysis <ul style="list-style-type: none">Analyze select regenerative agriculture technologiesUse both economic and environmental criteria
	Recommendation <ul style="list-style-type: none">Understand impact and cost effectivenessRecommend technology for future investment

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How Team Leads/Team Members are Selected for Each Project

If You Are Interested in Being a Team Lead

- All students in the cohort are eligible to be a Team Lead
- Send your resume and a brief 1-2 paragraph Word document that summarizes your interest in and qualifications for being a Team Lead by email to impact-gsm@ucdavis.edu. Submissions **are due by noon on Friday, May 17th**.
- IMP Program Director and Faculty Advisors will review all submissions. Each student interested in being a Team Lead will be scheduled for a half-hour interview slot with IMP Program staff. All interviews will take place on **Friday, May 31st**.
- IMP Team Leads will be selected and notified the **week of June 3rd**.
- A Team Lead/Project Management training seminar will be held on **September 10th** - prior to the start of the Fall Quarter.

Team Lead Responsibilities and Benefits

The Team Lead **COORDINATES** project logistics, as well as ad hoc interactions with the project Sponsor.

Responsibilities

- Coordinates calendar and schedules meetings
- Determines team meeting agendas
- Creates project work plan (with input from team and Faculty Advisor)
- Typically serves as the primary contact point for Sponsor
- Allocates tasks and tracks project progress

Benefits

- Hands-on leadership opportunity
- Acknowledgement of project leadership role as an “IMPACT Fellow”
- Can be included on resume and mentioned during discussions of management/leadership experiences in interviews
- Includes \$750 Fellowship award

Role differs from being a subject matter expert

The Team Lead/Team Member “Casting” Process

Teams are formed based on a combination of student survey responses and the mix of skills required to complete the project successfully



Team Lead Selection and Project Assignments

- Team Leads are selected based on their resumes, statement of interest, and interviews
- The team leads know each project Sponsor prior to prioritizing their project interests



Team Member Assignments

- Non-team leads do not know the project Sponsors in advance
- All students receive a “sanitized” description of each project and prioritize their project interest based on that description

Student preferences are considered but are not guaranteed.

Key Dates for Fall Quarter 2024 IMP Course

Prior to Team Formation

Activity	Date
Mandatory Plenary Meeting	5/10/2024
Team Lead Applications Due	5/17/2024
Team Leads Interviews	5/31/2024
Team Lead Training	9/10/2024
Project Preference Poll	Late-August
Team Assignments Announced	Mid-September

Post-Team Formation

Activity	Date
First Meeting with Advisor	Late-Sept/early-October
Project Kick-Off Meeting with Sponsor	Late-Sept./early October
Mid-Project Review Meeting	Ed-Oct/early-Nov.
Final Presentation	1H December

Each Team will coordinate its specific meeting/presentation schedule with its Advisor and Sponsor. Sponsor meetings can be virtual or in-person (by mutual agreement)

Overview of Group Dynamics

As you engage with sponsors, it is important to remember that you are not only representing yourself/your team, but the GSM and UC Davis overall

- **Through IMPs, Sponsors better understand the quality of all GSM students and programs**
 - Perceptions of the UC Davis MBA Program overall are often based on interactions with IMP teams
 - Favorable impressions developed from IMPs can lead to follow-on projects or other GSM collaborations/partnerships

- **Students should always act in a professional and courteous manner with Sponsors**
 - Be thoroughly prepared for all client interactions
 - Be prompt, attentive, and dressed appropriately for all meetings
 - Listen and incorporate sponsor feedback; follow through on all commitments and requests
 - In team working sessions, focus on the outcome desired and how the Sponsor can apply your findings/insights
 - In formal presentations, be concise, articulate, and fact-based

Teams often need to work through several stages of group dynamics

Effective teaming requires commitment and investment in collaboration.

Representative Stages of Group Dynamics

	Forming	Storming	Norming	Performing
Characteristics	<ul style="list-style-type: none">• Questioning• Displaying eagerness	<ul style="list-style-type: none">• Resistance, competition• Conflict, withdrawal	<ul style="list-style-type: none">• Reconciliation• Members supportive	<ul style="list-style-type: none">• Balance task and process• Working effectively
Strategies	<ul style="list-style-type: none">• Provide clear expectations	<ul style="list-style-type: none">• Encourage leaders	<ul style="list-style-type: none">• Recognize one another	<ul style="list-style-type: none">• Group decision-making

- Team success is highly correlated with time spent working together
- Team Leads should try to schedule some informal “Bonding/Forming” time (even if only virtual) before project starts
- Teams typically “divide and conquer” tasks – but every team member should be aware of overall project work streams
- Effective communication across the team is vital – especially if differences of opinions arise (which they often do)
- Coming together to share insights and work through implications is important to overall team productivity

EACH person (not just the Team Lead) is responsible for the success of the team

Teams are responsible for self-managing their efforts - under the Team Lead's guidance

- Tracking project work tasks
- Reviewing client support materials
- Awareness of team and external client meetings – and being prepared for each one
- Submitting all required project deliverables on time
- Incorporating feedback from both Sponsor personnel and the Faculty Advisor

Teams manage project-related expenses (which occur only infrequently)

- Primarily for either non-local travel to meet with Sponsor or meetings with Sponsor personnel on/off-campus
- Team Lead will coordinate and sign-off on any expense reimbursement requests
- Expense Reimbursement Guidelines are currently being revised. Please check with Selina Laqui before incurring any expenses for which reimbursement may later be sought

Effective Group Dynamics and the Full Commitment of All Team Members are Critical to Project Success

To preclude the “free rider” phenomenon, any issues regarding attendance and effort need to be raised to the team’s Faculty Advisor immediately.

- **Attendance is required for all full team meetings with project Sponsor**
 - Team meetings without the Sponsor present typically occur for 3 hours/week (one hour with your Faculty Advisor available)
 - Key full team meetings: Project Kick-Off; Mid-Project Project Review; Final Presentation
 - Pre-Meeting review sessions: Dry runs before major Sponsor Meetings. Faculty Advisor will be present in-person or virtually to provide feedback if/as needed
- **Student recruiting visits and other essential/non-moveable conflicts do occur**
 - Faculty Advisor and Team Lead will work with team members 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 Team Lead and Faculty Advisor**
 - *Any unexcused absence will negatively affect your course grade*

Course Grading

Grading – Fall 2024 MGP IMP Course – 1000 Points Available

Element	Points
▪ Scope Document & Project Plan	150
▪ Research Insights Dry-Run(s)	25
▪ Interim Meeting Discussion/Presentation	250
▪ First-Half Individual Contribution Grade	125
▪ Final Presentation Dry Run(s)	25
▪ Final Presentation & Supporting Deliverables	250
▪ Individual Lessons Learned Report	50
▪ Second-Half Individual Contribution Grade	125

Rubric For Contribution Grade – Representative, with Interpolations Permitted

Representative Contribution Indicators	%
▪ Misses all meetings/delivers no work at all	0
▪ Attends most meetings, but rarely speaks up or contributes input to discussions. Consistently delivers work products that must be reworked by other team members and/or are of such low quality that the work is not used in deliverables	25
▪ Attends most meetings, does exactly what is asked (not more), creates deliverable that are of average quality, and contributes at a level that requires other team members to take on additional work	50
▪ Meets deadlines; willing team player; delivers work products of average value	70
▪ Encourages others; meets deadlines; work is consistently strong; with support of other team member, edits/contributes to a high-quality team deliverables	85
▪ Exemplary contributor – completes work quickly, including work initially assigned to others. Extremely collegial, “can-do” attitude; delivers very high-quality work products every time	100

Course Grading Scale

The Faculty Advisor working with the project team is solely responsible for determining each student's grade.

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

A grade of B- or higher in the course is required to fulfill graduation requirements.

Appendix

- Additional Materials Related to Course Goals and Project Work Products
- Additional Materials Related to Project Team Dynamics and Course Grading
- Materials Related to Code of Conduct and Principles of Community

Appendix Materials

Course's Learning Objectives tie explicitly to MBA Program Accreditation Guidelines

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.

Appendix Materials

Additional Detail Regarding Project Timeline and Work Products

Pre-Kick-Off Meeting

Actions/Outcomes

- Faculty Advisor and Team Lead meet with Sponsor
- Confirm scope
- Confirm Sponsor will supply needed data/other required information

Typically occurs in Week 0/1 of Project

Kick-Off Meeting

Actions/Discussion Points/Desired Outcomes

- Team introductions and relevant skills - basic info about each team member
- Review key facts of Sponsor situation and the objective(s) to be addressed by project
- Identify the specific questions required to be answered during the project
- Confirm that scope is achievable within project constraints
- Achieve agreement from Sponsor on what will (and won't) be done
- Describe the project team's proposed work plan and outline prospective deliverables -- breakdown the required work into logical and manageable work steps
- Identify the Sponsor resources likely to be required to complete the project
- Propose dates for future meetings
- Present a positive, professional, and "can do" commitment to project success

Typically occurs in Week 2-3 of project – **AFTER** team does initial research.

Appendix Materials

Example of Content to be Reviewed or Prepared in Advance of Kick-Off Meeting

Key Elements & Outline

- **Project Context**
 - Brief overview of relevant Sponsor business (e.g., description of business unit, areas of focus)
 - Key elements of internal Sponsor environment (e.g., business strategy, operational / financial challenges)
 - Key elements of external Sponsor 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 Sponsor
- **Proposed Project Scope**
 - Project objective – clear statement of what project is addressing
 - Strategic questions to be answered
 - Proposed approach and methodology (e.g. Market Research, Competitive Analysis, Financial Analysis)
 - Project/scope limitations
- **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)

Appendix Materials

Examples of Materials that can be Shared/Discussion to Occur at Mid-Project Review Meeting

Purpose

- Outline the engagement research and analysis completed to-date
- Share initial learnings and key insights
- Discuss emerging themes and test potential implications of the themes with Sponsor
- Outline planned research and analysis going forward
- Identify potential adjustments in work effort and/or project concerns based on Sponsor feedback

These insights are generated/shared after extensive team effort. The Mid-Project Review Meeting typically occurs during Week 4-6 of project

Appendix Materials

The Mid-Project Review often discusses the following Work Products

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 themes
 - Initial implications coming out of the research
 - Preliminary thoughts on the how themes will influence work to be performed during rest of project
- Brief review of the process for remainder of quarter
 - Requirements for additional research and analysis
 - Requirements for (if any) additional support/work required by Sponsor personnel
 - Proposed changes to objectives and deliverables (if needed)

Appendix Materials

The Final Meeting Presentation Ideally Occurs in Week 9 of Project

Purpose

- The final Sponsor Presentation is a summary of the work completed by the IMP team during the project
- Provides 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 Sponsor, 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 Sponsor 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 Sponsor – 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/Support materials (often included as a separate document)
 - References
 - Data
 - Analysis
 - Models
 - Surveys
 - Other relevant information that provides insights and context for the work

Appendix Materials

Additional Materials Related to Project Team Dynamics/Course Grading

- **Engagement and participation by each student is critical to success of any the IMP**
 - It is expected that all students on the team will be actively engaged across the entire 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 at both the project mid-point and its conclusion
- **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 evaluations to rate each member of the team based on relative contribution to the team's work and project outcome**
 - This is a supplement to the faculty advisor's own assessment and review of each student's engagement and participation

Appendix Materials on Course Grading

Each Student Submits a Lessons Learned/Self-Reflection at the Conclusion of the Project

- **This is an individual (not team) summary of your overall IMP experience:**

- Discusses your role on the team and the interaction of the team members
- Focuses on what you've learned from the process vs. the specific project itself
- Outlines how your experience and contribution helped fulfill overall project success

Note: Not intended as a course evaluation. You will be provided with separate opportunities to give specific feedback on the class itself.

- **Can address topics such as:**

- Overview of your Role/Teamwork
- Lessons Learned from the processes and approaches used during the project
- What were the key challenges faced?
- What key insights did you take away from an (integrated) cross-functional approach to the opportunity? How might you use these insights going forward?

Your Project's Faculty Advisor will determine the format for submitting this Lessons Learned/Self-Reflection input

Appendix Materials on Course Grading

Each Student Submits a Peer/Self Evaluation

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

- Much of the team interaction in MGP 440 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 **twice** during the project.
- This is a *Confidential* assessment submitted directly to the Faculty Advisor through Canvas – it will not be shared with the team members.
- It is a numeric assessment - with the opportunity to provide more detailed written feedback. Additional feedback is required for an assessment that is well below expectations.
- Evaluations for each team member is synthesized by the Faculty Advisor – who will be looking at trends in these evaluations and provide additional input into each student's participation.
- The Faculty Advisor -- solely based on their/her/his judgment – will assign the engagement/participation portion of the course grade for each student.

Each Team Member is Expected to Conform to the UC Davis Code of Conduct

Students are responsible for their conduct to our university community, to the Graduate School of Management faculty and administration, to their fellow students, and to the Sponsor staff with whom we interact. Any violation of this code of conduct will be reason for automatic failure of the course. Throughout the class, students are expected to conduct themselves 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 conduct during the project:

1. Act in a professional manner at all times – as evidenced by demeanor, appropriate dress for meetings with Sponsor (whether in-person or virtual), and respect for the time commitments the Sponsor's staff and executives commit to the project.
2. Respect the confidentiality of Sponsor information and the project overall. Sharing detailed information about the project is restricted to a "need-to-know" basis. Restrictions on sharing such information includes on resumes, LinkedIn, and in interviews unless otherwise noted
3. If any individual has any real or perceived conflict of interest with a Sponsor organization, they should seek an alternate project.
4. Conduct research on the Sponsor organization as much as possible before all meetings with Sponsor. An advanced understanding of its operations will maximize Sponsor staff productivity in meetings.
5. Do not make ad hoc suggestions. Learn as much as possible before developing hypotheses/any "preliminary conclusions."
6. Report research findings and conclusions honestly, factually and understandably. Avoid generalized conclusions or extrapolations.

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. Rather, they act as an aspirational statement that 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 (continued)

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/>.