

MNGT-E3004 - Sustainable Entrepreneurship, Markets, and Systems Change



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1 BASIC COURSE INFORMATION

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Office	X207
Office Hours	By Appointment

Academic Year, Period	2022-2023, period II
Language of Instruction	English
Location	Otaniemi

2 COURSE OVERVIEW

I am very excited to have you in this course; the world faces some extensive sustainability issues, and requires massive systemic change. For their part, entrepreneurs play a critical role in transitioning to a new sustainable system, though this is not easy. Against this backdrop, this course aims to help you better understand two main things:

1. The role of entrepreneurs in creating systems change. We will briefly compare this role to the role of large corporations in systems change. Other actors - such as governments, NGOs, and academia - are also important, but I do not plan to include material on them, as this course is full enough.
2. The tensions that entrepreneurs encounter whilst trying to enact this systems change. For instance, trade-offs between social, environmental, and financial goals, because not everything is a win-win; defining the boundaries for the system they want to change, meaning they may have to ignore other important issues.

Finally, also note what this course is NOT doing: it is not helping you design your own sustainable start-up. For this type of hands-on activity, check out these courses:

- [SDGs as Business Opportunities](#)
- [Startup Experience](#)

3 COURSE SCHEDULE

Session #	Date	Day of week	Session name
1	24-Oct	Monday	What is sustainable entrepreneurship?
2	26-Oct	Wednesday	Systems change: What is it, and why is it important?
3	31-Oct	Monday	Systems change: The role of corporations
4	2-Nov	Wednesday	Systems change: The role of entrepreneurship
5	7-Nov	Monday	Iteration in Sustainable Entrepreneurship
6	9-Nov	Wednesday	What makes sustainable entrepreneurship so hard? (I): Trade-offs.
7	14-Nov	Monday	Group Work time (based on Interim report 1 FB)
8	16-Nov	Wednesday	What makes sustainable entrepreneurship so hard? (II): Complexity
9	21-Nov	Monday	Tensions and complexity in action (I): Tony's Chocolonely
10	23-Nov	Wednesday	Tensions and complexity in action (II): Food industry (Guest speaker)
11	28-Nov	Monday	Tensions and complexity in action (III): Simulation
12	30-Nov	Wednesday	Group Work time (based on Interim report 2 FB)

4 ATTENDANCE REQUIREMENTS (9/12 COURSE DATES REQUIRED!)

Attending (9/12) of sessions is obligatory. If you do not do this, you will receive a zero for your pre-session assignments and your reflections, making it difficult to pass the course. These sessions include our ten in-class sessions, and the two project-work times.

5 ASSESSMENT AND GRADING

Component	Percent of Final Grade	Due Date
Individual Written Assignments	55%	
<i>Pre-session assignments</i>	16% (8x2%)	Due before start of sessions at 14:15
<i>Reflections</i>	24% (3x 8%)	<i>All due by December 2</i>
<i>Commenting on others' reflections</i>	15% (5x3%)	<i>All due by December 7</i>
Group report		
<i>Create Group</i>		<i>Wednesday, November 2</i>
<i>Group contract</i>		<i>Monday, November 7</i>
<i>Interim Report I</i>		<i>Sunday, November 13</i>
<i>Interim Report II</i>		<i>Sunday, November 27</i>
<i>Final report</i>	45%	<i>Friday, December 9</i>
<i>Peer evaluation</i>		<i>Saturday, December 10</i>

6 INDIVIDUAL ASSIGNMENTS

6.1 PRE-SESSION ASSIGNMENTS

The short explanation: Each pre-session preparation will be graded as a 0, 1, or 2. I will use your eight highest grades, so $8 \times 2\% = 16\%$.

The longer explanation:

We have 10 core sessions overall (plus two sessions for group work), and you will receive a grade for each of these 10 sessions. **I will use the top eight (8) grades**, with each of those being worth 2% of your overall grade. So, $8 \times 2\% = 16\%$ overall.

The reason I give marks here is that I realize the pre-session preparation can take a long time, and I want to reward you for the effort you put in. At the same time, I also realize that life happens, and hence you can choose to not do two of the session preparations.

There will be a number of questions as part of the pre-session preparation, mostly asking your own opinion, thoughts, or insights; e.g. they are not factual, but are open-ended. This is what will be graded. **The key reason I ask these questions is that it helps with your learning;** research on learning generally shows that having to apply the knowledge you've just learned helps develop your understanding, while also pointing out what you may not yet understand.

You will get an overall grade of 0, 1, or 2 for each pre-session preparation; e.g. it is not that each question is graded, but rather than your overall preparation is graded. The focus is on the effort you've put into learning, rather than the articulation of your answers, so do not spend lots of time polishing answers. **All I'm looking for in the answers is 2-3 sentences showing that you're engaging with the learning; don't think about these the same way you would a test question, as the standard here is lower.**

- 2 = Thoughtful responses to questions. Clear that learning effort was put in.
- 1 = Adequate response to questions. Clear that some
- 0 = Not completed, or inadequate response to questions. Inadequate response means that, for instance, you gave one word answers, or didn't seem to answer the question being asked. I do **not** want to give out any 0s for completed preparation, but must leave this possibility open.

Generally, my preference is for everyone to get a 2 for pre-session preparation, as I think it is a crucial part of your learning. The only reason I leave open the possibility of getting a 0 or 1 is simply out of fairness; someone who is putting in concerted effort deserves a better grade than someone giving on minimal effort.

To get credit for completing the pre-session preparation, it has to be completed before the session starts.

To be clear about grading, here are some examples. Let's say you got nine 2s and one 1 on your preparation. I would take the eight highest grades, all of which are 2s. Thus, you would get 16/16 on your pre-session preparation.

If you receive six 2s, 1 one, and 3 zeroes (perhaps because you did not do the preparation), your eight highest grades would be used, give a final mark of: $6 \times 2\% + 1 \times 1\% + 3 \times 0\% = 13\%$

6.2 REFLECTIONS

6.2.1 BASIC DETAILS

Write a minimum of **three reflections** (250-500 words), on any of the course materials. You might consider reflecting on topics such as:

- Continue a discussion point from in class
- What did you disagree with in class?
- What did you find compelling from the class?
- How does this apply to real-world problems that you have seen?
- Do any examples from your working life come to mind?
- What is still unclear from class? (Be sure to do more than just ask a question though! Develop what you know so you can point out the gaps.)
- How can you extend one of the points from class?
- How does this apply to the consulting project you have?
- How does a topic from this class link to what I spoke about in another class?
- How does a topic from this class link to your other courses?

6.2.2 GRADING

Your highest 3 reflections will be counted ($3 \times 8\% = 24\%$). reflections will be given a grade of 0-10. I expect most will receive a 7, 8, or 9, with 10s being reserved for those that are exceptionally insightful. Here are a few pointers that will help you get a good grade.

Things that will help you get a good grade of your reflection:

- Rooting your reflection in class materials
- Using real life examples to explore the complexities of the class materials
- Disagreeing with the viewpoints presented in class...in a well-reasoned way. Remember, the views of the instructors are just one point of view, and you are very much encouraged to disagree with them, if you see fit.
- Being very clear about where your lingering questions and doubts are. What are you unsure of? What confuses you? Of course, there is a balance here. One has to bring a viewpoint. Perhaps you are confused because two points seem contradictory. That would be an excellent topic for reflection.

Things that are not helpful for getting a good grade:

- Ignoring class materials, or making it hard to see how this fits into my overall course
- Making an irrelevant or overly general argument
- Being overly argumentative

6.3 COMMENTING ON OTHERS' REFLECTIONS

6.3.1 BASIC DETAILS

Write a minimum of **five** short comments on others' reflections and on others' comments. Short comments need to be a minimum of 150 words, so there is actually some depth. Your job here will not be to simply conform to or oppose your colleague's writing, but to provide your personal view on it, with the view of furthering discussion. The following may help you

- Do you agree/disagree with what someone wrote?
- How can you push their thinking?
- How does what they said tie into real world examples?
- What unresolved questions does this post leave?

Across all comments, one thing I want you to consider is *why* you view a topic differently than someone else. What are the underlying assumptions that both of you may bring to the conversation? What other life experiences may make you see the same topic differently? In short, try to engage not just with a conversation, but with the underlying reasons why you may have differences of opinions.

6.3.2 GRADING

Your highest 5 comments will be counted ($5 \times 3\% = 15\%$). All comments will be given a grade of 0-10. I expect most will receive a 7, 8, or 9, with 10s being reserved for those that are exceptionally insightful. Here are a few pointers that will help you get a good grade.

For grading your commenting, default to common sense: are you adding value to the discussion, or are you simply going through the motions? My grading is done in a common-sense manner; if you add value, I will grade it well

Things that are likely to get you a good grade:

- Having a back-and-forth with other class participants will go a long way to showing the quality of your comments. Generally, when the quality of these back-and-forth is excellent, a good grade is received by all. Contributing to a constructive discussion is not only helpful to you but to others as well!
- Posting a well-reasoned response to someone else's point of view, which acknowledges their views and builds on this, potentially by disagreeing with them. If you disagree though, be clear about what parts of the point of view you disagree with.
- Having an insightful back-and-forth with other commenters, rather than posting a one-off comment
- Integrating viewpoints from class

Things that are not helpful to getting a good grade

- Being unprofessional
- Ignoring existing comments
- Arguing for the sake of arguing
- Posting 15 comments and hoping one of them is good. Remember, quality over quantity

6.4 FREQUENTLY ASKED QUESTIONS ABOUT REFLECTIONS AND COMMENTS

Q: If someone comments on my reflection, do I get credit if I comment back?

A: Absolutely! This is in fact what I prefer, as it gets you engaged in a conversation.

7 GROUP PROJECT

7.1 BASIC GUIDELINES (LENGTH, FORMATTING)

The body of final report is to be 5000-6000 words in length, unless I communicate specific exceptions. There should also be a separate, 1-page, single spaced executive summary. The word guidelines excludes any appendices, as well as the executive summary.

To emphasize: the executive summary is critical, as this is the only thing most people will read. Thus, this should be substantially polished. The executive summary should focus on the most interesting insights of the report. The executive summary should NOT focus on background details that are purely factual in nature; you may draw on these in building your arguments, but they are unneeded along.

Across all projects, the expectation is that you use materials learned in class.

I am less worried about the specific formatting of an assignment than its content. As such, use whatever style you feel best communicates your content. For more in-depth information about standard formatting from a linguistic standpoint, please see the standard widely used at Aalto: [Style Guide 2016 Aalto BScBA Mikkeli.pdf](#)

7.2 FOCUS OF PROJECT

The basic intent of this project is for you analyze an existing sustainable venture using the subject matter taught in this course, and to create a set of recommendations for that venture.

7.2.1 WHAT DO I MEAN BY A VENTURE

By venture, I mean anything falling within the bounds of entrepreneurship used in this course, such as an existing startup, an existing small business, or an existing high-growth venture. **This purposefully excludes you pursuing your own sustainable startup ideas, as there are other courses better dedicated to that, such as Startup Experience;** this course is about understanding sustainable entrepreneurship broadly, not about developing your own ideas. Additionally, this excludes medium or large businesses, intrapreneurship, corporate entrepreneurship, or entrepreneurial teams within organizations; though potentially interesting as a subject of the project, we will not have focused on these in class and thus the class material will be of little help.

To give some examples of potential ventures on which you could focus:

- A startup creating sustainable textiles
- A business working to offer employment opportunities to refugees
- A small business in Kallio selling a suite of sustainable clothing and food
- Mental health focused Apps, such as Headspace
- Green & Gold (the makers of Pulled Oats...though they seem to change their name ever year or so)

One additional caveat: you cannot focus on a venture we do any cases on in class; e.g. Tony's Chocolonely. If, we just briefly speak about a venture though (like The People's Supermarket), then this is fine.

You are highly encouraged to consult Patrick about the appropriateness of a given venture. Additionally, the first interim report is an opportunity to receive feedback on your choice of venture.

7.2.2 DATA COLLECTION

You are not required to conduct any primary data collection, but if you do want to do your project on a venture whose owners/employees you can interview, that will be excellent for producing a high-quality project. For instance, if you wanted to use a 'Green' local business as the subject of your project, you are most welcome to do so, since speaking with the owner can help improve your learning.

7.3 CONTENT

Overall, the project will consist of four main components, which are covered in detail below:

1. Explain the company's business model, especially how they (intend to) make money and which SDGs they (intend to) address.
2. Assess if the business model allows the company to effectively address any of the SDGs, and if they are effectively contributing to systems change.
3. Analyze the business model to identify the tensions, trade-offs, and complexity that are at play. Do you think the business effectively manages these?
4. Considering all of the above analysis, create 2-3 core recommendations for the business.

7.3.1 EXPLAIN THE COMPANY'S BUSINESS MODEL, ESPECIALLY HOW THEY (INTEND TO) MAKE MONEY AND WHICH SDGs THEY (INTEND TO) ADDRESS.

Note: the 'intend to' language is in there because after your analysis you may find they do not actually do much.

Tell me about the basics of the company's business model, especially its value proposition. What does it sell? How does it produce this? What is its target market? What are social and environmental costs and benefits of its product/service? Does it operate in the business to consumer, or business to business market?

Importantly, do not spend too much of your project space on this section. As you can see from the grading scheme, I care much more about your analysis and recommendations than just on background

information. So, make sure this part of the report is concise, but nonetheless provides a good overview of the business model.

Using the sustainable business model canvas is probably a good idea here.

7.3.2 ASSESS IF THE BUSINESS MODEL ALLOWS THE COMPANY TO EFFECTIVELY ADDRESS ANY OF THE SDGs, AND IF THEY ARE EFFECTIVELY CONTRIBUTING TO SYSTEMS CHANGE.

Here, let me know if you think the company is actually addressing the SDGs it portends to address; if it says it is lowering carbon intensity in food systems, is it actually doing this? You needn't comment on all SDGs, just the ones the company is attempting to address.

Interwoven with this, comment on whether you think this is effectively contributing to systems change. Recalling the MLP, note that effectively contributing to systems change does not mean that a company has to be doing something at the landscape level, but rather could mean something at a niche level. For instance, a vegan food store with one employee could not hope to create a regime change itself, but its actions at the niche level may create the opportunity for others to do so. If the company is a very big one and is only doing very niche things, there is probably a meaningful disconnect.

You may also choose to comment on whether you think the SDG(s) on which the venture focus(es) are actually proper for an entrepreneur to address. For instance, it might be very difficult for an entrepreneur to address SDG 16: Peace, Justice, and Strong Institutions. SDG 10 (Reducing Inequalities) may also be difficult. In contrast, SDG 12 (Responsible Consumption and Production), and SDG 3 (Good Health and well-being) are examples of SDGs that may be better addressed by entrepreneurs. So, comment on if you think corporations, government, or NGOs may be better placed to address a particular SDG. Of course, no SDG is the domain of a single actor, and overall systems change will require concerted effort from all actors.

Overall, be critical in your appraisal, but not too critical. If you think the company is doing very little do meet an SDG (at least relative to its size) then say so, but also don't fall into the trap of arguing that a venture has to be 'perfect.' So, make sure you compare to let's say the 'average' company in an industry; is your focal venture doing more for an SDG than the average clothing, food, or car company?

7.3.3 ANALYZE THE BUSINESS MODEL TO IDENTIFY THE TENSIONS, TRADE-OFFS, AND COMPLEXITY THAT ARE AT PLAY. DO YOU THINK THE BUSINESS EFFECTIVELY MANAGES THESE?

Be very clear about where you think the key points of tension, trade-offs, and complexity are. Focus on **one** point per group member; e.g. if you have three group members, pick what you think are the three most important points of tension, trade-offs, and complexity. It is perfectly fine if you focus more heavily on e.g., trade-offs than complexity. Just pick what you think is most important.

As with point 2, be critical in your appraisal, but not too critical. In particular, do not underweight the realities of the need to make money. A venture can ALWAYS be more sustainable, but they also need to make money. So, make sure you compare to let's say the 'average' company in an industry; is your focal venture doing more for an SDG than the average clothing, food, or car company?

7.3.4 CONSIDERING ALL OF THE ABOVE ANALYSIS, CREATE 2-3 CORE RECOMMENDATIONS FOR THE BUSINESS.

In creating these recommendations, your overarching consideration should be pragmatism; give me recommendations that accurately consider the financial, consumer, and market realities facing the business. I want something that can work given the way the world is currently structured (or is trending towards), and not instead something that depends on unreasonable assumptions. Assuming a 200% growth rate in FairTrade markets, assuming that the government will mandate a circular economic approach, or assuming that consumers will be willing to pay a 50% premium on a commodity are all unrealistic assumptions. Similarly, do not make recommendations that assume we will move away from consumption-based capitalism in ten years.

What this means is not that I personally think we shouldn't work to change the socioeconomic system - on the contrary, teaching you about doing just this is kind of the point of the course - but rather that if we want to create this change, we need to be realistic about where things currently are. Indeed, many of us can probably agree that current rates of consumption are far too high, but just because we agree on that does not mean that somehow the rest of society - a society that most of us are more sustainability progressive than - agrees to this and is willing to act on it.

So, create recommendations that take the current state of the world as it is, but that can help push us towards what you view as a more sustainable socioeconomic system. In many ways, you will find doing this much harder than simply arguing that people should be more sustainable or that the world is unsustainable. There is no shortage of things to critique, but there is a shortage of good ideas about how to overcome those critiques.

Ensure that the recommendations are significant, rather than simply being small tweaks. Remember, the recommendations can be about fixing the existing business model, or about growing its impact, so if you think the current model is effective, then focus on growth.

Additionally, ensure that the recommendations are separate from each other. Basically, ensure that you are not simply splitting what is really one recommendation into two.

You may also choose to include a brief appendix detailing the other recommendations you considered, but chose not to focus on. Again though, the core focus is 2-3 recommendations that can increase the impact of the company, and its contribution to systems change.

7.4 RUBRIC

Component	Grade*^	Considerations
1. Explain the company's business model, especially how they (intend to) make money and which SDGs they (intend to) address.	10-15%	Make sure that the business model is made clear. Do not assume I have any background knowledge on this particular business.
		Though this is given a relatively small percent of your overall grade, this lays the foundation for the rest of the project; if this part is not done well, it will be very hard to effectively address points 2-4. Hence, this component being done effectively has great bearing on your overall mark.
		Recommendations: Do not make this section too long, as you will need the space for the rest of your report. Please put important, but supportive, information in appendices.
2. Assess if the business model allows the company to effectively address any of the SDGs, and if they are effectively contributing to systems change.	15-25%	Ensure you make a convincing argument.
		Ensure your assessment accurately reflects the size and scope of the venture; no one venture can fully address an SDG
		Make sure you strike an appropriate balance between critically assessing the business model and being realistic about what is possible
3. Analyze the business model to identify the tensions, trade-offs, and complexity that are at play. Do you think the business effectively manages these?	15-25%	In your analysis, ensure you do not underweight the importance of making money; you can be the world's most sustainable start-up, but if you can't make money, you do no one any good
		Make sure you are very clear about what the actual tension, trade-off, or complexity is.
		Give a clear analysis of why you think the venture is, or is not, effectively addressing these.
		Make sure you strike an appropriate balance between critically assessing the business model and being realistic about what is possible
4. Considering all of the above analysis, create 2-3 core recommendations for the business.	35-50%	Ensure that your recommendations are pragmatic; do they effectively consider the financial and market realities facing the business? Put simply, can they actually work?
		Make sure that the recommendations are A) substantial, instead of minor tweaks, and B) separate from each other, e.g., don't split what is really a single recommendation into two
Overall quality, including executive summary	10%	Is the report easy to follow? Does it make the reader's job easy? Are the different sections well connected? Is the writing concise and appropriate?
Bonus	Up to +10%	Are any of the sections of the report clearly outstanding? Has this report gone "above and beyond" in some way?
*Note 1: Ranges are given for grading the different components, for two reasons, both of which are beneficial to students. First, this allows you to put extra thought and effort into the components in which you are most interested. Second, this allows flexibility, so that you can be rewarded for the components done very well. As a general rule, I will allocate higher percentages to the components on which you spend more of your writing space.		
^Note 2: If I have spoken separately with your group about modifying this rubric - most likely because you have a small group size, or a group member dropped the course at a latter date - please remember to include a note in your report about this. Most likely, we discussed having less emphasis on one of the sections.		

7.5 INTERIM REPORTS

7.5.1 INTERIM REPORT #1

Compile a short PowerPoint presentation, and answer the following questions:

1. What is the focal venture? Provide brief background, including how long it has been around for, its size, what it does, etc.
2. What system are they trying to change?
3. What is the scope of the project?
4. How will you collect the required information you need?
5. What is your plan between now and the final report date?
6. Which group members will do what?
7. What can your possible issues be?

7.5.2 INTERIM REPORT #2

Submit:

- A draft executive summary of the report, focusing on your analysis and insights (i.e., don't give copious background information)
- A draft outline for the report; i.e., what the sections and sub-sections will be
- A list of 2-3 pressing questions you would like insights on.

The executive summary should be one page long (single spaced), and your report outline should have 4-6 sections with sub-sections in them. Don't submit the main text, just the outline.

Importantly: trust that I know this is only preliminary work. The point is not that you should have a final version at this point, just that you have some ideas that we can discuss. The point is doing a check-in and giving feedback :)

7.6 WORKLOAD

This is a group report with 54 hours *per student* allocated, and as such there are high expectations for what is delivered. Moreover, all group members should contribute equally to this project, and there will be group evaluations (discussed below). If any deviation arises or seems likely to arise, concerned group members are encouraged to contact Patrick as early as possible. Depending on the situation and the instructors' discretion, members' grades for group work (i.e. report and presentation) may be adjusted. It is hopeful that this will not be needed.

7.7 GROUPS

Final project group size will be 3-4 people. I will facilitate group formation in the first week of the course.

7.7.1 GROUP DIVERSITY

Universities and the work world are becoming more diverse. This is a great thing, as diversity is shown to increase performance. At the same time, team diversity can create challenges that need to be managed. (See [13 benefits and challenges of cultural diversity in the workplace](#) for benefits and challenges of teams).

To benefit from team diversity, I encourage you to draw out people's viewpoints: what might someone from a different country, of a different gender, or a different academic background think?

A big challenge in diverse groups is communication, as some members may naturally be quieter, and people may have diverse first languages. As such, I encourage you to understand how diversity may be related to people's openness to sharing ideas, and to actively work to make the environment comfortable for everyone, which may involve having to explicitly ask for people's opinions. In addition, the baseline *lingua franca* for group work should be English, as this is the only language that everyone is guaranteed to speak; it can be quite exclusionary if three group members speak one language together and marginalize the views of the fourth member. In saying this, **the goal is to ensure that all group members are naturally given the ability to contribute.**

7.7.2 MAKING GROUPS WORK EFFECTIVELY

Whether or not a group works together effectively is not a random event. Instead, you have the utmost control over this. As such, I will allocate some class time to creating a group "contract," that will include basic details about:

- Roles
- Expectations, including desired final grade
- Foreseen challenges, and what will be done to manage them
- Rough timeline of when work will be done

A template will be provided online. Additional considerations can be found at: [Working effectively in groups](#)

7.7.3 PEER EVALUATION

All group members are expected to contribute equally to group assignments. To help assess this, and to ensure group grades are allocated based on effort, a peer evaluation mechanism will be used. The mechanism is simple, and all group members have to agree to it.

You will be given 100 points for each member of the group. So, if you have four members, you get 400 points, and if you have 5 members, you get 500 points. As a group (that is together, and with everyone's consent) you get to allocate the total number of points as you see fit.

Example #1, ideal teamwork: If everyone contributes equally, you all would get 100 points and would get the actual grade from your group work.

Example #2, the team star: If one person does more work than others, you might allocate 115 points to that person, and 95 to the other three group members.

Importantly, if there are any issues with group work, this should be openly discussed within the group as it is happening. My experience is that most group work issues can be solved by openly discussing expectations at the start of the project; you may even agree that some people will do more

work than others and will get more “points” because of that. If things continue to get worse though, please contact me.

Submit the peer evaluation online after your project is submitted.

Having commitments outside of the course are not a valid excuse for doing less than your fair share of the project.

Overall discretion for the allocation of grades will be left to the instructor.

8 ADDITIONAL GRADING POLICIES

8.1.1 LATE SUBMISSIONS

You are expected to submit all assignments (group and individual ones) on time and before the respective deadline. If you do not submit any assignment on time, your grade for that assignment will be reduced by 25% for each passing day. For instance, if your submission is up to 1 day late (i.e. anything between one minute to one day), you can get a maximum of 75% of the grade of the assignment, up to two days a maximum of 50%, up to three days a maximum of 25%. You will no longer have an option to submit after three days have passed.

If you miss a presentation without a valid reason, you will receive a zero (0) for that portion of your grade. A valid reason must be communicated at least 72 hours ahead of time to the primary instructor, as well as to all of your group members. If you have a valid reason for missing the presentation, you will be able to complete a make-up assignment organized by the instructors, which will mirror the deliverables of the original presentation.

8.1.2 GRADING SCALE

Final grades will be on a scale from 0-5. Final grades will be calculated from the results of the above listed assignments and allocated as per the below table.

Final Grade	Overall Percentage
0	<50%
1	50%-59.99%
2	60%-69.99%
3	70%-79.99%
4	80%-89.99%
5	>90%

Updates to the syllabus, supplemental information, class announcements, and assignment guidelines can be found on the online course site.

9 ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof:

<https://into.aalto.fi/display/ensaannot/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof>