

Course ID:	Course Title:	Winter 2024
BUS 499	Capstone Seminar in Business	Prerequisite: Permission of the department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Murray D. MacTavish, PhD	First day of classes:	January 8, 2024
Days:	Monday	Email:	murray.mactavish@ambrose.edu	Last day to add/drop:	January 21, 2024
Time:	1:00pm – 4:00pm	Phone:	(403) 410-2000 (x6937)		March 28, 2024
Room:	A2131	Office:	L2053	Last day to withdraw:	April 2, 2024
Lab/ Tutorial:	N/A	Office Hours:	12:00pm – 1:00pm Monday or by appointment	Last day to apply for Extension:	April 8, 2024
Final Exam:	No Final Exam			Last day of classes:	January 8, 2024

## Course Description

Run as an integrative capstone seminar, this course serves as an occasion for graduating students to integrate and consolidate the various dimensions of their business program. The course will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, while also providing a forum to help students transition to the next season of their professional lives.

## Expected Learning Outcomes

This course revisits and caps your business education, all with a view to the Ambrose Business vision. In the business capstone course, we will explore a number of questions, both looking back on your business program journey, and looking ahead to your future business careers and broader life goals. Using a variety of media, including books, readings, podcasts, guest speakers, class discussions, and other explorations, we will explore the following areas:

1. Our purpose – why do we do what we do. What is our purpose, and how does our faith inform this, both personally and at the business level.
2. Our way of being – who are we, and how we aspire to lead, influence and treat others.
3. Being a change-maker in the workplace/world – how do you aspire to engage in: collaborative inquiry; innovative and sustainable solutions; and transformative social impact.

4. Your narrative and life plan – how do you tell your story, further develop your life plan, develop a learning-oriented network, and continue to carry out your plan.

## Course Materials

Arbinger Institute. (2016). *The outward mindset: Seeing beyond ourselves*. San Francisco, CA: Berret-Koehler.

[\[eBook from library\]](#)

Burnett, B. & Evans, D. (2016). *Designing your life: How to build a well-lived joyful life*. New York, NY: Alfred A. Knopf.

[\[eBook from library AND On Reserve in the library\]](#)

Nelson, T. (2011). *Work matters: Connecting Sunday worship to Monday work*. Wheaton, IL: Crossway.

[\[eBook from library AND On Reserve in the library\]](#)

Taylor, C. (1992). *The malaise of modernity*. Concord, ON: Anansi.

[\[On Reserve in the library\]](#)

## Course Schedule **(Classes with Course Material Reading Group Role Requirements; 2%/class)**

### THEME ONE – KNOWING YOUR WORLD

*The Malaise of Modernity* (1992)

January 8 Introduction to the course

January 15 Chapters 1-10

### THEME TWO – KNOWING YOUR SELF

*The Designing Your Life* (2016)

January 22 Chapters 1-4

**January 25 PROGRAM DAY (Attendance Required)**

January 29 Chapters 5-11

### THEME THREE – OUTWARD-FOCUSED RELATIONSHIPS: A Mindset Change

*The Outward Mindset* (2016)

February 5 Chapters 1-8

February 12 Chapters 9-12, 14, 16

**February 19 READING BREAK – NO CLASS**

### THEME FOUR – WORK: Your Opportunity to Impact Others

*Work Matters* (2011)

February 26 Chapters 1-5

March 4 Chapters 6-10

## THEME FIVE – THE FUTURE OF YOUR WORK: How will Artificial Intelligence (AI) Impact Your Industry *The Future of Work (2018) (AI chapter provided by instructor; students will find other resources)*

March 11      Job Interviews  
                  Job Searching Strategies

**March 18      CLASS CANCELLED – In lieu of Ambrose Research day and Interviews**

March 25      Future of Your Work: AI's Impact on Your Industry Presentations  
                  Individual Research Paper Presentations

**March 28      AMBROSE RESEARCH CONFERENCE (Attendance Required)**

**APRIL 1      EASTER MONDAY - NO CLASS**

April 8        Individual Research Paper Presentations  
                  Key Learnings from this Course (2 page reflection paper)

### Attendance

Students are expected to attend all classes. **In the event of missing a class due to illness or a personal emergency, you are responsible for sending an email to the instructor BEFORE the class and obtaining the missed information from a peer. Your final grade will be negatively impacted by 2% for each unexcused absence. If you miss Program Day, you will receive a grade of 0 for the Program Day Reflection Paper (worth 5%).** Attendance is a component of the professional standards of practice course grade.

### Professional Standards of Practice

Professional standards of practice encompass a set of ethical principles, guidelines, and expectations that individuals must uphold within their respective professions. In a university class, students are expected to adhere to these high professional standards, actively contributing to an inclusive, positive, and respectful learning environment. This commitment not only enhances academic success but also serves as foundational development for the workforce.

#### Attendance:

- Attend all scheduled classes. (See Attendance section for grade reduction).
- Be on time for class.

#### Active Class Engagement:

- Actively participate in class discussions, group activities, and exercises, offering thoughtful contributions that enrich the learning environment with meaningful and quality insights.
- Refrain from using cell phones or computers for non-class-related purposes.
- Come to class well-prepared by completing assigned readings, assignments, and any other required materials.

#### Professional Interaction:

- Demonstrate respectful behavior by treating professors, peers, and staff courteously.
- Uphold professional communication etiquette in both in-person and digital interactions, including emails.

#### Academic Integrity:

- Uphold honesty and integrity in all academic endeavors by avoiding plagiarism, cheating, and unauthorized collaboration.

## Course Requirements:

Course grading and evaluation will be conducted according to the following:

- 10 % Participation/Contribution to Class Discussions
- 5 % Program Day Key Learnings Reflection (DUE: Feb. 29) – You MUST attend Program Day to receive a grade
- 12 % Small Group Reading Roles (6) – 2% per class (Jan. 22 & 29, Feb. 5 & 12, Feb. 26 & Mar. 4)
- 8 % Research Paper #1 – Modernity & Post-Modernity and You (DUE: 11:59pm, Feb. 16)
- 10 % Position Application, resume, and interview (DUE: 11:59pm, Mar. 8)
- 10 % Research Paper #2 – Purpose and Career Planning Paper (DUE: 11:59pm, Mar. 25)
- 35 % Research Project #3 (Paper (25%) & Presentation (10%) in Ambrose Research Conference or in-class)
- 10 % Group Presentation: The Future of Work (in select industries) (Mar. 25)
- 100 % TOTAL

**Note:** *The Instructor reserves the right to make adjustments in course coverage, sequence and grading.*

**NOTE:** *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

**NOTE:** *All course requirements must be completed in order to pass the course.*

## Submission of Assignments

All assignments (unless otherwise notified) are to be submitted via Moodle by the due date and time indicated. All electronically submitted written assignments must be submitted in a WORD document (and NOT as PDF files). Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

## Participation and Contribution to Class (19 %)

As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session. Grading participation will be based on the quality, not simply quantity, of your participation.

Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the workplace.

## Small Group Reading Roles (6 x 2% each = 12 %) – (Jan. 22 & 29, Feb. 5 & 12, Feb. 26 & Mar. 4 classes)

Students will fulfill one of five roles in each small group reading exercise in specific classes (which correspond to the in-class discussions of three of the required course books). Students will be assigned to a small group by the professor and a set of rotating group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter.

Students will meet in their group six times throughout the semester (Jan. 22 & 29, Feb. 5 & 12, Feb. 26 & Mar. 4). Before each group meeting, they are to complete the assigned readings and a reading preparation sheet for their given reading group role. This will be discussed more fully in class.

### **Research Paper #1 – Modernity & Post-Modernity and You (8 %) (DUE February 16)**

As leaders who are engaged in their world, we have an opportunity to lead in many spheres of our lives. The workplace is an obvious one, as we guide the organization and its mission to serve the marketplace, and more broadly, society. How we understand our ever-changing world affects our thoughts and actions. And, of course, our purpose or Calling, guide our desires and intentions.

In a minimum of 750-word research paper students will examine the concepts of modernity and post-modernity with the intention of coming to a greater understanding of our current state of culture and society and how they will habitate their world. After the introduction, students will briefly explain modernity, post-modernity, before discussing with clarity of focus their understanding of the current state of culture and society. They will then consider how they themselves habitate this current situation and how their purpose/Calling speaks into how they would like to act and where they would like to invest their energies and professional commitments. Students will need to use scholarly resources to support their explanation and argument. These would include books and scholarly journals.

### **Position Application, Resumé, and Interview (10 %) (DUE by 11:59pm March 8)**

**Interview Dates: In-class Mock Interviews (4): March 11 (students selected by professor)  
All others: TBD**

As we traverse our professional lives we must necessarily present ourselves to others in order to attain positions in organizations. How we approach these opportunities (or create these opportunities) is critical to our eventual success. This course assignment requires students to research and identify a specific position of interest

Prepare for a mock 10-15 minute interview with the professor. Due to the short duration, the interview will necessarily attend more specifics of the fit between you and the organization, and to a certain extent, the position. It is likely that a few behavioral type questions will be asked.

**Here is a guide for the steps in this project:**

- Research job postings (current or recent) which you are interested in, and select one to apply to**
- Research the company via their website and the broader internet, plus any other avenues (consider their mission/vision, core values and organizational culture, any other pertinent factors)**
- Research the position (nature of the job, requirements, etc.)**
- Prepare a targeted resumé (4%) for that position in that specific company**
- Craft a cover letter (4%) explaining a bit about who you are and your strengths (as the correspond to the position and company)**
- Prepare for a mock 10-15 minute interview (2%; Pass/Fail) with the professor**

## **Research Paper #2 – Purpose and Career Planning paper (10 %) (DUE, March 25)**

As you embark on the next season of your life's journey, it is important to consider your plans for pursuing your desired career pathway. To support this, students are to craft a minimum 1000-word paper which examines their understanding of work in their personal lives, their career considerations, and how they hope to have a positive impact in the workplace. It will conclude with specific actionable activities.

To guide the content, students must incorporate all course themes, using class readings, class session discussions and activities in this minimum 1000-word paper. Particular resources include: Research Paper #1, *Designing Your Life* mindmap, the *Outward Mindset* approach, *Work Matters* topics (such as, the meaning and role of work, your purpose, and how you can contribute positively in the workplace), and the future of work in your industry. Students may use other resources in addition to the course resources, discussions, and activities.

## **Research Project #3 – (Paper: 20 %; Presentation: 10%)**

**DUE DATES:** Mon. Jan. 15 Submit broad topic  
Mon. Jan. 22 Submit literature review  
Mon. Jan. 29 Topic approved by professor  
Mon. Feb. 5 Thesis Statement AND Abstract (up to 150 words)  
Mon. Mar. 18 Paper (25%; 3500 words)  
Sun. Mar. 24 Presentation PowerPoint File (uploaded to Moodle)  
Tues., Mar. 26 (ARC) and Mon. Mar. 25 and Mon., Apr. 3 Presentations (10%)

A core aspect of the course will be a scholarly research and writing project (3500 words) in a topic area of your choosing within the discipline of business. The purpose of your project will be to explore how elements of the Ambrose School of Business (SBUS) vision of business excellence with Biblically-informed values-driven stewardship can be achieved in the area of business you have chosen. Consideration of how you can be a change-maker – either in your workplace or through your workplace will also be part of this project. In other words, this should take into account a redemptive/restorative/ regenerative/generative/responsible approach to business that takes into consideration the broad array of stakeholders (e.g., investor, employee, customer, suppliers, community, environment).

This project will include both a paper and a creative presentation. Some of the papers will be chosen to present at the Ambrose Research Conference (ARC) on March 26 (at the discretion of the instructor), and other papers will be presented in class. All students should plan to attend the Ambrose Research Conference. You are required to attend at least one of the SBUS sessions at ARC.

## Grade Summary:

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
75-79	B		3.00
70-74	B-		2.70
65-69	C+	Satisfactory	2.30
60-64	C		2.00
57-59	C-		1.70
54-56	D+	Poor	1.30
50-53	D	Minimal Pass	1.0
<50	F	Failure	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and



cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.