

Professor Diane-Laure Arjaliès

Office: 3337; E-mail: darjalies@ivey.ca

Assistant: Lina Gallego

Office: 2350-A; E-mail: lgallego@ivey.ca

Class times:

Mondays and Wednesdays
3.50 pm – 5.10 pm

Office hours:

Tuesdays
12.40 pm-2.00 pm
Room 3337

I. COURSE OVERVIEW

Organizations increasingly want to assess the impact of their business on the environment in which they operate. Research has shown that investors incorporate this evaluation in their decision-making processes. Customers value corporations whose activities are beneficial to society. Employees appreciate firms that use a broad set of metrics to judge their performance.

Despite this growing interest and research support for the benefits to the firm, managers find it difficult to estimate the impact of their organization on its different stakeholders. Not only should they measure the economic benefits of their activities but also the social and environmental footprint of their actions.

This course provides students with methods and tools to conduct such assessment—both in the for-profit and non-for-profit sector. This course consists of twenty sessions, six of them being dedicated exclusively to the field project.

III. LEARNING OUTCOMES

At the end of the course, students will be able to:

- **Assess** how firms manage their environmental, economic and social performance.
- **Develop** methods and metrics to assess the broader impact of a product, service, project, organization or business on its stakeholders.
- **Identify** and **explain** how organizations' performance measurement systems shape business practices.

IV. EVALUATION

Summary of Evaluation Scheme

1. **Classroom contribution (40%):** This will be assigned based on the quality and frequency of your contribution to class discussion.
2. **Fieldwork Project – Team Based (60%):** The fieldwork project is a group assignment that will give you the opportunity to apply the insights from the course on an existing organization.

Classroom Contribution (40%)

The classroom contribution will be divided into two parts:

- 30% - class discussion as per usual
- 10% - leading of a workshop session

Class discussion as per usual – 30%

Class discussion is an essential part of this course. The classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting "on the spot" to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. This is an opportunity that is encouraged for all to engage in. Each participant is expected to contribute actively and needs to be prepared accordingly. For each session, I will provide a number of discussion questions to help you in contributing to the class discussion. Study questions will be posted on Learn in advance. These are suggested questions to help you think about the issues that may arise in the course of the class discussion.

Class attendance is a “conditio sine qua non” of being able to participate in class and is therefore part of the grade for class contribution. You are expected to come to each class, with the case and/or readings prepared and to contribute to the class discussion, either by starting the class session or by building on the contributions of others to move it ahead. Your contribution to the learning of others, through the experience and insights you have, is a key part of this learning process. To build on the comments of others requires you to listen and to consider the timing of your contribution. Classroom contribution will be evaluated on the following scale:

90-100	applies, analyzes, synthesizes course material is willing to take risks in attempting to answer difficult questions offers relevant, succinct input to class that advances the discussion
80-89	provides constructive feedback to group discussion demonstrates ability to analyze/apply course material
70-79	offers clear, concise information relevant to class assignments
60-69	occasionally offers topical information of limited relevance
0-59	is not regularly in class uses cell phones, laptops or other electronic devices in the classroom without authorization is disruptive or distracting to class provides little or no contribution to discussions fails to follow flow of conversation input is irrelevant, unrelated to topic or nonexistent.

Primary emphasis is on the quality of the contribution to the discussion as opposed to quantity. However, being a regular and active contributor to the classroom discussion is expected. Students who attend all classes but do not contribute to any discussion can expect a contribution grade of 45.

Because I value the exchange of ideas as an effective way of learning, I encourage debates among students and expressions of your own views. Those of you whose native language is not English and/or have difficulty speaking up in class are encouraged to meet with me to discuss how your participation in class can be improved.

In keeping with Ivey best practice, part of your grade for classroom contribution will be based on evaluations by your classroom peers. A peer evaluation schedule will be provided during the second week. An electronic copy will also be available on Learn. In the unlikely event you cannot attend a class and grade as per the schedule, please arrange with a colleague to be replaced and notify myself darjalies@ivey.ca before the session.

Please note that the use of cell phones, laptops or other electronic devices during class needs approval from the professor. The **use of electronic devices without asking for the permission of the professor during class will result in a reduction of your grade** for classroom contribution. Similarly, **poor attendance will be penalized heavily**. Students who miss **25% or more** of the classes will receive a **contribution grade of 0 for the course**.

To ease grading, please choose your seat at the beginning of the class and stay in the same seat for the 20 sessions.

Leading of a workshop session - 10%

To help you with your fieldwork project, there will be four workshop sessions during which your team will be able to share its progress with another team. The goal of these workshop sessions is to gather feedback from peers on your project.

For each workshop, there will be a few students in charge of leading the workshop. You will be assessed on your ability to co-lead this workshop. Co-leading means that you need to help the discussion move forward by facilitating exchanges. It also implies that you have to be sure that your colleagues have prepared the workshop accordingly.

You are free to choose the form of leadership you want to adopt. I will nevertheless set up an agenda for each workshop to provide the class with milestones. **Although I always welcome peer feedback, the assessment of your leadership role will be eventually mine.**

My goal with this assignment is threefold, to evaluate your ability: 1) to manage a project with deadlines; 2) to prepare and facilitate a discussion that includes various stakeholders; 3) to be an efficient leader.

Within 72 hours after the end of the workshop, each leader will have to upload on Learn a two-pages note that describes:

- The preparation that was made before the workshop.
- How the workshop unfolded, and why.
- What worked, and what did not.
- What things could have been done differently.

If the leader fails to upload this note, the participation grade will be zero for this item.

I will randomly assign the co-leaders for each workshop.

Fieldwork Project – Team Based (60%)

The fieldwork project evaluation will be divided into three parts.

- 20% - workshop memos (5% for each memo)
- 30% - final report
- 10% - peer assessment by other teams

I will assign students to group projects through Learn – trying to accommodate as much as I can individual preferences while ensuring diversity across groups.

Final report (30%) and peer assessment by other teams (10%)

The fieldwork project will give you the opportunity to apply the insights from the course on a partner organization.

The fieldwork project is a group project. You will have to:

- Explain why assessing the broader impact of business is needed.
- Develop a specific method and appropriate metrics to assess the economic, social and environmental impact of a product, program or organization. **The scope and content of the assessment will be decided in accordance with the professor and classmates.**
- Evaluate the (expected) impact of the business under study using the method and metrics you designed.
- Identify the potential limitations of your evaluation (e.g. information needs, scope, content, time).
- Based on this assessment, make recommendations to the organization to maintain or improve its performance.
- Reflect on the ability to use this impact assessment in another context. Identify the conditions for such use. If you believe that your method and metrics cannot be applied to another organization, explain why.
- Present your results during the final session. This presentation could use a **PowerPoint, Prezi and/or a video** as a support. Note that the total presentation should not exceed 20 minutes and the video itself should not exceed 10 minutes.
- Write a report that describes the method, metrics, evaluation, limitations and recommendations you developed. This report should be a maximum of 5,000 words, plus any exhibits.

It is important that you i) reference all sources throughout the text, and ii) provide a complete list of references. The report must be your own original work, written specifically for the course. Your report must not be a repetition of another course work. And, you may not use existing published case study material or reports. For further details on referencing and plagiarism, see the information and weblink provided in the following section “V. Other Important Matters”.

Naturally, I expect to see sufficient depth to demonstrate your understanding of key course concepts.

This is a group assignment and every student is expected to contribute substantially to the teamwork. In order to mitigate any potential free-rider problem, peer evaluation could be used at the end of the class.

Several workshops will be organized in class to help you conduct this impact assessment.

The assessment of the field project is based on two components:

- **10% of the final grade** will be given by your **peers** based on the final presentation and your contribution throughout the class;
- **30% of the final grade** will be given by **myself** based on the final report and your contribution throughout the class.

All students must speak (at least virtually) during the final presentation.

Please find below a detailed evaluation grid.

Evaluation Grid for the Impact Assessment Project

Assessed Feature	Number of Points
Explanation of why assessing the broader impact of business is needed.	10
Quality and adequacy of the method and metrics developed.	20
Evaluation of the (expected) impact of the business under study.	10
Identification of the potential limitations of the evaluation conducted.	10
Quality and adequacy of the recommendations made to the organization to improve its performance.	10
Reflection on the ability to use this assessment in another context.	10
Overall quality of the report/presentation/video, writing/oral, logic and persuasiveness, respect of the length/presentation constraint.	10
Performance as a “group”.	5
Overall learning experience from the audience perspective.	5
Good colleague team throughout the class	10
TOTAL	100

You will need to upload your impact assessment on **Learn** before **December 9 by 11 pm. Failures to do so will lead to a 10% decrease of your grade of the final presentation.** You will no longer be able to upload your impact assessment 24 hours after the deadline.

PowerPoint presentations of the previous year will be made available on Learn.

Workshop Memos (20%)

To help you with your fieldwork project, there will be four workshop sessions during which your team will be able to share its progress with another team. The goal of these workshop sessions is to gather feedback from peers on your project.

For each workshop, I would like you to write a two-page memo that briefly addresses the questions at the agenda of the session. **Each memo will count for 5% of the final grade. Each memo should be uploaded on Learn before the beginning of each workshop.** Failure to do so will be counted as a non-submission.

I will provide each team with individual feedback after each workshop.

VI. OTHER IMPORTANT MATTERS

Materials

Cases are compiled in a case book for the course. All course announcements, study questions, additional material (e.g., news articles of current events related to topics discussed in class, videos, other useful resources), and class slides will be posted on Learn. Please check Learn frequently.

Appointments

If you wish to meet with me, please feel free to come during my office hours, as indicated above. **Please book an appointment on Learn and indicate the topic of the meeting.**

Schedule

Our class schedule and assignments by session appear on Learn and are the most up-to-date version of our course. Please check the course site regularly for this information and other course news.

Attendance

It is expected that students regularly attend all classes to maximize their success in the program. However, Ivey recognizes that students may experience unexpected life events (serious illness, injury, bereavement, wellness concerns, or other extenuating circumstances) that can make it challenging to attend class.

HBA students will be given 2 allowable absences per course, (without documentation required), that will not count towards your course contribution grade. There is no way to “make up” for a missed day. A grade of zero will be assigned to those classes missed beyond the first 2 allowable absences. To ensure consistency for every student the two lowest contribution classes will be removed in calculating your contribution grade. Please see our complete policy provided by the HBA office.

Students are reminded that these 2 allowable absences do still count towards the 25% attendance policy. If absenteeism has reached 25 percent, you are not eligible to write the final exam and you will fail the course.

See http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf

Only after three 3 days of consecutive absence in any one course will documentation be accepted for consideration of academic accommodation. Students at that point are also required to meet with their Academic Counsellor and provide documentation.

Ivey’s policy for exam absence due to medical illness requires a student to seek medical documentation on or before the exam date. Documentation must be provided to the HBA Program Services office for review. Please see Western’s Policy on Accommodation for Medical Illness and documentation at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Notice of Absence

I recognize that circumstances may arise that make it impossible for you to attend. If you are unable to attend class for any reason, we expect you to comply with HBA program requirements for notifications and send an email to the HBA AWAY email address (hbaaway@ivey.ca) and myself (darjalies@ivey.ca) in advance with the reason for your absence. In such a case, you will be given 0 for the session. **If you fail to do so, your absence will be considered as a negative contribution to the class, i.e. you will be given -1 for the session.** There will be no way to make up your contributions for a missed class, even though you may be asked to complete an additional assignment to ensure you are keeping up with the assigned work.

Expectations

As a professional school, we place great emphasis on keeping regular commitments such as arriving to class and other events on time, attendance at every class, appropriate preparation for class, and submission of assignments on time. Our experiential learning process is premised on an expectation that a student will attend all scheduled classes and other assigned events that are part of the program.

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, including team meetings, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method. **Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced a case is a clear violation of Ivey norms.**

Diversity

I welcome individuals of all ages, socio and economic backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, political affiliations, sexual orientations, ability, accents and other visible and nonvisible differences. I consider this classroom to be a place where you will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If it is appropriate to our learning and you feel comfortable doing so, I ask that you contribute comments and share your unique point of view as we explore the course content.

Support Services

Students who are in emotional/mental distress should seek assistance from the HBA Program Office. As well, Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) provides a complete list of options about how to obtain help.

See also Western's Policy on Accommodation for Medical Illness at http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf. In the event of an illness requiring medical documentation, please see the HBA Program office for specific instructions.

Plagiarism

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students must write their essays and assignments (*at Ivey this includes case exams and reports*) in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers (*at Ivey this includes case exams and reports*) may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

VIII. COURSE SCHEDULE AND TOPICS

Please check Learn regularly for changes to the schedule and other course news.

Date	Theme	Topic and <u>Expected Preparation</u> for Each Session
September 9	PART I: CHOOSING AN IMPACT ASSESSMENT SYSTEM	SESSION 1: REASONS FOR ASSESSING THE BROADER IMPACT OF BUSINESS In-Class: <ul style="list-style-type: none"> • Overview of the class • Collective discussion on the notion of impact
September 11		SESSION 2: IMPACT FROM A BUSINESS LENS Read: <ul style="list-style-type: none"> • Arjaliès D-L, Bansal T. (2018), Guidelines for doing an impact assessment (IVEY) Prepare: <ul style="list-style-type: none"> • Assessing Corporate Impact: Danby’s Response to Syrian Immigration (IVEY) <ol style="list-style-type: none"> 1. Do you think companies like Danby should privately sponsor refugees? What would be the pros and cons of doing so? 2. How should Jim Estill assess the impact of the settlement program on the refugees, Danby and other stakeholders? What is the impact of the settlement program? 3. As a Director on Danby’s Board, would you recommend continuing with the settlement program or discontinuing it?
September 16		SESSION 3: STANDARDIZING VS. TAILORING Read: <ul style="list-style-type: none"> • Serafeim G., Grewal J. (2016), ESG Metrics: Reshaping Capitalism? HBS 9-116-037 Prepare:

Date	Theme	Topic and <u>Expected Preparation</u> for Each Session
		<ul style="list-style-type: none"> • Danone: Adopt Integrated Reporting or Not? (IVEY 9B18B017) <ol style="list-style-type: none"> 4. Why do companies report on the non-financial dimensions of their business? 5. What are the different frameworks/standards available to Danone for reporting non-financial information? 6. What are the key differences between Danone and the IIRC's view on IR/<IR>? How important are these differences to a company's reporting process? 7. If you were Laura Palmeiro, what would you decide?
September 18	<p>WORKSHOP 1</p> <p>Further information will be communicated in due term.</p> <p><u>Note:</u> this session is in the multipurpose room.</p>	
September 23	<p>PART II: BETWEEN QUANTITATIVE AND QUALITATIVE ASSESSMENT</p>	<p>SESSION 5: VALUING EXTERNALITIES FINANCIALLY</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Sustainable Brands, The New Financial Metrics of Sustainable Business: A Practical Catalogue of 20+ Trailblazing Case Studies <p>Prepare:</p> <ul style="list-style-type: none"> • Erie Thames Powerlines: The Hybrid Truck Decision (IVEY 9B16B020) <ol style="list-style-type: none"> 1. What are the advantages and disadvantages associated with the hybrid truck when compared to a conventional diesel truck? Can you quantify them? 2. Does the selection of a hybrid truck instead of a conventional diesel truck make financial sense? Why?

Date	Theme	Topic and <u>Expected Preparation</u> for Each Session
		<ol style="list-style-type: none"> 3. What kind of market conditions (oil prices, exchange rate, etc.) would favor the adoption of a hybrid trucks? 4. Would you opt for the hybrid truck? Why?
September 25		<p>SESSION 6: COMBINING QUALITATIVE AND QUANTITATIVE ASSESSMENT</p> <p><i>Prepare:</i></p> <ul style="list-style-type: none"> • Acumen Fund: Measurement in Impact Investing (A) (HBS 9-310-011) <ol style="list-style-type: none"> 1. If you were Brian Trelstad, would you recommend to the investment committee that Acumen invest in Ecotact, Meridian, both, or none? 2. What is your evaluation of the strengths and weaknesses of the Capabilities Assessment Matrix? 3. What is your evaluation of the BACO as a measurement method? 4. What is Acumen Fund trying to achieve? What is its value-add?
September 30		<p>SESSION 7: TRANSFORMING QUALITATIVE JUDGMENT INTO NUMBERS: THE SOCIAL RETURN ON INVESTMENT</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • The SROI Network (2012), A Guide to Social Return on Investment, p.1-15. <p><i>Prepare:</i></p> <p>Dalmia Bharat: Social Return on Investment (IVEY 9B17M165)</p> <ol style="list-style-type: none"> 1. Dalmia Cement works in the areas of soil and water conservation; renewable energy and climate change; skill development and livelihood; and social development. Why do you think the company chose these four areas? How do they fit in with the company's overall strategy?

Date	Theme	Topic and <u>Expected Preparation</u> for Each Session
		<ol style="list-style-type: none"> 2. Why is measuring its CSR and sustainability activities important for Dalmia Cement? What alternative methods of measurement are available? What are the pros and cons of each method? 3. What is an externality? What are the different types of externalities? How do externalities link to a company's strategy? 4. What is social return on investment (SROI)? 5. What are the advantages and disadvantages of SROI? 6. How should the SROI of water-related activities be measured for Dalmia Cement?
October 2		<p>SESSION 8: ASSESSING IMPACT IN A HOLISTIC WAY – AN INDIGENOUS PERSPECTIVE</p> <p>Guest speaker: Clint Jacobs, Montana Riley, Destiny Soney, Heritage Centre, Walpole Island First Nations Reserve</p>
October 7	<p>WORKSHOP 2</p> <p>Further information will be communicated in due term.</p> <p><u>Note:</u> this session is in the multipurpose room.</p>	
October 9	<p>PART III: IMPACT ASSESSMENT IN CORPORATIONS</p>	<p>SESSION 10: B-CORPORATION ASSESSMENT</p> <p>Prepare:</p> <ul style="list-style-type: none"> • New Belgium Brewing Company and B Corporation Certification (IVEY 9B17M028) <ol style="list-style-type: none"> 1. What is a B-Corporation? 2. What do you think of the B-Corporation assessment framework? 3. As NBB's director of sustainability, Wallace, what would be your recommendation to the board of directors and employees regarding becoming a certified B corp?

October 23		<p>SESSION 11: SUSTAINABILITY ACCOUNTING STANDARDS (SASB)</p> <p>Prepare:</p> <ul style="list-style-type: none"> • The Sustainability Accounting Standards Board (HBS 9-414-078) <ol style="list-style-type: none"> 1. What do you think about the SASB approach? 2. Should Roger keep a concentrated focus on U.S. adoption or push for more widespread international expansion? 3. If so, how could SASB expand outside the US?
October 28	<p>PART IV: IMPACT AND INVESTMENT</p>	<p>SESSION 12: DEVELOPING METRICS IN THE FIELD OF IMPACT INVESTING</p> <p>Read:</p> <ul style="list-style-type: none"> • Chatterji, A. K., Durand, R., Levine, D. I., & Touboul, S. (2016). Do ratings of firms converge? Implications for managers, investors and strategy researchers. <i>Strategic Management Journal</i>, 37(8):1597-1614 <p>Prepare:</p> <p>Verge Impact Investing (Ivey) – to be distributed in class</p>
October 30	<p>WORKSHOP 3</p> <p>Further information will be communicated in due term.</p> <p><u>Note:</u> this session is in the multipurpose room.</p>	
November 11		<p>SESSION 14: VENTURE CAPITALISTS AND THE SUSTAINABLE DEVELOPMENT GOALS</p> <p>In-class activity.</p> <p>Guest speaker: Michael Lewkowitz, General Partner, Possibilian Ventures</p>

<p>November 18</p>	<p>PART IV: IMPACT AND SOCIETY</p>	<p>SESSION 15: POLITICAL NUMBERS</p> <p>Prepare:</p> <ul style="list-style-type: none"> • The Access to Medicine Index (A): Engaging Stakeholders and Attracting Funding (IVEY 9B17M010) <ol style="list-style-type: none"> 1. Analyze the relationship of the index with its stakeholders (e.g. interests, power, role, etc.). Suggest two stakeholders on which you think the ATMI should focus their efforts. Explain why. 2. Suggest some solutions to Leevereld to address the three challenges he faced after the launch of the first two indexes. 3. How do you judge the criteria used by the ATMI to rank the pharma companies against each other?
<p>November 20</p>		<p>SESSION 16: VALUING NATURE AS A COUNTRY</p> <p>Read:</p> <ul style="list-style-type: none"> • Fourcade M. (2011), Cents and Sensibility: Economic Values and the Nature of ‘Nature’, American Journal of Sociology, 116(6): 1721-77. Read p. 1735-1740 and 1764-1768. <p>Prepare:</p> <ol style="list-style-type: none"> 1. How do you explain the “value” differences between France and the United States? 2. How do you judge the calculation method used by each country to assess the cost of the oil spill? 3. As an ESG analyst, how would you evaluate the “pollution risk” associated with an oil company?
<p>November 25</p>		<p>SESSION 17: THE CONSEQUENCES OF THE ANTHROPOCENE ON SOCIAL SCIENCES</p> <p>In-class activity. Further information in due term.</p>

November 27	WORKSHOP 4 Further information will be communicated in due term. <u>Note</u> : this session is in the multipurpose room.
December 2	SESSION 19 & SESSION 20: PRESENTATION OF YOUR IMPACT ASSESSMENT Final Presentations

Update: 6 September 2019

I. PROFESSOR'S BIOGRAPHY



Dr. Diane-Laure Arjaliès

Assistant Professor

- PhD in Management, ESSEC Business School & University Paris Nanterre
- MBA, Social Entrepreneurship Specialization, ESSEC Business School
- MPhil in Organizational Theory, University Paris Nanterre-ESSEC-ESCP-X-Mines

E-mail : darjalies@ivey.ca

Web page : <http://www.ivey.uwo.ca/faculty/directory/diane-laure-arjalies/>

Biography

Since 2015, I have been an Assistant Professor at the Ivey Business School. I belong to the 'Managerial Accounting and Control', 'Sustainability' and 'General Management' groups – a cross-disciplinary appointment that reflects my research and teaching. I aim to push the boundaries of knowledge and practice by investigating the latest social innovations in finance and accounting. Over the past decade, I have studied the emergence of responsible investing, conservation finance, impact assessment, integrated reporting, and alternative currencies.

My research investigates how the fashioning of new devices and/or collective actions can help transform markets towards sustainability. Ethnographer by training, I enjoy doing field research and sharing my experience with students and practitioners. My last book, co-authored with a renowned team of social scientists of finance, is available at the Oxford University Press, [Chains of Finance: How Investment Management is Shaped](#).

My work in this area has won me several academic and professional prizes. The French Ministry for Finance and Economy has recently appointed me to the Scientific Committee of the French SRI label. I am also a board member of the French Social Investment Forum, an advisory member of the Principles for Responsible Investing and a Jury member of the FIR-PRI Finance and Sustainability Awards. Since 2017, I have also been an honorary research fellow at Cambridge, Centre for Alternative Finance.

Before working at Ivey, I was an Assistant Professor at HEC Paris in the Department of Accounting and Control. Prior to my academic life, I worked for several years as an analyst in an asset management company and as a social economy manager in a mutual insurance company. I graduated with a Ph.D. in management, an MBA and a MPhil in organizational theory, with highest honor.

Peer Grading for HBA2 “Assessing the Broader Impact of Business” (Prof. Arjaliès)

You have been chosen as a peer grader of oral contribution for today’s class. In judging contribution performance, please note the following instructions below. You will be given 1 for today’s grading. You can still participate and increase your grade if you want. Thank you for your assistance.

1. Mark each person who is absent from today’s class with “A”.
2. Score the contribution made by a participating student for the session (see below).
3. If so, mark how many times and for how long a person left the classroom (e.g. to go the washrooms), “L” for late and “D” for disruptive.

Point Value	Category (Frequency)	Components of in-class contribution
3	Outstanding Rare (0-10%)	The comment adds substantial value to the discussion. Demonstrates willingness to take risks in attempting to answer difficult or unpopular questions. Breaks new ground and raises the flow of discussion to a higher level, often by synthesizing material and applying multiple lenses or techniques.
2	Significant Frequent (10-30%)	The comment adds value to the discussion, beyond case facts. There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even desirable in certain circumstances). Comments are linked to those of others, facilitating the flow of the discussion. Demonstrates knowledge of readings and other relevant course material. Incorporate relevant insights from other courses or current affairs.
1	Good Common (50-70%)	The comment advances the flow of the discussion (including responses to questions from the instructor). Demonstrates clear grasp of case material. Information presented is relevant to the discussion.
-1	Unsatisfactory Rare (0-10%)	Lack of preparation for class discussion; failure to listen. Criticisms are directed at others versus towards their ideas. Defensive behavior (e.g., aggression or withdrawal) is exhibited. Drains energy from class goals. Use of cell phones, laptops or other electronic devices in the classroom without permission. Disruptive or distracting behavior in class.