Rotman Commerce
UNIVERSITY OF TORONTO

Acknowledgement of Traditional Territory

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Course Outline

MGT 396Y0 - Special Topics: Inclusive Consulting with Micro-Enterprises

Summer 2025 Course Meets over Zoom and On-site
Course Delivery: The course is hybrid and offered synchronously.
Most of the course is offered in-person on-site in Cape Town and the surrounding informal settlements.

Instructor:	Ann Armstrong
Email:	ann.armstrong@utoronto.ca
Webpage:	q.utoronto.ca
Office Hours:	By appointment
Classroom:	Zoom and On-site in Cape Town, South Africa

Ann Armstrong received her Ph.D. from the Rotman School of Management. Since then, her research has focused on the structures of and dynamics in social enterprises and B Corps. In addition to co-authoring two textbooks with multiple updates, Ann has co-authored two books on the social economy of Canada and the United States. Her most recent publication examines if the current approaches to DEI go far enough.

SInce July 2021, Ann has been serving as the director of ICUBE, UTM's incubator for social enterprises and early-stage start-ups from equity-deserving communities. In that role, she supports the African Health Collaborative, a partnership between the University of Toronto and eight African universities.

Course Scope and Mission

The course provides you with the opportunity to learn, in depth, about one of the BRICS' countries, South Africa. It does so by sharing and analyzing knowledge about the past and the current social, political, and economic realities of the country known as 'the rainbow nation'.

South Africa has had a tumultuous history, scarred by apartheid, from which it continues to recover with mixed success at best. Its first post-apartheid leader, Nelson Mandela's legacy continues to shape South Africa. As well, you will learn about pan-African values, including those of local Indigenous traditions.

In addition to learning about South Africa, this course provides you with the opportunity to work on actual consulting engagements with micro-entrepreneurs at the base of the economic pyramid. We have partnered with a consulting firm, Reciprocity in Cape Town, to work with micro-enterprises that need the additional capacity that you bring. (See https://reciprocity.africa/.) Our partners at Reciprocity bring more than 15 years of experience and insight that they will share throughout the course. Reciprocity has created and applied its own model of consulting on a variety of projects with considerable success. They are subject matter experts who will ensure that your work follows the research standard of 'nothing done to us without us'.

Your work will build capacity and is in *no way extractive*. Your work will create capacity through you action ideas that will be implementable and sustainable in the immediate- and short-terms. You will work in small teams, with the dedicated involvement of a 'cultural navigator' from the local community. At the end of the two weeks, you will present your work and receive feedback. Even more importantly, you will 'hand over' your work so that your micro-entrepreneur can act on your action recommendations. All your work will be co-created with your entrepreneur, your navigator, our partners and your professor.

Course Prerequisites: This is a social science course.
Breadth Requirement = Society and its Institutions (3)

Learning Objectives

By the end of this course, you will...

(LO1) gain knowledge about a country - and region - that is gaining increased international attention and power;
(LO2) understand the legacy and impact of apartheid;
(LO3) understand the current movements to decolonize;
(LO4) understand the challenges of conducting contextually-sensitive field work;
(LO5) develop and apply some readily transferable consulting skills;

(LO6) apply a model and process of inclusivity; and
(LO7) increase your intercultural fluency.

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Course Delivery and Required Technology

For Summer 2025, this course will be offered in a hybrid delivery. You will have hybrid sessions during the first week. Otherwise, the course is offered in person onsite. To participate fully and to complete the course successfully, you should ensure you have access to a computer that meets the University of Toronto guidelines. For further details, please visit this link: Recommended Technology Requirements for Remote/Online Learning.

Required Readings

(1) Trevor Noah's autobiography – *Born a Crime*, which is available as an e-book and as an audiobook. (2) There are two articles from the Harvard Business School Publishing, which are noted with an *. Many of the readings will be posted on Q. In addition, I will post current articles on Q. They are all required.

The materials cost approximately $30.00.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student will be judged on the basis of how well he or she has command of the course materials. There are four assignments. Details will be posted on Q.

Assessment	Weight	Due Dates 2025
Analysis of *Born a Crime* by Trevor Noah	15%	May 10th
Journals – (1) Experiential and (2) Literature	20% (2 x 10%)	Ongoing till June 15th

Consulting Project Team Deck and Assessment Tool	40%	May 26th
Final Assessment	25%	June 21st (it will be posted on June 7th.)

The course schedule is on the next page.

Schedule as 18-4-25

Notes	Day/Date	Topic	Readings & Activities
	April 30, 9:00-noon	Course and Consulting Overview.	Read: Aspen Network (2024). Entrepreneurship in South Africa's Townships: Ecosystem challenges and Recommendations for the Path forward.
	May 1, 2025, 9:00-noon	Understanding the Context	Read: (1) Africa: A Crucible for Creativity.* (2) A Guide to South African Township Economy, August 25, 2023. (3) HRSC (2023). Voices of Langa: a 100-year social history of Cape Town's Oldest Township.
See the Modules for more detail about the sessions.	**Classes on-site May 7–May 26, 2025.** There is a separate detailed schedule posted on Q.	Working with our partners and your micro-entrepreneurs	Materials will be posted on Quercus.

| May 26, 9:00-noon | Debrief & Wrap-up | Read: Scheba, A. and Turok, I.N. (2020) Strengthening Township Economies in South Africa: the Case for Better Regulation and Policy Innovation, https://doi.org/10.1007/s12132-019-09378-0 Prepare: The Spinach King: Scaling Opportunity in Social Enterprise.* |

Various

(1) Please note that clear, concise, and correct writing will be considered in the evaluation of the short papers and team project. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

(2) Please remember that you do not start with 100 points and get them "taken away"— rather, good marks are earned through clear writing, explanation, definitions, and analysis. I will not respond to any email about grades for four days after they are posted for a cooling off period. I am happy to make corrections in case of clerical errors, but I will not entertain requests for grade increases based on enjoyment or liking, effort made, or disagreement with the legitimacy of the evaluation method, relative to others' performance, or any persuasion tactics. In addition, meetings are rarely productive, and I encourage you to instead reflect on what you can learn and grow from the marks and feedback that we can give to you to help you understand and improve, and then if needed, initiate a formal regrade request/appeal. If you believe that your paper grade is not a reflection of its true quality, and would like me to personally regrade it, you must write a one-page memo explaining why you think you deserve a better grade being specific and submit that along with your paper via email within one week of posted grades. The memo cannot contain any pleas for humanitarian concerns or justice concerns relative to other people in the class or claims that you enjoyed the class or worked hard, and instead should focus on substantive arguments, explanation, and evidence in support of your argument. I will re-evaluate the entire paper, and your grade can go up or down.

Centre for Professional Skills Teamwork Support

Working as a team can be challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers. You are encouraged to review the teamwork resources available to all Rotman Commerce students at https://rotmancommerce.utoronto.ca/teamwork-resources while navigating these challenges, but keep in mind that supports are also available for when you think you may need extra help.

The Rotman Commerce Centre for Professional Skills (RC-CPS) offers appointments with Teamwork Mentors for any teams encountering challenges in their teamwork. Teamwork Mentors are recent alumni and upper-year students trained in facilitating teamwork—they work at arms-length from course instructors to provide a space for you and your team to discuss communication strategies or troubleshoot conflict.

Some possible reasons you might book an appointment with a Teamwork Mentor include:

- Team members have identified constraints on their time, work or accommodations they require that conflict with team timelines.
- Teams are unsure how to divide their workload for a team project.
- Teams are concerned about how to integrate the individual contributions of each member and how to ensure team members are contributing equally.
- Teams feel one or more group members are not meeting expectations or submitting inadequate work.
- A team member or members feels left out or not included in the group.
- Teams are concerned about how to ensure all group members are aware of academic integrity guidelines (e.g., properly attributing sources) and follow them.
- Teams would like to be able to communicate more effectively with each other, particularly when navigating a remote work academic environment.

To book a meeting with a Teamwork Mentor, send an email to rotmancommerce.teamworkhelp@utoronto.ca with the course code (e.g. RSM100) and team number (if available) in the subject line of the email. Any member of the team may reach out individually to book an appointment, but we also encourage teams to book their appointments as a team. You will normally receive a response within 24-36 hours but note that during busy times of the semester the waiting period may be longer. Be proactive in booking your meeting and do so *as soon as* challenges arise!

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations pertaining to teamwork and accessibility, please see information in the section on Accessibility Needs below under the Policies and Procedures heading.

Policies and Procedures

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g., illness) may request special consideration. In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office on the date of the missed course deliverable, e.g., missed test, final assessments, assignment or class (in the case of participation marks).

2. Complete a Request for Special Consideration Form and submit it along with supporting documentation this may include either your Absence Declaration on ACORN (please read the instructions on how to use the Absence Declaration in ACORN) or Verification of Student Illness or Injury form to the Rotman Commerce Office within 2 business days of the originally scheduled course deliverable.

   Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

   Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. After-the-fact reports are not sufficient.

Late Assignments

   Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

   The University of Toronto is committed to accessibility. If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as. It is important that you get in touch with them as soon as possible because the process for obtaining your accommodation letter may take up to several weeks. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you have to do is attend classes regularly and submit your notes consistently. Follow these steps –

1. Register online as a Volunteer Note Taker at https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx
2. Follow the link that says "Volunteer Notetakers"
3. Select your course and upload a sample of your notes
4. Once you have been selected as a note taker, you'll get an email notifying you to upload your notes.

If you have questions or require assistance, please email as.notetaking@utoronto.ca. Volunteers may receive co-curricular credit or a certificate of appreciation.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework.

Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit help.ic.utoronto.ca/category/3/utmail.html.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in spam folder.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

FIPPA Language

Notice of video recording and sharing (Download permissible; re-use prohibited)
This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructors.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectively, responsibly and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters.* If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T resources such as College Writing Centres or the Academic Success Centre.

Plagiarism Detection Tools

Students may be required to submit their course essays to the University's plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).If you have an objection to the use of Ouriginal for the submission of your work, please make an appointment to speak personally with the Course Instructor to discuss alternative arrangements.

Generative AI Tools

- Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course material. Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.
- Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.
- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).
- Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.