



Carleton
University

Sprott
School of Business

BUSI 5997 A
Social Impact Project Delivery Practicum
Fall 2024

Instructor: [Ms. Emily Jones Joanisse](#) (she/her), Asst. Professor Teaching Stream, MBA, BCS

Class Time: Synchronous and asynchronous work times scheduled based on project and client team availability determined per project team, determined immediately before the term starts. Students are required to select a **1-hr synchronous** period where all group members are available each week for internal and client meetings, a weekday slot between 9 am and 5 pm (or business hours based on client time zone), plus 2 hours of communication asynchronously based on team needs, and project work based on deliverables. *N.B. Additional time may be required based on partner requirements and planned travel to international partner locations, if applicable.*

Office Hours: Upon request; please book time for your project team w/the Instructor via [this link](#).

Email: socialimpacthub@sprott.carleton.ca

Modality: Flipped Classroom (1-1.5 hours synchronous with the Instructor, and/or Team, and/or Client and 1.5-2 hours asynchronous for any recorded lectures, internal and external communication, planning and preparation time for project delivery activities)

Course Calendar Description: Project Based Service Learning

An experiential work environment in which students serve as consultants for a real-world client. Various types of projects are possible depending on the company and their goals/needs. Clients may be internal (Carleton, Sprott) or external (large firm, start-up, individual entrepreneur, not-for-profit). Includes: Experiential Learning Activity

Course Description: Social Impact Project Delivery Practicum

In this course, students will engage in Project-Based Service Learning to tackle real-world challenges by working with various non-profit organizations dedicated to advancing essential social causes. Projects will address pressing issues such as improving health care access for marginalized communities, enhancing opportunities and well-being for youth from low-income backgrounds, combating food insecurity with culturally sensitive meal programs, and supporting immigrant integration through economic empowerment and social services. Through this course, students will develop skills in project management, strategic planning, and problem-solving while contributing to impactful solutions that drive positive change and strengthen both local and global communities.

Course Learning Objectives:

1. Communicate Strategic Insights Effectively: Demonstrate advanced communication skills by presenting strategic recommendations and insights clearly and persuasively to diverse audiences,

- including senior management. (Application)
2. Foster Strategic Decision-Making Skills: Enhance decision-making skills by analyzing real-world scenarios to make informed and strategic business decisions. (Analysis/Synthesis)
 3. Lead Strategic Change Initiatives: Lead and manage strategic change initiatives, including change management processes, stakeholder communication, and overcoming resistance to change. (Application)
 4. Evaluate Strategic Performance: Develop and use advanced performance metrics to evaluate the effectiveness of strategic initiatives and make data-driven recommendations for improvements. (Evaluation)

Course Prerequisites: Placement in graduate studies in any faculty at Carleton, permission of the School of Business. Also offered at the undergraduate level, with different requirements, as [BUSI 4800](#), for which additional credit is precluded.

Required Materials: Stable Internet connection with working laptop, and functioning webcam and mic to enable communication with clients/partners.

The minimum computing requirements for e-proctoring service are as follows:

- Hardware: Laptop
- OS: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

Final Exam Date: N/A

Drop Course Policy: The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

Grading Scheme:

Group Project Work (65%):

1. Customer Satisfaction (CSAT) score, collected via the CSAT feedback from clients each term will be averaged between your two terms. This is based on customer satisfaction with your ongoing communication (e.g. status reports, etc.), timeliness, and the quality of your work products, as communicated in the CSAT forms that will be sent to clients. This will count for forty-five percent (45%) of your mark.
2. Public-facing Interim and Annual Report contributions will count for twenty percent (20%) of your mark. Each term, the Sprott Social Impact Hub will create a public-facing report which depicts the work and student learnings gained over the term/year, in terms of their work with our client partners. The interim report on your project team's work will count for seven and a half percent (7.5%) of your mark and the final report will count for twelve and a half percent (12.5%) of your final mark. Full instructions will be provided on Brightspace regarding required contributions, but for examples of industry-standard annual reports, please see <https://www.ocf-fco.ca/publications/annual-reports/>.

Individual Contributions (35%):

1. Peer assessment and individual participation: Active participation in project teamwork is essential for this course. Your engagement during internal and external meetings will be assessed. Additionally, you should be prepared to address topics uncovered in your asynchronous study periods and to

introduce any questions or challenges you encounter, either individually or as a group, in your group meeting with the Instructor (see the [office hours section](#) on how to book meetings with your professor) Twenty-five percent (25%) of your mark will be based on your peer assessment value, which will be calculated each term based on a peer assessment form and adjusted by the Instructor and SSIH management team if necessary to contribute to your final mark based also on your interactions with the Instructor and SSIH management team.

2. Individual reflection: At the end of the first term, you will be asked to submit 1.5 page reflection on lessons learned over the semester based on the project you were working on. At the end of the course, you will revise this reflection and submit a 2 page final reflection on lessons learned. Ten percent (10%) of your mark will come from this final reflection.

Late Assignments:

To ensure fairness for all students and clients, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Preparation and Participation:

Please also refer to the SSIH Standard Operating Procedures (SOPs).

- **Meeting Attendance:** Attendance and active participation are crucial for the success of this course. Regular attendance at scheduled meetings with the professor, project team, and clients is expected. Missing meetings can impact your understanding of the project and your ability to contribute effectively. If you cannot attend a meeting, you are responsible for catching up on what was discussed, including any materials or assignments covered.
- **Punctuality:** Arriving on time for meetings is important to ensure that discussions and work progress smoothly. Late arrivals can disrupt the flow of the meeting and affect the productivity of the team.
- **Deliverables:** All submitted deliverables must be submitted to the client using the Sprott Social Impact Hub word document template and must be spell-checked etc. prior to submission, via Basecamp or Brightspace as noted in the assignment instructions.
- **Team Projects:** Teamwork for the Social Impact Project are central to this course. A significant portion of your course mark (70%) is made up of your client and peers' assessment of your project work and communication, which means that being present for both your team and your client is essential to you getting a good mark in this course.
- **Team Meeting Participation:** Regular attendance at team meetings is crucial. Missing more than two team meetings without a valid reason may marks being deducted from your final mark. The assessment of team performance will be reviewed and coordinated with the Instructor.
- **Feedback:** Feedback on assignments will be provided through the course's online platform and during designated office hours.
- **Preparation:** Come prepared to discuss any assigned materials and be ready to answer questions related to the project and client needs. Engage with the content and be ready to participate actively in all discussions, proposing next steps and taking ownership of upcoming project tasks.
- **Email Communication:** Communication will primarily take place over Basecamp, except for areas where the topic is a personal matter (e.g. questions regarding a mark received, or accommodation re: health issues). Due to the nature of this course, responses to emails may take up to 48 hours. When

contacting the Professor outside of Basecamp, use the subject line “SSIH / Project Client [Name] Project” followed by your name, student ID, and team number.

- **Grading:** If you find the grading requirements unclear, you are encouraged to discuss it with the professor before submission. Grades and feedback may be delayed due to various factors, including the availability of the teaching staff. Reach out to the professor through email or office hours if you have concerns.
- **Grades and Feedback for Participation:** Grades for class participation and peer reviews will not be disclosed as they reflect ongoing engagement throughout the course.

Contribution to Program Learning Goals ([MBA](#)):

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>				✓
MB2 Communication <i>Graduates will be effective communicators</i>				✓
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>				✓
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>			✓	
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>			✓	

COURSE SCHEDULE

Week	Dates	Activities
F1	Sep 3 - Sep 6	Required pre-class prep: Items 2-4; Sign into Basecamp and complete onboarding tasks. Project Kick-offs: Overview, team formation, project charter review. Introduction to clients and their mandates. Team roles and tasks defined based on team capabilities assessment. Required internal deliverable: Team Charter due Sep 6.
F2	Sep 9 - Sep 13	Required pre-class prep: Items 5-7. Baseline Project Charters: Update project charters, develop detailed project plans and work breakdown structures. Submit updated project charter for client sign-off by Sep 16, with updates made by Sep 20 for client sign-off by end of day.
F3	Sep 16 - Sep 20	Ongoing research, analysis, and project tasks.
F4	Sep 23 - Sep 27	Research & Analysis: Initial research on client needs, market analysis, and problem identification. Use Sustainable Development methodology. Required reading: Items 8-9.
F5	Sep 30 - Oct 4	Progress Reporting: First client-facing status report due on Basecamp by noon on Oct 4. Refine project tasks and plans based on client feedback.
F6	Oct 7 - Oct 11	Ongoing research, analysis, and project tasks. Update Basecamp tasks based on scope refinement.
F7	Oct 14 - Oct 18	Progress Reporting: Second client-facing status report due on Basecamp by noon on Oct 18. Evaluate progress, client feedback, adjust project plans. Client deliverables submitted for review/approval.
F8	Oct 21 - Oct 25	Reading Week: No classes. Continue project work with team.
F9	Oct 28 - Nov 1	Progress Reporting: Third client-facing status report due on Basecamp by noon on Nov 1. Evaluate progress, client feedback, adjust project plans. Client deliverables submitted for review/approval.
F10	Nov 4 - Nov 8	Ongoing project tasks. Prepare for client presentations and feedback sessions.
F11	Nov 11 - Nov 15	Progress Reporting: Fourth client-facing status report due on Basecamp by noon on Nov 15. Deliver presentations, gather feedback, and adjust projects. Ongoing project tasks.
F12	Nov 18 - Nov 22	Ongoing project tasks. Final Adjustments: Implement changes based on client feedback; prepare final deliverables.
F13	Nov 25 - Nov 29	Progress Reporting: Fifth client-facing status report due on Basecamp by noon on Nov 29. Submit finalized project-specific deliverables and annual report artifacts. Peer Evaluation due by noon.
F14	Dec 7 - Jan 3	Winter Break: No classes. Continue project work as needed to prepare for winter term and international trip where applicable.

ADDITIONAL INFORMATION

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p. 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/grad/gradregulations/>

Requests for Academic Accommodation:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>
- **Religious Obligations**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>
- **Students with Disabilities**
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>
- **Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>
- **Student Activities**
Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable

accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>