



**Carleton**  
University

**Sprott**  
School of Business

**CARLETON UNIVERSITY**

**BUSI 5997 -STUDENT CONSULTING  
SPROTT STUDENT CONSULTING GROUP  
CONSULTANTS AND MANAGERS**

Departmental Permission required for registration.  
Please consult with the instructor.

**Instructor: Andrew Webb, PhD**  
**Office: 7019 NI**  
**Office Hours: By appointment**  
**Email: Andrew.webb@carleton.ca**  
**Phone Number: 613-520-2600 ext. 5063**

**Modality:** Online \_120-150 hours synchronous (*i.e., delivered in real-time*)

**Course meets: Monday 14h00-17h00 and by appointment**

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**Course Calendar description from the 2022/2023 University calendar:**

**Prerequisites & precluded Courses:**

Prerequisite(s): permission of the School.

The Sprott School of Business enforces all prerequisites. It is your responsibility to ensure that you meet the prerequisite requirements for this course. Lack of prerequisite knowledge may lead to failure in the course. Only the Graduate and Undergraduate Program Advisor of the School can waive prerequisite requirements. *"Permission of the School" is subject to approval of a proposal to be submitted by the student (see section IV, Assignments and Assessment, below).*

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**Course Description and Objectives:**

BUSI5997 (0.5 credit) Student Consulting – Senior Student Consultants and Mangers

At the Sprott Student Consulting Group (SSCG) Students will manage an approved consulting or management projects directly with external partners that foster employability skills and superior management mindset. This experience will allow

students to integrate and apply the material acquired in previous courses as consultant or as manager.

**Required Materials:** Microsoft Teams software

**Drop Course Policy:** The deadline for academic withdrawal is the last day of classes (each term).

## **Strategic Positioning of the SSCG**

### *Vision*

To become the best student-driven consulting group in the country.

### *Mission*

Our mission is to learn management and leadership through the practical application of research and theory for the benefit of allied organizations

### *Values*

- We believe in the value of practical research
- We believe in learning through experimentation and reflection
- We are driven by a desire to change the world by helping communities
- We believe in the Sprott values of being creative, connected, and caring
- We believe in an inclusive and interdisciplinary learning environment

Overall, this programme is designed to support the strategic vision of the Sprott School of Business' five pillars:

#### **Principle 1: Transformational Lifelong Learning Journeys**

We attract students who strive to make a difference in the world. We provide individualized, lifelong learning journeys that allow our students to discover their unique talents and to unleash their imagination.

#### **Principle 2: Entrepreneurial Mindsets to Create Positive Change**

We are a critical link for innovation, entrepreneurship, and social enterprise for positive impact within the region, country, and the world. We exemplify innovative and enterprising practices within the school and are leaders within the university.

#### **Principle 3: Partners in Ottawa's Prosperity**

We engage with businesses, community organizations, and government departments to cultivate talent and share knowledge that positively impacts the economic development of Ottawa and the National Capital Region.

#### **Principle 4: Global Insights and Cross-Cultural Collaborations**

We serve the world and foster a global mindset and intercultural capabilities for future leaders and organizations to deliver on the promise of shared global prosperity. We are a hub of knowledge, talent and networks to support Canada's role on the world stage.

#### **Principle 5: Advancing Responsible Leadership**

We develop and inspire the responsible decision-makers of tomorrow to advance sustainable development. We are leaders and cross-sector collaborators in advancing the role, dynamic and impact of organizations in the creation of sustainable social, environmental, and economic value.

#### **Specific learning outcomes**

The ability to effectively lead teams requires understanding context. This implies considering the barriers that prevent all members of a team from achieving their full potential. Yet, critically reflecting on barriers provides perspectives on how to reduce barrier. This approach encourages students to apply theories and models learned in the classroom in direct experiences. Thus, the main objective of this course is to help students build bridges between theory and practice, acquire leadership skills that can increase their employability, develop research and analysis abilities, expand their global mindset by providing them with practical business research and analysis experience.

At this level of the SSCG program, students participate in consulting and management activities that involve multidisciplinary teams interacting to achieve educational, business, or humanitarian goals. This experience is intended to be challenging, fun, and interesting, but will not be easy, since, by definition, it deals with "foreign" issues and terrain that will often be unfamiliar. Developing research, analysis, and employability, skills in a global context, requires a high level of engagement and performance.

More specifically, learning outcome include

- Demonstrate an appreciation for the complexity of leadership
- Posses a capacity to identify barriers that precent team members from achieiving their full potential.
- The ability to conceive and implement processes for breaking down barriers and producing positive change for their team members.
- Understanding of core competencies of transformational leadership (see HRSG reference in suggested reading section).
- Apply core competencies of transformation leadership
- Coordinate the production of well written and effective reports on business issues.
- Prepare and present oral reports on business issues and present these in a well-organized and effective manner.
- Demonstrate professionalism when interacting with peers, faculty, and business professionals in formal and informal business settings.

- Demonstrate proficient use of information and communication technologies for communicating and collaborating in organizational settings.
- Identify and synthesize essential questions, issues, opportunities, and/or problems.
- Gather relevant data to effectively address the questions, issues, opportunities, and/or problems.
- Recognize and evaluate assumptions, diverse points of view and ideas relevant to the questions, issues, opportunities, and/or problems.
- Collate informed alternative solutions and evaluate them using appropriate analytical techniques.
- Apply theoretical concepts to develop innovative, yet practical business solutions.
- Decide best course of action.
- Articulate practical conclusions and recommendations while highlighting implications and consequences that emerge from proposed conclusions/solutions.
- Develop an understanding of the cross-functional and interdependent nature of strategic business decisions.
- Develop awareness and understanding of integrated information technology solutions in addressing business problems.
- Recognize the value of incorporating ethics into work-life decisions.
- Demonstrate the ability to recognize ethical issues associated with work and organizational decisions and actions, and to apply ethical principles to deal effectively with them.

### **Specific information about the SSCG Experience**

Here is some essential information that can positively impact your experience with us.

The program aims to get students out of the classroom and working with real organizations. Through this initiative, students work as consultants within interdisciplinary teams to solve real problems. Building on experiential learning theory, this is a proven way for students to acquire practical experience, expand their networks, and enhance their management and leadership skills.

### **Standard Operating Procedures**

The first task is to read and understand the SSCG Standard Operating procedures (SOPs). The purpose of the SOPs is to establish guidelines for our operations. Internal guidelines include the SSCG organization as whole, the recruitment process for students, the project management cycle, and the detailed grading system. In the SOP, there are more details about the three main types of roles at the SSCG: Analyst, Consultant, and manager-executive

#### **A) Consultants**

One of the most significant positions in this program is that of consultant or team leader (depending on if you are assigned a management project such as organizing an event, or operationalizing an element of a larger strategic plan or on a consulting project). As the leader of a consulting or project team, (hereon team leader) you will collaborate with the assistant team lead assigned to the project, the Director of operations, the General Manager, the Chief Academic officer, and is the main point of contact with the client.

The team leader also selects, leads and manages the analysts and team members assigned to their project. Thus, team leaders arguably play the most important role in each project. They must understand the project, plan how it will progress, then execute their plan. In other words, you will need to lead and manage (ie Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting) their team to deliver the project on time, and on budget. The team lead is accountable for the team's success as well as the client's satisfaction. Although they are free to apply what they have learned in other classes, successful teams frequently adopt some formalized structure (such as team contracts, team building events, weekly meetings, agendas and minutes for meetings, and weekly communication with clients). They report to the Director of operations and must give regular progress reports and receive approval on all work before sending it to the client. Each team lead is expected to invest an average of 150 hours of work per semester on one, or multiple projects and must log their hours weekly.

## **B) SSCG Management**

The Sprott Student Consulting Group is managed by the Corporate Affairs team. Corporate affairs managers are responsible for Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting for all operations. The management team includes:

- the executive director
  - o The general manager
- The director of operations
  - o The assistant director of operations
- The director of corporate affairs
  - o The assistant director of corporate affairs
- The coordinator of human resource
  - o The assistant coordinator of human resource
- The coordinator of client affairs
  - o The assistant coordinator of client affairs
- The coordinator of volunteer engagement
  - o The assistant coordinator of volunteer engagement
- The coordinator Finance, accounting and R&D
  - o The assistant coordinator of finance, accounting and R&D.

As described in the standard operating procedures, each manager will have their own responsibilities and goals to fulfill, whether it's related to marketing, client relations, or managing the projects. Moreover, they will also be focusing on their specialization and work but also help other corporate team members if needed. Managers are expected to invest at least 150 hours of work per semester and must log their hours weekly.

## **Assignments**

Assignments will be dependant on each project, but in general teams will need to produce a project charter, an interim report and a final report.

## Evaluation for analysts and consultants

#	Key Performance Indices	Weight	Base		Excel		Submission	Assessor		
1	Deliverables	40%	Preliminary report/ presentation = 0 Final presentation = 10 Final Report/ = 30						Deliverables are submitted by the Director of Operations at least 5 business days before they need to go to clients	Deliverables are graded by CAO
2	Client Satisfaction	20%	Score 4-8= 10 points		Score 8.1-10= 20 points		Clients complete survey	Client Relations		
3	Individual Contribution	20%	80-100 hours= 5 points		100-120 hours= 10 points		120-150 hours= 15 points	>150 hours= 20 points (Hours are submitted weekly to finance team)		
4	Personal Reflection <i>*See below for details</i>	20%	Simple reflection= 10 points	Intermediate reflection= 15 points	Detailed reflection= 20 points	Submitted via email to Dr. Webb		CAO		
5	Total	100%						CAO (Chief Academic Officer)		

### Deliverables

As described in the SOPs, all team members working on projects must submit a project mandate, preliminary report/presentation, and final report/presentation. Students must also complete administrative tasks for the project, such as submitting their hours to the accounting team on a weekly basis, completing time sheets, and reflections

### Individual Contribution

Hour logs are submitted to HR to calculate individual contribution to each project over the semester:

100 - 120 hours - 5 points

120-150 hours - 10 points

>150 hours - 20 points

### Personal reflection

#### Personal reflection

As described in more detail in the SOP, Personal reflections are to be submitted to the course instructor on the last day of each month and as on the 15<sup>th</sup> of the last month of the

course (4 in all). These are in depth and highly focused reflections of your most important leadership learning and should answer, in 2-3 pages:

- What is the most important concept you learned about transformational leadership? (and How did you learn this?),
- So what? (why is this important); and
- what now (what will you start doing, stop doing and keep doing).
- What references and sources did you consult to reflect on your chosen theme.

The reflection should be focused, profound, and not simply descriptive.

Simple reflection (superficial reflection, mostly descriptive, with few examples or references) – 4 points

Intermediate (general reflection on several elements on learning. Some examples and references provided) – 8 points

In depth (Detailed reflection on specific element or elements of learning. Precise examples, and sufficient references to transform claims into facts are provided) – 10 points

Personal reflections are to be submitted to Dr. Webb before the last day of each month as well on the 15<sup>th</sup> of the last month of the semester classes.

These are in depth, yet highly focused reflections of your experience with the ECC should answer, in 2-3 pages:

- What did you learn? (and How did you learn this?),
- So what? (why is this important); and
- what now (what will you start doing, stop doing and keep doing).

The reflection should be focused, profound, and not simply descriptive.

Simple reflection (superficial reflection, mostly descriptive, with few examples or references) – 5 points

Intermediate (general reflection on several elements on learning. Some examples and references provided) – 8 points

In depth (Detailed reflection on specific element or elements of learning. Precise examples, and sufficient references to transform claims into facts are provided) – 10 points

Managers and leaders need to develop an ability to make sense of their learning and practice. Reflection is not only about what one does, but more importantly, its about what you **think** about your actions and decisions and how my actions influenced others.

### **Client Satisfaction**

Client surveys are completed by the client themselves after project completion.

Score of 4-8 – 10 points

score of 8.1-10 – 20 points.

### **Bonus marks**

Bonus marks can be awarded by the director of operations (1-2 points), general manager (1- 2 points) and the Chief Academic Officer or exemplary work on a project.

## **Contractual Grading Scheme- Manager and executive (see SOP)**

### **V. OTHER**

#### **1. Email**

- Distribution of course materials and submission of assignments will be done through Email
- Students must use their Carleton account when communicating by e-mail.
- Every effort is made to answer emails within 48 hours during the working week.

#### **Microsoft Teams**

The SSCG uses Microsoft teams as the primary communication systems. All internal and external communications including online meetings are to be done through school emails or Teams. For privacy and security reasons, it is strictly forbidden to use other communication channels like Reddit, WhatsApp, etc.

#### **Reading Materials**

Since different students will select different types of projects to fulfill the requirements of this course, there are no specific readings assigned to all students; the instructor may suggest sources if needed, but the choice is up to the student. Nevertheless, it is strongly recommended that, depending on the activity selected, and in consultation with the instructor, course participants read extensively about their project. Here are a few articles that could be useful for most projects:

- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International journal of social research methodology*, 8(1), 19-32.
- Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the social sciences*, 1(2), 309-344.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of management review*, 14(4), 532-550.
- Ferraro, F., Etzion, D., & Gehman, J. (2015). Tackling grand challenges pragmatically: Robust action revisited. *Organization Studies*, 36(3), 363-390.
- Porter, M. E., Kim, W. C., & Mauborgne, R. A. (2011). *HBR's 10 Must Reads on Strategy (including featured article "What Is Strategy?" by Michael E. Porter)*. Harvard Business Press.
- Rukstad, D. J., and D. Collis. "Can you say what your strategy is." *Harvard Business Review* 86 (2008): 82-90.
- Schaffer, R. H., & Thomson, H. A. (1992). Successful change programs begin with results. *Harvard business review*, 70(1), 80-89.
- Schaffer, R. H. (2002). High-impact consulting: Achieving extraordinary results. *Consulting to Management*, 13(2), 12.
- Schwaber, K. & Sutherland, J. (2020). The Scrum Guide. The definitive Guide to Scrum: The Rules of the Game. <https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf>



Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human resource development review*, 15(4), 404-428.

### **On referencing**

Unless requested differently by the client, the SSCG uses APA formatting and style [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

<https://www.hrsg.ca/hubfs/ebooks/hrsg-develop-transformational-leaders-using-competencies.pdf>

### **Children and babies in the SSCG office**

At this time, there isn't a formal policy regarding the presence of children and babies in classrooms. Yet, we believe in a learning environment that strikes a healthy balance between learning and family obligations. Occasionally, minor illnesses, unanticipated emergencies or other unplanned events can play havoc with even the best day-care plans. Understanding that children should be in the SSCG office on a temporary basis only, it remains unacceptable for you to feel that you must choose between attending SSCG office hours or taking care of your child. Thus, rest assured, in case of necessity, children and babies are welcome in the SSCG offices. In this same spirit, babies who are breastfeeding are always welcome.

In the case where your child is joining you in the SSCG office, I would invite you to

- advise your instructor as soon as possible,
- choose a seat close to a door so you can exit discreetly if your child needs some special attention, and
- remember that you are responsible for your child's safety and behaviour. (the parent caregiver may not ask other adults, employees, faculty, or students to supervise their child.)

I am sure that I can count on the understanding of all students to help create a welcoming and respectful environment to all forms of diversity, including being a parent.

## **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).

### **Required calculator in BUSI course 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 in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/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.

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
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

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:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodation**

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

#### **Pregnancy obligation**

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:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

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:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for 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](mailto: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. [carleton.ca/pmc](http://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 is 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: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. 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 – 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/>.

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in\* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

\* Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province

### **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: [carleton.ca/csas](http://carleton.ca/csas).

### **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 may wish to do so by visiting <http://carleton.ca/ccs/students/>




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### **Covid-19 Information:**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

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