



BUSI 4117B
DEVELOPING CREATIVE THINKING
“Courts for Change”
Fall/Winter 2021/2022
Course Outline

INSTRUCTOR:	Dr. Robert Smart
OFFICE:	7020 NI
OFFICE HOURS:	Online by appointment
E-MAIL:	robert_smart@carleton.ca
MODALITY:	*In-person with recorded lectures (1 hour asynchronous and 2 hours synchronous)
COURSE MEETS:	Thursdays 2:35pm – 5:25 pm in Fall Fridays 8:35am – 11:35am in Winter
COURSE WEB PAGE:	Brightspace at https://brightspace.carleton.ca/

COURSE PREREQUISITES: third-year standing and one of BUSI 2101 or BUSI 2702 with a grade of C- or higher or permission of the Sprott School of Business. The School of Business enforces all prerequisites.

COURSE DESCRIPTION

Increases student skills in areas beyond technical expertise, with a focus on the importance of fluidity, risk taking, and idea generation. Emphasis on creativity and design as processes, with exposure to various techniques and concepts at multiple levels (individual, group, organization).

Prerequisite(s): third-year standing and BUSI 2101 or BUSI 2702 with a grade of C- or higher, or permission of the school.

This is an interdisciplinary course that will challenge both your creative capabilities and challenge your assumptions about the creative process. All well-planned aspects of business involve a process of design. In this course, you will work with partners in Industrial Design and/or Neurosciences.

This is not a lecture-based course with final exam and standard project with PowerPoint presentation. It requires self-direction, the courage to both create and express ideas, the ability to work collaboratively, and significant effort on your part. Procrastination or leaving the bulk of work until the last minute is a guaranteed recipe for disaster.

LEARNING OUTCOMES

Students taking this course will hone their creative skills in the context of a real-life project. They will also gain skills in problem definition, critical thinking, visual thinking and presentation, and entrepreneurship.

PROJECT DESCRIPTION

You will be in one of three groups in this section, “Northern Lights”, “Tanzania”, or “Courts for Change”. Your project descriptions are as follows:

Northern Lights. This project involves co-developing an Indigenous community-led program, process, or product that addresses a specific issue that has been identified as important by the community you will be working with. It involves working in interdisciplinary teams with community partners. It entails co-creating the design and evaluation of products, collaborative processes that foster well-being, and innovation diffusion strategies that promote positive impacts for the community. It will also involve assessing change processes. To do so requires an understanding of Indigenous world views, including holistic systems-based conceptualizations of the issues to be addressed, including social, cultural and environmental determinants, neurobiological processes, and how these processes interact with one another. Another aspect of this course is that it is an opportunity to build relationships with young people in the community to better understand their vision of the future.

Students may be required to work with peers in Industrial Design, along with young people and community representatives in Igloodik, Nunavut or First Nation of Na-Cho Nyäk Dun in Mayo, Yukon, and/or the Haida community in Masset, BC. These interactions will be virtual throughout the academic year, but we hope to conduct a field trip to the partnering community either during spring break or at the end of the winter term. The likelihood of this trip is unknown as of September 1.

Courts for Change. This project also involves co-developing an Indigenous community-led program oriented towards youth and sports. Your project will involve working with either the First Nation of Na-Cho Nyäk Dun in Mayo, Yukon, the Hamlet of Igloodik in Nunavut, or students in Masset, BC. These interactions will be virtual throughout the academic year, but we hope to conduct a field trip to the partnering community at the end of the winter term. The possibility of this trip is completely unknown as of September 1.

Your project has two parts. In one part, you will be developing and delivering a health and wellness framework for the community that can be delivered online or in person. In the other part, you will manage a “backboard project” type initiative that will result in the installation of sports-related infrastructure in Longido, Tanzania.

Tanzania. You will be taking forward one of several projects currently in development in the rural district of Longido, Tanzania. You will work closely with both the Industrial Design student originally behind the project, possible the business student involved last year, and our representative on the ground in Longido. You will develop community engagement and diffusion strategies, a theory of change, funding strategies, and supervise prototype construction and testing, including cost and activity monitoring.

VR (All Groups): As appropriate will use an Oculus2 VR headset for interaction with your community partner, to be provided by the school. If you check out the headset, you will be responsible for its

return in good condition. The replacement cost of the headset is about \$400. You will also be using Gravity Sketch design software. Training on the use of the headset and software will be provided. No other software is permitted on the headset.

Ethics Training (Northern and Courts for Change). In order to participate in the course, you will need to complete online ethics training offered by the Government of Canada. The training module is found here: <https://tcps2core.ca/welcome> . When you have finished the training, you will download the certificate and forward it to the instructor. This training is mandatory for us to obtain ethics clearance for the course.

As the feasibility of field trips becomes more defined, you will have the opportunity to raise funds on Carleton's FutureFunder crowdfunding platform to partially offset the cost of your field trip

COURSE MATERIALS

Which of the following materials that will be required for you to obtain will depend on the community in which you will be working:

Readings Review #1

(All) Brown, Tim. *Change by Design : How Design Thinking Transforms Organizations and Inspires Innovation* . 1st ed. New York: Harper Business, 2009. (Everyone – Winter term)

Selected research from community partners

Readings Review #2

Heath, C., & Heath, D. (2011). *Switch: How to change things when change is hard*. Toronto: Random House Canada. (Don't dread reading this book – you will like it). (Everyone – Fall term)

Selected research from community partners

COURSE STRUCTURE AND EVALUATION

Please note that this is a “real-life” project that will have an impact not only on your mark, but also both the community you are working with and the reputation of the school. Your evaluation will be based on the assessment of your work by both professors and our community partners.

Evaluation

	<i>Proportion of Course Grade</i>	<i>Date due</i>
Background Research Report	10%	Fall
Weekly meeting reports	10%	Fall/Winter
Fundraising plan/performance	5%	Fall
Quiz & assignments	20%	Fall/Winter
Class & Community Engagement	10%	Fall/Winter
Theory of Change / Logic Model	15%	Winter
Business Plan	15%	Winter
Tests	10%	Winter
Final Deliverable	10%	Winter

Background research report. The background research report will present the significant issues needed to begin the process of collaboration with an Indigenous (Inuit or First Nations) community. This includes an understanding of cultural issues that might be relevant to the design concepts your team is exploring. It will also contribute to the project concept your team co-creates with the community.

Weekly meeting reports. Each week, you will identify and describe interactions with a) your interdisciplinary partner and (b) community (if applicable). You will be expected to have meaningful contact with your partner every week. The report should also include your goals for the following week. You will upload this assignment to a folder in your Basecamp project.

Fundraising performance. Evaluation on this metric will be based on achievement of goals to be set in the first weeks of the term, as well as marketing efforts.

Quizzes & assignments. To be submitted by midnight on the date indicated (usually a Wednesday). In this short one- or two-page report, you will be assigned to think about a particular dimension of your project. It is important put effort into doing these assignments well, because they will constitute a large part of your final deliverable.

Class & Community Engagement. This is a “real-life” project that will have an impact not only on your mark, but also both the community you are working with and the reputation of the school. Your evaluation will be based on the assessment of your work by both professors and our community partners.

Business Plan and Theory of Change. Information on content and structure to be provided.

Tests. Tests will be based on relevant readings that impact your “real-life” project work.

Final Deliverable. Each year the final project deliverables will be determined through a process of community co-creation. You are responsible for developing a creative project or program and pitching your ideas to potential investors.

Standard Fine Print

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				x

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

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

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 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

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: 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

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study

skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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.

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 <https://carleton.ca/its/get-started/new-students-2/>
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