

Institute of Technology Entrepreneurship and Commercialization

TIMG 5005A Customer Value Creation in Technology Firms Fall 2022: Technology Innovation Management program, Carleton University

Instructor:

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Sprott School of Business
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Class sessions:

Mondays, 6:05pm – 8:55 pm
Sept 7, 2022, to Dec 9, 2022
Nicol Building 3030 & online @ Brightspace:
<https://carleton.ca/brightspace/>

Instructor's availability

The instructor is available to meet by appointment. The method of communications is e-mail.

Course materials

Face-to-face class sessions will be offered in the Nicol Building classroom 3030. Online course sessions, course materials and recorded videos will be provided through the CU Brightspace system: <https://carleton.ca/brightspace/>. To access Brightspace you should use your CU credentials and access the video conferencing option of the course “TIMG5005A Customer Value Creation TechFrm (SEM) Fall 2022”.

Course calendar description: Architecture, product/service management; technology and complementary assets; latent needs; co-design and user innovation; life-cycle management; pricing; alignment of technology and business strategy; user experience; customer retention.

Prerequisites: TIMG 5001 and TIMG 5002.

Topics to be covered

This course offers two complementary perspectives on customer value creation through the commercialization of new technological products and services by new ventures and existing companies dealing with digitalization or focusing on the digital transformation of their businesses.

The first perspective focuses on the familiarization with key practical insights emerging from latest research on value proposition development and business model design focusing on shaping the portfolio value propositions to customers and all other relevant business stakeholders. This a multiple stakeholder perspective incorporating the contributions of latest value proposition and business ecosystem research.

The second perspective focuses on the specifics of value creation in digitally interconnected business environments by exploring the questions: How does a company recognize opportunities in digitally transformed markets? How does it decide which digital products and services to bring to the market? And how does it make sure that all these decisions are really accepted by its customers?

The third perspective is based on a value creation approach emerging from the experience of top designers (Dorst, 2015). Instead of focusing on describing the abilities of entrepreneurs to generate solutions, it introduces the practices of expert designers who explore new solutions and value propositions by examining problem situations. These practices are structured as a process which is known as “framing”. The course will describe the nine steps of the frame creation process and clarify how the principles and practices behind these steps could complement the value proposition development processes of new ventures and young companies interested to scale early and rapidly.

Objective

The objective of the course is to enable students to acquire the proper competences (attitudes, knowledge and skills) for the adoption of a proactive approach to customer value creation and customer problem-solving in the emerging digital era.

Upon course completion, participants will be able to:

- Summarize key insights from research on the interface of business ecosystems and value proposition development.
- Apply frameworks to identify and define good opportunities in digitally connected business environments.
- Examine a company's focus on digital assets transforms the challenges associated with value proposition development.
- Adopt an innovation landscape mapping to assess the opportunities of real-life companies.
- Examine the viability of new business models by performing value-driven analysis based on the application of the Resources, Transactions, Value and Narrative (RTVN) framework.
- Summarize the key insights and main steps of the frame creation design approach.
- Apply the frame creation approach to shape solutions to open, complex, dynamic, and networked problems.
- Articulate the challenges of conceptualizing value in the context of organizations interested in digitally transforming their businesses.
- Articulate business insights for new ventures and young companies interested to develop the upstream and downstream capabilities needed to create and capture value in the emerging digital economy.

Main class readings

Information about recommended readings is provided in the list of references at the end of this course outline. Articles can be accessed and downloaded through the CU Library Online Catalogue using student's access privilege. Any reading material that is inaccessible online will be delivered to students by the instructor.

These are the recommended books for this course (the instructor will provide all necessary materials and articles):

- Dorst, K. 2015. *Frame Innovation: Create New Thinking by Design*. MIT Press.
- Ross, J., Beath, C., & Mocker, M. 2019. *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.
- Schallmo, D., & Williams, C. 2018. *Digital Transformation Now! Guiding the Successful Digitalization of Your Business Model*. Springer Briefs in Business.
- Simon Kelly, Paul Johnston & Stacey Danheiser. 2017. *Value-ology: Aligning sales and marketing to shape and deliver profitable customer value propositions*. Palgrave Macmillan.

Class sessions

Class sessions will include a combination of lectures, interactive discussions, group workshops & student presentations. For each class, students should be prepared to:

- Discuss or present the reading materials suggested by the instructor and articulate their key insights
- Apply actionable research insights to real-life issues of new ventures and young technology firms.

Administrative details

Missing Classes

If a student misses a class, it is the student's responsibility to get familiarized with the materials covered in class.

Starting and Ending on Time

- The instructor does his best to use class time effectively; each class will start on time.
- Students could only benefit from being present. However, they will have the video recordings of the class available through Brightspace.

Plagiarism

Plagiarism is a serious instructional offense that will not be tolerated. A case of plagiarism in assignments will be referred to the Chair of the Department and the Carleton University Ethics Committee. The instructor will not deal with the matter directly. See <http://carleton.ca/registrar/academic-integrity/>

Assignments

The instructor marks all assignments himself. Late assignments are not acceptable. All assignments are required to complete the course. There is zero tolerance for free loaders in group work. The best way to deal with free loaders is to not include their names in the first slide ("cover page") of the group assignment presentations or reports. If a student's name does not appear in an assignment submitted by his or her group, the student must submit the assignment on his/her own. A student failing to do so will receive zero for the assignment.

Assignment	Marking %	Delivery date
<p>Group assignment 1. Value propositions in a digital business transformation and digital entrepreneurship context</p> <p>The objective of this group assignment is to use knowledge acquired in class and insights from latest research publications to suggest a framework that could be used to examine the value propositions of new ventures or existing companies engaged in shaping digitally enabled market offers or committed to a digital transformation pathway to business growth. To meet this objective, your group should:</p> <ul style="list-style-type: none">• Get familiarized with the value proposition and digital value creation articles provided in the References to acquire a deeper sense of the digital entrepreneurship / digital transformation context and reflect on how specific research insights could inform value proposition development in organizations that engaged in a digital transformation pathway. The focus should be on actionable frameworks that could be adopted by real-life companies.• Develop a set of appropriate keywords and perform a search within Academic Journal Databases (Web of Knowledge, EBSCO, Google Scholar) to identify additional articles suggesting frameworks that could provide ideas complementing the ones provided in the articles in the References.• Examine the new set of articles to identify insights that could help the development of value propositions in a digital business transformation and	30%	Monday, Oct 17

<p>digital entrepreneurship context. Extract min 50 insights (specific paragraphs with references to the page number of the original article they are coming from) that could help VP development in a digital context.</p> <ul style="list-style-type: none"> • Use the outcomes of the activities described in the previous steps and knowledge acquired in the course so far to suggest a framework that could be used to evaluate the value propositions of real-life companies. • Use all the information you can find online (or in any other sources) to apply the suggested framework to a real-life company of your choice to identify and summarize the key elements, competitive advantage, and differentiation points of its value proposition. <p><u>The final deliverables</u> of this assignment are:</p> <ul style="list-style-type: none"> • List of min 50 insights (specific paragraphs with references to the page number of the original article they are coming from) that could help VP development in a digital context. The grading of this component of the assignment will be based on your ability identify valuable research insights. • A ppt presentation describing the logic of your actionable value proposition framework and the insights based on its application to a real-life company. <p>The key question is how well your framework helps you to describe the value proposition of a real-life company. In your presentation you should specify how the digital context affects your framework and analytical approach. The grading of the second component of the assignment will be based on your ability to articulate the logic of your value proposition framework, the quality of its application to your company of choice, the quality of your analytical insights, the visual formatting of the presentation and your presentation skills. Presentations should take no more than 15 min and up to 20 slides. Each group should decide how exactly to present.</p>		
<p>Group assignment #2. A value lab approach to the development of an entrepreneurial strategy.</p> <p>The purpose of this group assignment will be to:</p> <ul style="list-style-type: none"> • Get deeply familiarized with the Value Lab approach to the development of an entrepreneurial strategy suggested in the articles (and the references therein): <ul style="list-style-type: none"> ○ Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. <i>Strategic Entrepreneurship Journal</i>, 3(2), 127-146. https://doi.org/10.1002/sej.67 ○ Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. <i>Management and Business Review</i>, 1(2), 68-76. https://mbrjournal.com/2021/11/03/value-lab-a-tool-for-entrepreneurial-strategy/ • Apply in the best possible way you could the Value Lab approach to the company you have examined in Assignment # 1. • Formulate key insights about/for the company and articulate the lessons learned from your experience using the Value Lab approach. <p><u>The deliverable of this assignment</u> is a ppt presentation describing how you have applied the Value Lab approach to the selected company, the key insights about/for the company, and the lessons learned from your experience using the Value Lab approach. The grading of this assignment will be based on your ability to articulate the logic of the Value Lab approach, the quality of its application to your company of choice, the quality of your analytical insights and lesson learned, the visual</p>		<p>Monday, Nov 7</p>

formatting of the presentation and your presentation skills. Presentations should take no more than 15 min and up to 20 slides. Each group should decide how exactly to present.		
Group assignment 3. Frame creation approach. Identify an open, complex, dynamic, and networked problem and apply the Frame creation approach (Dorst, 2015, <i>Frame Innovation</i>) to articulate an entrepreneurial opportunity, suggest a solution, formulate a compelling portfolio of value proposition to all relevant stakeholders that could become the basis of a viable business model. The deliverable is up to 20 slides submitted to the instructor by e-mail together with 10 p. word document describing the key points in your presentation.	25%	Monday, Nov 28 Monday, Dec 5
<i>Take-home final exam (individual):</i> Assignment will be provided by instructor during the last class session.	20%	December 22, 2022
Total (max.)	100%	

All assignments should be delivered by e-mail to the instructor at: stoyan.tanev@carleton.ca.

Class schedule

Session	Date	Topic	Assigned readings & class activities
1	Monday, Sept 12	<ul style="list-style-type: none"> • Course introduction and review of assignments • Challenges of conceptualizing customer value • Customer value propositions • A design thinking approach to value creation • Value creation in a digital context • Group formation 	<ul style="list-style-type: none"> • Course outline • Kelly, S., Johnston, P. & Danheiser, S. (2017). “What is value?” Ch. 1 in: <i>Value-ology: Aligning sales and marketing to shape and deliver profitable customer value propositions</i>. Palgrave Macmillan, pp. 3-24. • Eggert, A. Kleinaltenkamp, M., & Kashyap, V. (2019). Mapping value in business markets: An integrative framework. <i>Industrial Marketing Management</i>, 79, May: 13-20 • Ross, J., Beath, C., & Mocker, M. 2019. “Digital Business Design”, Ch. 1 in <i>Designed for Digital. How to Architect Your Business for Sustained Success</i>. • Johansson-Sköldberg et al. (2013). Design Thinking: Past, Present and Possible Futures. <i>Creativity and Innovation Management</i>, 22(2): 121-146.
2	Monday, Sept 19	<ul style="list-style-type: none"> • Evolution of the VP concept • VP definitions and frameworks • Deconstructing the value proposition of an exemplar firm 	<ul style="list-style-type: none"> • Kelly, S., Johnston, P. & Danheiser, S. (2017). “Value Propositions: So What Are They?” Ch. 2 in: <i>Value-ology: Aligning sales and marketing to shape and deliver profitable customer value propositions</i>, pp. 25-42. • Payne, Frow & Eggert (2017). The customer value proposition: evolution, development, and application in marketing. <i>Journal of the Academy of Marketing Science</i>, 45(4): 467–489. • Eggert, Ulaga, Frow & Payne (2018). Conceptualizing and communicating value in business markets: From value in exchange to value in use. <i>Industrial Marketing Management</i>, 69: 80–90. • Holttinen, H. (2014). Contextualizing value propositions: Examining how consumers experience value propositions in their practices. <i>Australasian Marketing Journal</i>, 22: 103–110. • Payne, A., & Frow, P. (2014). Deconstructing the value proposition of an innovation exemplar. <i>European Journal of Marketing</i>, 48(1/2): pp. 237–270.

3	Monday, Sept 26	<ul style="list-style-type: none"> Value creation in a digital context 	<ul style="list-style-type: none"> Corsaro, D., & Anzivino, A. 2021. Understanding value creation in digital context: An empirical investigation of B2B. <i>Marketing Theory</i>, 21(3), 317–349. Ross, J., Beath, C., & Mocker, M. 2019. <i>Designed for Digital. How to Architect Your Business for Sustained Success.</i> <ul style="list-style-type: none"> Ch. 2: Building Shared Customer Insights Ch. 3: Building an Operational Backbone Ch. 4: Building a Digital Platform
4	Monday, Oct 3	<ul style="list-style-type: none"> Multiple stakeholder and ecosystem perspective on value proposition development in new companies committed to scale VPs vs value blueprints 	<ul style="list-style-type: none"> Wouters, M., Anderson, J., & Kirchberger, M. (2018). New-Technology Startups Seeking Pilot Customers: Crafting a Pair of VPs. <i>California Management Review</i>, 60(4): 101–124. Bailetti, T., Tanev, S., & Keen, C. (2020). What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly? <i>Technology Innovation Management Review</i>, 10(6). Ron Adner, Mapping the ecosystem: Identifying pieces and places. Ch. 4 in <i>The Wide Lens: What Successful Innovators See That Others Miss</i>, Portfolio, 2013. Adner, R. (2017). Ecosystem as structure: An actionable construct for strategy. <i>J. of Management</i>, 43(1), 39-58. Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. <i>Strategic Management Journal</i>, 39(8), 2255-2276.
	Monday, Oct 10	Thanksgiving Holiday	
5	Monday, Oct 17	<ul style="list-style-type: none"> Group presentations of Assignment # 1 Remarks on the Value Lab Approach Q&A about Assignment # 2 	<ul style="list-style-type: none"> Presentations of Assignment # 1 Materials provided by instructor Group work on Assignment # 2
	Monday, Oct 24	No classes	Fall break
6	Tuesday, Oct 31	<ul style="list-style-type: none"> The Value Lab approach to the development of entrepreneurial strategy A design practice approach to value creation – the key lessons from design Introduction to the Frame Creation approach 	<ul style="list-style-type: none"> Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. <i>Strategic Entrepreneurship Journal</i>, 3(2), 127-146. https://doi.org/10.1002/sej.67 Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. <i>Management and Business Review</i>, 1(2), 68-76. Lessons from design, Ch. 3 in Dorst's <i>Frame Innovation</i>. Rodgers, P., Innella, G. & Bremner, C. (2017). Paradoxes in Design Thinking. <i>The Design Journal</i>, 20:sup1, S4444-S4458, DOI:10.1080/14606925.2017.1352941
7	Monday, Nov 7	<ul style="list-style-type: none"> The Frame Creation approach to the development of value propositions 	<ul style="list-style-type: none"> Delivery of Assignment #2 The Frame Creation Model, Ch. 4 in Dorst (2015). <i>Frame Innovation</i>. The Principles and Practices of Frame creation, Ch. 5 in Dorst (2015). <i>Frame Innovation</i>. Dorst, K. (2015). Frame Creation and Design in the Expanded Field. <i>she ji The Journal of Design, Economics, and Innovation</i> 1 (Autumn): 22-33.

8	Monday, Nov 14	<ul style="list-style-type: none"> • The Frame creation approach: The challenges of applying the frame creation approach • Frame innovation 	<ul style="list-style-type: none"> • The Three Challenges of Frame Innovation, Ch. 7 in Dorst (2015). <i>Frame Innovation</i>. • The Art of Frame Innovation, Ch. 8 in Dorst (2015). <i>Frame Innovation</i>.
9	Monday, Nov 21	<ul style="list-style-type: none"> • Guest speaker, Aida Alvarenga, Innovation lead, EDC: Design thinking and value creation 	<ul style="list-style-type: none"> • Materials provided by Guest speaker
10	Monday, Nov 28	<i>Assignment # 3 presentations (1)</i>	<ul style="list-style-type: none"> • Presentations
11	Monday, Dec 5	<i>Assignment # 3 presentations (2)</i>	<ul style="list-style-type: none"> • Presentations • Conclusion
12		This session will be distributed over the duration of the course	One to one meetings of the professor with each of the groups to discuss assignment delivery progress.

References

Recommended books

Bock, A. & George, G. (2018). *The Business Model Book. Design, build and adapt business ideas that drive business growth*. Pearson Education: <http://www.bizmodelbook.com/>.

Dorst, K. (2015). *Frame Innovation: Create New Thinking by Design*. MIT Pres

Dorst, K., Kaldor, L., Klippan, L., & Watson, R. (2016). *Designing for the Common Good. A Handbook for Innovators, Designers and Other People*. BIS Publishers.

Gassmann, O., & Ferrandina, F., Eds. 2021. *Connected Business. Create Value in a Networked Economy*. Springer Nature.

Kelly, S., Johnston, P. & Danheiser, S. (2017). *Value-ology: Aligning sales and marketing to shape and deliver profitable customer value propositions*. Palgrave Macmillan.

Leonardi, P. M., & Neeley, T. 2022. *The digital mindset: what it really takes to thrive in the age of data, algorithms, and AI*. Harvard Business School.

Ross, J., Beath, C., & Mocker, M. 2019. *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Schallmo, D., & Williams, C. 2018. *Digital Transformation Now! Guiding the Successful Digitalization of Your Business Model*. Springer Briefs in Business.

Articles on value creation in a digital transformation context

Ross, J., Beath, C., & Mocker, M. 2019. "Digital Business Design", Ch. 1 in *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Corsaro, D., & Anzivino, A. 2021. Understanding value creation in digital context: An empirical investigation of B2B. *Marketing Theory*, 21(3), 317–349.

Gassmann, O., & Ferrandina, F. 2021. “Connected Business: Creating Value in the Networked Economy”. In Gassmann, O., & Ferrandina, F., Eds. 2021. *Connected Business. Create Value in a Networked Economy*. Springer Nature, pp. 3-34.

Matarazzo, M., Penco, L., Profumo, G., & Quaglia, R. 2021. Digital transformation and customer value creation in Made in Italy SMEs: A dynamic capabilities perspective. *Journal of Business Research*, 123, 642-656: <https://doi.org/10.1016/j.jbusres.2020.10.033>

Reddy, S. K., & Reinartz, W. 2017. Digital transformation and value creation: Sea change ahead. *GfK Marketing Intelligence Review*, 9(1), 10-17. Research Collection Lee Kong Chian School of Business. Available at: https://ink.library.smu.edu.sg/lkcsb_research/5902

Sahut, J.-M., Iandoli, L., & Teulon, F. 2021. The age of digital entrepreneurship. *Small Business Economics*, 56, 1159–1169. <https://doi.org/10.1007/s11187-019-00260-8>

Schallmo, D., Williams, C., & Boardman, L. 2017. Digital transformation of business models — best practice, enablers, and roadmap. *International Journal of Innovation Management*, 21(8), 1740014, 17 pages.

Articles on value propositions

Adner, R. (2017). Ecosystem as structure: An actionable construct for strategy. *Journal of Management*, 43(1), 39-58.

Bailletti, T., Tanev, S., & Keen, C. (2020). What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly? *Technology Innovation Management Review*, 10(6): <https://timreview.ca/article/1365>.

Dattée, B., Alexy, O., & Autio, E. (2018). Maneuvering in poor visibility: How firms play the ecosystem game when uncertainty is high. *Academy of Management Journal*, 61(2), 466-498.

Eggert, Ulaga, Frow & Payne (2018). Conceptualizing and communicating value in business markets: From value in exchange to value in use. *Industrial Marketing Management*, 69: 80–90.

Eggert, A. Kleinaltenkamp, M., & Kashyap, V. (2019). Mapping value in business markets: An integrative framework. *Industrial Marketing Management*, 79, May: 13-20.

Holttinen, H. (2014). Contextualizing value propositions: Examining how consumers experience value propositions in their practices. *Australasian Marketing Journal*, 22: 103–110.

Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. *Strategic Management Journal*, 39(8), 2255-2276.

Johansson-Sköldberg et al. (2013). Design Thinking: Past, Present and Possible Futures. *Creativity and Innovation Management*, 22(2): 121-146.

Payne, A., & Frow, P. (2014). Deconstructing the value proposition of an innovation exemplar. *European Journal of Marketing*, 48(1/2): pp. 237–270.

Payne, Frow & Eggert (2017). The customer value proposition: evolution, development, and application in marketing. *Journal of the Academy of Marketing Science*, 45(4): 467–489.

Vladimirova, D. (2019). Building Sustainable Value Propositions for Multiple Stakeholders: A Practical Tool. *Journal of Business Models*, 7(1): 1-8.

Wouters, M., Anderson, J., & Kirchberger, M. (2018). New-Technology Startups Seeking Pilot Customers: Crafting a Pair of VPs. *California Management Review*, 60(4): 101–124.

Articles on entrepreneurial value creation

Davidsson, P. 2015. Entrepreneurial opportunities and the entrepreneurship nexus: A re-conceptualization. *Journal of Business Venturing*, 30(5), 674-695. <https://doi.org/10.1016/j.jbusvent.2015.01.002>

Davidsson, P. 2015. Youtube video “Entrepreneurial opportunities and the entrepreneurship nexus: A re-conceptualization”: <https://www.youtube.com/watch?v=dAmJWz2uKic>

Felin, T., & Zenger, T. 2009. Entrepreneurs as theorists: on the origins of collective beliefs and novel strategies. *Strategic Entrepreneurship Journal*, 3(2), 127-146. <https://doi.org/10.1002/sej.67>

Felin, T., Gambardella, A., & Zenger, T. 2021. Value Lab: A tool for entrepreneurial strategy. *Management and Business Review*, 1(2), 68-76. <https://mbrjournal.com/2021/11/03/value-lab-a-tool-for-entrepreneurial-strategy/>

Latour, B. 2020. What protective measures can you think of so we don't go back to the pre-crisis production model? <https://www.versopolis.com/festival-of-hope/festival-of-hope/846/what-protective-measures-can-you-think-of-so-we-don-t-go-back-to-the-pre-crisis-production-model>

Pinelli, M., Lechner, C., Kraus, S. and Liguori, E. 2022. Entrepreneurial value creation: conceptualizing an exchange-based view of entrepreneurship. *Journal of Small Business and Enterprise Development*, 29(2), 261-278. <https://doi.org/10.1108/JSBED-04-2021-0155>.

Articles on frame creation

Dorst, K. (2015). Frame Creation and Design in the Expanded Field. *she ji The Journal of Design, Economics, and Innovation* 1 (Autumn): 22-33. <http://dx.doi.org/10.1016/j.sheji.2015.07.003>

Van Leeuwen, J., Rijken, D., Bloothoofd, I., Cobussen, E., Reurings, B., & Ruts, R. (2016). Thematic Research in the Frame Creation Process. Published in: *Service Design Geographies. Proceedings of the ServDes.2016 Conference*. Linköping Electronic Conference Proceedings 125 (2016) 352-364: https://ep.liu.se/en/conference-article.aspx?series=eep&issue=125&Article_No=29.

Articles on Design

Rodgers, P., Innella, G. & Bremner, C. (2017). Paradoxes in Design Thinking. *The Design Journal*, 20:sup1, S4444-S4458, DOI:10.1080/14606925.2017.1352941

Rodgers, P. & Bremner, C. (2019). A is for anthropocene: an A–Z of design ecology. *LA+ Interdisciplinary Journal of Landscape Architecture*, 9, 110-115. <https://eprints.lanacs.ac.uk/id/eprint/90154>

Articles on Normalization Process Theory

May, C., & Finch, T. 2009. Implementation, embedding, and integration: an outline of Normalization Process Theory. *Sociology*, 43(3), 535-554.

May, C.R., Mair, F., Finch, T. *et al.* 2009. Development of a theory of implementation and integration: Normalization Process Theory. *Implementation Science*, 4, 29. <https://doi.org/10.1186/1748-5908-4-29>

May, C., 2013. Towards a general theory of implementation. *Implementation Science*, 8, 18.

APPENDIX: 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).

Group work

The Spratt 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. 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/>

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 <http://carleton.ca/ccs/students/>
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