Instructor: Emily Jones Joanisse  
Office: 5057 Nicol Building  
Office Hours: TBC based on semester (book via this link)  
Email: socialinnovation@sprott.carleton.ca

Pre-requisites & precluded Courses:  
Available to all students registered in an MBA or a MNPL degree at Carleton who have successfully been selected via the Launch: Ideas application process.

Course Description:

Innovation is not just about improving the way we produce and market goods and services. It is also about finding creative ways to address social and economic problems faced by communities or nations – “social innovation.” (Goldenberg, 2004)

This course is a unique opportunity designed to help students develop and exercise their creative problem solving and leadership skills for tangible social good. It offers practical experience through placement on a real-world social impact project, designing and delivering a socially innovative solution, as part of a multi-disciplinary student team. Students will learn to apply the principles of Lean Impact, namely to “Inspire, Validate and Transform” (Chang, 2018), and deliver solutions to social-impact focused organizations. As it is an advanced level practicum within the Launch: Ideas program, students enrolled in this course will be given key leadership positions where their role will be focused on the production of high-quality project work while leading a high performing, multi-disciplinary team. In addition to learning more about innovation, students learn how to motivate their team members to create equally high quality work and communicate effectively with the client.

The COVID-19 pandemic has changed the future of work considerably. Major corporations and many nonprofits have moved to entirely remote workforces, while others have significantly reduced the need for in-person work. As part of this shift, teams are employing new remote ways of working to better achieve organizational objectives. While this is important for for-profit organizations, this shift is equally important for those working in nonprofits and social enterprises, who often have less funds to work with and must therefore be even more efficient in their use of resources. A fluency with this new way of working, including the use of industry-standard collaboration and communication tools, is essential for students, as they prepare for their futures.

This course is designed help students provide services to client organizations in the context of nonprofits and social enterprises. In it, they will learn to design and implement solutions to meet those requirements, leveraging remote-work best practices and gaining vital communication, collaboration, project management and digital literacy skills essential to their career success.

Learning Outcomes:
• Students will analyze stakeholder needs and design unique, social impact focused solutions within resource-scarce environments
• Students will develop a greater understanding of social-impact focused contexts and needs
• Students will develop and enhance leadership and people management skills
• Students will apply essential project management skills, continually evaluating project progress and validating against agreed upon stakeholder inputs, changing course as required.
• Students will produce real-world solutions to meet stakeholder needs
• Students will develop key digital literacy and communication skills appropriate to a management context
• Students will apply the principles of Lean Impact in a social innovation context, namely to “Inspire, Validate and Transform” (Chang, 2018).
Logistics:
Students in this course will fill leadership roles on the team, such as project facilitator, assistant project facilitator, business analyst, and senior researcher, defined in more detail below. The primary focus of these roles will be on leading by example to produce high quality project deliverables, organizing and motivating the team and client and being a key point of contact for all project stakeholders. Projects may include a website, an executed social media marketing plan, a fundraising event, or another proposed project that is focused on social impact. Team members registered in this course will be focused not only on project execution, but also on customer service and team management - learning how to manage a client, and motivating team members to continuously produce their highest quality work.

Project Facilitator: In this role, the student acts not only as a team leader to the internal team, but also as a hybrid account manager/project manager to the client. They are responsible for managing project timelines, chairing project meetings, helping to assign tasks to team members and tracking their progress, and reporting this progress via weekly reports to the client and internal team, using the Innovation Hub’s digital collaboration tools.

Assistant Project Facilitator: In this role, the student will support the project facilitator in accomplishing project objectives. Tasks will include drafting weekly status reports, taking meeting minutes, scheduling internal meetings, checking team progress, and filling in for the Project Facilitator if they are unavailable due to illness or other reasons.

Business Analyst: In this role, the student will support the project team by leading the requirements elicitation process with the client, and documenting the user requirements. While they will be supported by all team members in this process, they will own key project artifacts such as the Business Requirements Document (BRD).

Senior Researcher: In this role, students will be responsible for doing in-depth literature reviews using extant academic literature and research data, as well as desk research, in consultation with the client.
Reading(s)/Textbook(s)/Required Materials (incl. technical requirements, i.e., webcam):


- **Supplementary readings/resources**: Course outline will be updated prior to each term, and throughout the term, with additional relevant reading materials and resources. Please check back regularly for updates.

This course will be offered virtually and as such, students will be required to have access to the following in order to successfully engage in and complete the course:

- Access to a computer or a laptop with current versions of MS Word, MS Excel and MS PPT and a modern browser;
- Access to Internet in order to join meetings via Zoom, Teams, Slack and other videoconferencing platforms as required;
- Access to a webcam (or one built into your computer/laptop); and a correctly configured audio system to ensure a professional videoconferencing experience; Students participating in this course are expected to keep their webcam on during meetings, except for extenuating circumstances.
- Ability to record a video of yourself independently and/or for a group presentation.

NOTE: If you do not have access to one or more of the above items, please contact the instructor directly at emily.jonesjoanisse@carleton.ca and she will work with you to ensure you have the minimum access to ensure successful completion of the course.

Course Requirements & Methods of Evaluation (including due dates):

All *Launch: Ideas* projects have common project deliverables as noted below. In this advanced-level course you will be responsible for leading the production of first-rate work products as a team leader within your group, eg. leading through example, your own project contributions must be of a high quality and contribute to the overall success of your project goals, while you liaise with the external client and drive overall team progress.

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Team</th>
<th>Individual</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Team Charter</td>
<td>5%</td>
<td>X</td>
<td></td>
<td>Due one week after project kick-off meeting</td>
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<tr>
<td>Project Charter</td>
<td>15%</td>
<td>X</td>
<td></td>
<td>Due two weeks after project kick-off</td>
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<tr>
<td><strong>Client Satisfaction Survey</strong></td>
<td>40%</td>
<td>X</td>
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<td>Due within one week of final project deliverable, this will evaluate the quality of the work</td>
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</table>
Modality: This course is offered online, both synchronously (e.g., project-focused meetings and workshops held in real-time) and asynchronously (pre-recorded instructional videos, podcasts, individual research, design, development and other project-related work). For the initial sessions of term, class will be held synchronously with the instructor and all participants; Subsequent to this, project teams will meet synchronously with team members, the instructor, clients, Innovation Hub team members as determined with the Innovation Hub program team, and work both synchronously and asynchronously based on project deliverables.

Course Schedule:
NOTE:
1. Please note, this is a PRELIMINARY version of course details. A comprehensive version will be provided for the start of class.
2. ALL times referenced during the course are in EASTERN STANDARD TIME so please be aware of this if you live in a different time zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Before class:</th>
<th>Goal</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Onboarding process of team members via remote project management tools; 2. Read Social Innovation: A Primer - A Compendium of definitions developed by organizations around the world. Social Innovation Generation Canada, (October 2010). 3. Read Chapter 1-3 of text, Innovation, impact, audacious goals, and understanding the problem; Cahill, G. (2015)</td>
<td>Peer Performance Evaluation 30% X Due within one week of final project deliverable, this will evaluate the student’s ability to work together as part of a team to accomplish project goals</td>
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<td></td>
<td>Synchronous class:  o Communications guidelines, roles and responsibilities, and course expectations  o Lean impact discussion: Inspire / Validate / Transform  o Breakout rooms: team intros and roles, client projects introduced and reviewed</td>
<td>Personal reflection assignment 10% X Due within one week of final project deliverable, more instructions will be provided on Brightspace.</td>
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</tbody>
</table>

Peer Performance Evaluation 30% X Due within one week of final project deliverable, this will evaluate the student’s ability to work together as part of a team to accomplish project goals

Personal reflection assignment 10% X Due within one week of final project deliverable, more instructions will be provided on Brightspace.
| 2 | Start work on Team Charter  
Before class: Read chapters 4-5 of text, *The big idea, and lessons from the lean start-up*  
Synchronous class:  
  - Client introductions to project teams and external communication expectations  
  - Breakout rooms: teams work together to build team charter with project timelines, raise any questions to the instructor  
  - Team Charter due, Thursday at 5pm; |
|---|---|
| 3 | Read chapters 6-8 of text, *Iterations, value and growth*  
Client check-in to review draft charter (scheduled with client)  
Project Charter due, Thursday at 5pm; sign-off within 4 business days. |
| 4 | Read chapter 9 of text, *Impact*  
Business Requirements Workshop (asynchronous)  
Project Research/Requirements Phase begins  
  - Business requirement elicitation process begins (plan created, initial meeting with client team to present)  |
| 5 | Read chapter 10 in text, *Systems change*  
Business Requirements Document shared for internal review, feedback provided |
| 6 | Read chapter 13, 14 in text, *Making it stick, A World of Impact*  
Business Requirements Document shared with client  
Semester Break  
Business Requirements Document updated with client feedback, sent for final client approval  
Design/Prototype Phase begins  
  - Project methodologies confirmed in collaboration with the instructor, design plan presented to client for review & feedback / alternate route of foundational coding may also begin if project is more back-end focused/larger in scope  |
| 9 | Design Artifact (wireframes, design comps, storyboard, social media plan, event runbook or other planning/prototype format) drafted, based on business requirements, initial draft shared for internal review, feedback provided / coding continues  
Design Artifact updated based on internal feedback / coding continues  
Design Artifact shared with client / coding continues  
Business Requirements Document updated with learnings from design phase, next steps for implementation identified and documented / coding continues  
Where applicable, team will begin executing design strategy, for example executing initial steps of the social media / comms strategy, event, or coding the proof of concept, or continuing coding.  
Client Satisfaction Survey sent out (Monday 10am)  
Peer Performance Review Due, Tuesday, 5pm  
Personal reflection assignment due, Thursday, 5pm  
Project post-mortem/debrief, Friday morning |
### Contribution to Learning Goals of the Program (MBA/MPNL):

<table>
<thead>
<tr>
<th>MBA / MPNL Learning Outcomes</th>
<th>Not Covered</th>
<th>Introduce d</th>
<th>Taught but Not Assessed</th>
<th>Taught and Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Learning Outcomes: MBA &amp; MPNL</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td><strong>Leadership and Collaboration</strong></td>
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<tr>
<td><strong>Communication</strong> Graduates will be effective communicators</td>
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<td><strong>Critical Thinking and Problem Solving</strong></td>
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<td><strong>Ethical Reasoning</strong> Graduates will be skilled in ethical reasoning and decision-making</td>
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<td>MBA Specific Learning Outcomes</td>
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<tr>
<td><strong>Functional Knowledge</strong> Graduates will have functional knowledge of all areas of business</td>
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<tr>
<td><strong>Global Business</strong> Graduates will have an appreciation of the global environment of business</td>
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<tr>
<td>MPNL Specific Learning Outcomes</td>
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<tr>
<td><strong>Depth and Breadth of Knowledge</strong></td>
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</table>
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. However, for the purposes of this course, MS Excel and/or a phone calculator should be adequate.

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 Accommodation
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/.

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 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/