COURSE OUTLINE: BAEN 549 001 – INNOVATION AND SUSTAINABILITY

COURSE INFORMATION

Instructor: Dr. Angèle Beausoleil

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Office hours: By appointment

Section number: 001/Term 1

Course duration: *Oct 30 – Nov 29/2023*

Course website: UBC Canvas

Teaching Assistant: Max Botsis

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Office hours: By appointment

Class meeting times: Mon/Wed 2 pm – 4 pm

Classroom location: HA 254

LAND ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We are grateful to teach and learn on this land.

COURSE DESCRIPTION

Sustainable innovation involves making intentional and impact-driven decisions on strategies, processes and products/services that generate social and environmental benefits, profitably. This course offers a critical view of how innovation really happens and practical frameworks on how it can be designed and managed sustainability. Students will engage in creative ways to map, navigate and manage the tensions vs trade-offs of corporate innovation. For-purpose business models, stakeholder-centred design methods and systems thinking techniques are examined and applied through interactive exercises, cases and class discussion. Guest speakers will inspire you to discover your management style and motivation to lead purpose-driven innovation initiatives.

LEARNING OBJECTIVES

- Develop a fluency for the critical stages of sustainable business innovation.
- Discover how to foster an aligned purpose-driven culture for change-related initiatives.
- Practice critical, visual and systems thinking with published and live business cases.
- Gain insight on how companies are organized to innovate sustainably.
- Practice mapping innovation processes and workflows using 4-stage design-driven innovation model and Business Process Notation Tools.
- Develop innovative-thinking and leadership strategies for professional growth.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder and the RHL Graduate School, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. Throughout the course, we will touch on topics that relate to the following goals:

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- **SDG 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- **SDG 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
- **SDG 11:** Make cities and human settlements inclusive, safe, resilient, and sustainable.
- **SDG 12:** Ensure sustainable consumption and production patterns.

ASSESSMENT SUMMARY:

Component	Weight	Due Date	Delivery
Individual Reflection Papers (5 x 7%)	35%	Weekly	Canvas Submission (text posts)
Individual (Pairs) Case Analysis	15%	Week 2	Worksheet/e-documents (provided)
Team Innovation Roadmap Project	35%	Week 5	Presentation/e-document
Individual Participation	15%	On-going	Contributions, Artifacts, Attendance
Total	100%		

Assignment Details:

- **Individual Weekly Reflection Papers –** Journaling, as a reflective thinking practice, is an important activity to reflect on personal learning experiences, record meaningful concepts and develop an authentic voice. Students will provide a one-pager highlighting two (2) key takeaways from the assigned reading(s) and weekly activities that are most relevant to their personal motivations and professional careers.

- **Individual (in pairs) Case Analysis –** Case analysis is an analytical and critical thinking practice. Students will be assigned a sustainable business case to analyze and provide an insightful summary. Pairs will present their case synopsis to peers for feedback and critique.

- **Team Innovation Roadmap Project –** Business process mapping is a powerful communications, operations and strategic thinking tool for innovation managers and leaders. Students in project teams will select a real business and co-create a sustainable business innovation roadmap – one that highlights human and interconnected systems, and impact-decision making inflection points**.**

- **Participation –** This is a highly interactive course with a regular and weekly workload. **To succeed, you will be required to attend each class and actively participate.** This course requires a commitment to self-discovery and a positive and curious attitude. The participation grade is assessed on attendance and thoughtful contribution which is more than raising hands. Contribution is about asking thoughtful questions, offering observations and building upon classroom conversations. As a flipped-classroom course, students are expected to arrive prepared to discuss and interact in a respectful manner.

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COURSE MATERIALS & REQUIREMENTS

Required Reading/Viewing Materials: (*note: substitutions may be made during the term*)

The readings will draw from the following books/publications (sample list only):

- *Beausoleil, A. (2022) Business Design Thinking and Doing: Frameworks, Strategies and Techniques for Sustainable Innovation. Required textbook and reference guide.*
- *Dyer, J. H., Gregersen, H. B., & Christensen, C. M. (2009). The innovator's DNA. Harvard business review, 87.*
- *Kohan, S.E. (March 202) Customers Seek Purpose Driven Companies Creating A Rise In B Corps, Forbes Magazine. https://www.forbes.com/sites/shelleykohan/2021/03/28/customers-seek-purpose-driven-companies-creating-a-rise-in-b-corps/?sh=42e9ce956dd2*
- *Wired UK Business Magazine (2016) These businesses balance purpose with profit. https://www.wired.co.uk/article/startups-with-profit-and-purpose*
- *Kim et al (2016) Why Companies Are Becoming B Corporations https://hbr.org/2016/06/why-companies-are-becoming-b-corporations*
- *Anthony, S. D., Eyring, M., & Gibson, L. (2006). Mapping your innovation strategy. Harvard business review, 84(5), 104-13. https://hbr.org/2006/05/mapping-your-innovation-strategy*
- *Llopis, G. (2014). Five Ways leaders enable innovation in their teams. Forbes Leadership. April, 7.*
- *McKinsey & Co. Podcast: https://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/digital-innovation-in-asia-what-the-world-can-learn*
- *Wharton University's Innovation Navigation Podcast Series: http://www.innonavi.com/archives/2261*
- *Johnson, E. (2019) It's Never Too Early To Start Mapping Business Processes, Forbes (May 19, 2019) https://www.forbes.com/sites/forbestechcouncil/2019/05/09/its-never-too-early-to-start-mapping-business-processes/#c96bb53335c4*
- *Visual Thinking for Business: https://www.youtube.com/watch?v=pUelkBYu9jU*
- *Gabriel, P., & Drayton, B. (2016). Social entrepreneurship and innovation: International case studies and practice. Kogan Page Publishers.*
- *Hafenmayer Stefańska, J., & Hafenmayer, W. (2013). The future makers: a journey to people who are changing the world, and what we can learn from them. Greenleaf Publishing.*

WEEKLY CLASS SCHEDULE

Week	Class	Date	Topics/Activities	Assessments due
1	Class 1	Mon Oct 30	• How Innovation Really Happens • Innovative Mindset and Behaviours • Social Entrepreneurs/Innovators	• Pre-Readings (on-going)
	Class 2	Wed Nov 1		• Due: Weekly Reflection

2	Class 3 Class 4	Mon Nov 5 Wed Nov 8	• Sustainable Business Models • Case Mapping Framework • Case Analysis + Mapping	• Pre-Readings (on-going) • Due: Team Case Analysis • Due: Weekly Reflection
3	Class 5 Class 6	Mon Nov 13 Wed Nov 15	• Innovation Teams • B Corps • Market-driven Innovation • Purpose-driven Innovation	• Pre-Readings (on-going) • Due: Weekly Reflection
4	Class 7 Class 8	Mon Nov 20 Wed Nov 22	• Innovation Process + Roadmaps • Business Process Notation Tools • For-Purpose Business Model Canvas	• Pre-Readings (on-going) • Due: Weekly Reflection
5	Class 9 Class 10	Mon Nov 27 Wed Nov 29	• Impactful Storytelling Techniques • Innovation KPIs • 3-Factors Measurement Framework	• Pre-Readings (on-going) • Due: Team Project • Due: Weekly Reflection

KEY REGULATIONS

Attendance: Students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on a student's transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: Students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: Laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by this policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC MISCONDUCT
All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC's procedures for Academic

Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by our policy on Academic Integrity.

STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources- support-student-success.

RESPECT FOR EQUITY, DIVERSITY AND INCLUSION

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identify, sexual orientation, religion, political beliefs, social class and/or disability.
It is critical that students from diverse backgrounds and perspectives be valued in and well- served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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