



COURSE OUTLINE – Winter 2025

BA3500(A3): Rural, Northern, and Indigenous Business Analysis – 3 (3-0-1) 60 Hours 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Mandy Pollock/ Darlene Horseman **PHONE:** 780-539-2815 / 780-539-2889
OFFICE: C406/C303 **E-MAIL:** APollock@nwpolytech.ca / DHorseman@nwpolytech.ca
Mandy: Monday 10:00am-11:30am & Thursday 11:30am-1:00pm, or by appointment
OFFICE HOURS: Darlene: By appointment

CALENDAR DESCRIPTION: Using an integrated learning approach, students will explore and rationally analyze the day-to-day issues and challenges of a currently operating small businesses serving rural, northern, or Indigenous communities. Students will be divided into teams to work as consultants to an existing business. Working within a holistic framework, students will apply their knowledge by identifying, examining, and creating a recommended solution to present to stakeholders.

PREREQUISITES: BA2240, MG2000, BA1120, and NT2300

REQUIRED TEXT/RESOURCE MATERIALS:

1. Journal for reflective journal entries. Must be able to hand into instructor.
2. Open educational resources will be utilized for BA3500. However, students are required to buy a course pack from Ivey Publishing, priced at \$16.35 CAD per student. This can be acquired through the given link: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00002tqOD2AY>. Instructions available in D2L.
3. Any readings or additional material used in class will be available in D2L.

DELIVERY MODE(S): BA3500 consists of three hours of instructional time and one hour of lab time weekly. The class work will be comprised of lectures, class discussions, group work, local business consultation, and reflection. The schedule may be adjusted if necessary – please refer to the detailed course schedule in D2L.

LEARNING OUTCOMES:

Upon successful completion of the course, students will be able to:

- Explain the process of problem identification, analysis, and solutions in small business settings.
- Identify issues facing rural, northern, and Indigenous businesses
- Integrate ways of knowing, learning, and being while honouring the spiritual, ancestral, and physical aspects of land
- Work in a team environment to assist small businesses in problem-solving
- Create a list of alternatives to remedy business problems
- Present recommendations to stakeholders

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Reflective Journals (five entries)	15%
Participation	10%
Case studies (three)	30%
Land Based Learning	20%
Progressive Project	25%

Reflective Journals

Throughout the semester, students will submit five (5) reflective journal entries during key weeks: 3, 5, 8, 11, and 15. These journals are an opportunity to reflect on and synthesize learnings from the Seven Sacred Teachings, guest speakers, land-based learning, and the course wrap-up. Entries must be handwritten and written from the student's perspective. Each entry should be one page in length and include specific, detailed accounts of class discussions,



activities, and insights. For due dates and assessment criteria, refer to the course schedule and rubric available in D2L.

Participation

Active participation and regular attendance in classroom sessions are essential. These sessions provide foundational knowledge, foster discussion, and support collaborative learning. Students are expected to arrive on time, actively engage in class activities, and contribute meaningfully to discussions. Late arrivals will be marked as absent. Students may also be required to attend classes off campus (i.e. Indigenous Business location).

Case Studies

This course emphasizes practical application through the completion of three (3) comprehensive case studies. Each case study is worth 10% of the final grade and is designed to challenge students to analyze real-world business scenarios critically. Students will identify issues, evaluate contexts, and propose cohesive recommendations. Detailed rubrics for each case study are available in D2L.

Land-Based Learning

As part of this course, students will participate in land-based training to deepen their understanding of Indigenous protocols and cultural practices. This immersive experience is essential for appreciating and respecting the teachings shared throughout the course.

- **Field Training:** Students are required to attend a trip to Sturgeon Lake Cree Nation on Saturday, March 22, 2024 (tentatively), for a six-hour immersive experience. Transportation arrangements will be confirmed later in the semester; students may need to plan their own transportation, but bussing may also be provided depending on availability. Updates will be shared as soon as they are finalized. This date is subject to change due to unforeseen circumstances or weather conditions.
 - **In-Lieu Classes:** To accommodate the time commitment for the land-based learning experience, there will be no classes on Monday, March 17, Wednesday, March 19, or Friday, March 21.
- **Ceremonial Participation:** Participation in Cree ceremonies is a central component of this experience, providing a meaningful, first-hand connection to Indigenous cultural practices. Students are expected to engage respectfully and actively.
- **Reflective Assignments:** After the land-based learning experience, students must submit a reflective piece, detailing their observations, learnings, and personal insights gained from the experience. This reflection is a crucial component of your learning journey.
- **Alternative Assessments:** Recognizing that some students may be unable to attend these land-based classes, an alternative assessment will be available. These assessments are designed to ensure that all students have the opportunity to engage with the course



material fully. A detailed rubric outlining the expectations for this assessment will be provided.

- **Grading:** Participation in these land-based learnings and related activities constitutes 20% of your overall grade in the course. This reflects the importance of experiential learning and cultural engagement in understanding the course material.

Progressive Project

This course includes a comprehensive 15-week project, conducted in groups of approximately three students. Throughout this project, each group will independently select a local business that operates within rural, Northern or Indigenous communities. Your task will involve identifying and addressing a specific operational or strategic challenge faced by your selected business.

Project Phases:

1. **Assessment and Planning:** Utilizing the insights and skills acquired from this course and your previous studies, you will first analyze the business's current situation. This involves understanding the challenge in-depth and exploring its various facets.
2. **Solution Development:** Your group will then brainstorm and devise viable solutions. This phase requires creativity and critical thinking, as you align your ideas with the business's needs and context.
3. **Recommendations and Presentation:** Finally, you will synthesize your findings and recommendations into a cohesive report. This report, along with a detailed presentation, will be delivered to the business. Be prepared to engage in a constructive dialogue, addressing any questions or concerns they might have.

Grading Breakdown:

The progressive project constitutes 25% of your final grade, divided as follows:

- **Team Charter (2.5%):** This initial document outlines your team's structure, roles, and approach. It sets the foundation for your collaborative efforts. This must be detailed.
- **Project Analysis (5%):** A thorough analysis of the business's challenge, encompassing both theoretical and practical considerations.
- **Implementation Report (5%):** This report details your proposed solutions and the rationale behind them.
- **Group Presentation and Recommendation Report (10%):** The culmination of your project, this includes both the oral presentation to the business and the final written recommendation report.
- **Peer Evaluation from Group Project (2.5%):** A component of your grade will come from peer evaluations in your group project. This process encourages teamwork, accountability, and mutual respect among group members. Your contribution to the group's work, your ability to collaborate effectively, and your overall participation will be

assessed by your peers. This evaluation reflects the importance of interpersonal skills and cooperative learning in a professional setting.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Content	Activities/Notes	Instructor
1	Course Introduction and Overview	Introduction to course objectives, structure, and assessment methods	Both
2	Indigenous Ways of Knowing and Being	Exploration of Indigenous knowledge systems and their relevance to business. Seven Sacred Teachings tied to business	Darlene
3	Understanding Rural, Northern, and Indigenous Business Contexts	Examination of unique challenges and opportunities in rural, northern, and Indigenous communities.	Both
4	Problem Identification in Small Businesses	Techniques for identifying and articulating business problems.	Mandy
5	Indigenous Business Perspectives	Integrating Indigenous Perspectives in Problem Identification Guest Speaker: Indigenous Entrepreneur Cultural values and Indigenous frameworks for business problems-solving	Darlene

6	Barriers to Economic Development	Exploration of barriers faced by rural, northern and Indigenous communities.	Mandy
7	Winter Break	No Classes	
8	Holistic Approaches to Problem Analysis	Incorporating spiritual, ancestral, and physical aspects of land in business analysis.	Darlene
9	Developing Alternatives	Exploring and evaluating solutions.	Mandy
10	Consulting with Indigenous Communities: Ethics and Practices	Students will have the opportunity to meet with Indigenous Business owners to hear their perspective on the barriers they have encountered, if any.	Darlene
11	Trip to Sturgeon Lake	Full Day land-based learning Participation in ceremonies and reflect on environmental and cultural connections	Both
12	Reflecting on Land-based learning and creating recommendations	Reflective session on Sturgeon Lake experience	Both
13	Team Dynamics and Effective Collaborations	Strategies for working effectively in diverse teams.	Mandy
14	Final Presentations to Stakeholders	Teams present their solutions to stakeholders; feedback session.	Both
15	Course Reflection and Future Applications	Reflective discussions on learning outcomes and applications beyond the course.	Both
Final Exams	April 14-23		

STUDENT RESPONSIBILITIES:

As an integral member of this course, your regular attendance and active participation are essential. This course is a collaborative journey, and its success largely depends on the contributions of each one of you. You are encouraged to share your experiences and viewpoints on the course material and related topics. However, it is equally important to maintain a respectful and considerate attitude towards the opinions and contributions of your classmates. Engaging in thoughtful exchanges and drawing insights from the diverse experiences and observations within our class will greatly enhance the learning experience for everyone.

Remember, a respectful dialogue not only enriches your understanding but also fosters a positive and inclusive learning environment.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.