

**DEPARTMENT OF BUSINESS AND OFFICE ADMINISTRATION****COURSE OUTLINE – Winter 2024****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.

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**OFFICE HOURS:** Mondays & Thursdays 11:30 am – 1:00 pm or 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:**

Open educational resources will be utilized for BA3500; however, students are required to buy a coursepack from Ivey Publishing, priced at \$9.90 CAD per student. This can be acquired through the given link: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FXNSQEA5>. Instructions 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>.

**\*\* 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:

Participation	15%
Case studies	30%
Land Based Learning	20%
Progressive Project	35%

## Evaluation Policies:

### Participation

In this course, active participation and attendance are not just encouraged; they are essential components of your learning experience and overall grade.

1. **Classroom Attendance (5%):** Regular attendance in classroom sessions is crucial. These sessions will provide foundational knowledge, facilitate discussions, and allow for collaborative learning. Your presence and participation in class discussions are vital for a comprehensive understanding of the course material.
2. **Peer Evaluation from Group Project (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.



3. **Land Visit Attendance (5%):** As part of the course's participation component, we have assigned a 5% weight to the attendance of the land visit. This visit is crucial for a comprehensive understanding of the environmental and cultural aspects central to the course. It offers a unique opportunity to engage directly with the land, observe environmental practices, and understand their significance in our studies.

However, we recognize that there may be exceptional circumstances preventing some students from attending. For those unable to participate in the land visit, an alternative assessment will be provided. In such cases, the 5% participation grade will be reallocated to this alternative assignment. Details regarding the alternative assessment and its requirements will be made available on D2L.

Please note that whether attending the land visit or completing the alternative assessment, active engagement and completion of the respective task is essential for earning the participation grade.

### **Case Studies**

This course includes a significant focus on case studies, with each student individually tackling three comprehensive cases. These studies are integral to the course, each contributing 10% to your final grade. The case studies are designed to immerse you in realistic scenarios, challenging you to apply critical thinking and analytical skills.

#### **Assignment Structure:**

- **Issue Identification:** Begin by identifying the key issues presented in each case study. This step is crucial for setting the direction of your analysis.
- **Context Evaluation:** Examine the background and context surrounding the issues. Understanding the nuances of each scenario is vital for an accurate analysis.
- **Solution Exploration:** Investigate various potential solutions. This process requires creative and strategic thinking, considering multiple perspectives and options.
- **Cohesive Recommendations:** Synthesize your findings into a well-structured set of recommendations. Your conclusion should be clear, logical, and derived from your in-depth analysis.

#### **Integration of Cultural Values:**

In case study #1, it is imperative to integrate your analysis and recommendations with the principles of the Seven Sacred Teachings. This approach ensures that your problem-solving methods are not only effective but also culturally sensitive and aligned with Indigenous values and perspectives.

Case study rubrics can be found in D2L.



## **Land Based Learning**

As part of this course, students are required to engage in land-based training to understand the protocols of Indigenous offerings. This immersive experience is critical to appreciating and respecting the cultural practices we study.

- **Field Training:** Students will occasionally need to attend classes off-campus. These sessions may involve traveling to locations outside the city to deepen our connection with and understanding of the land. Be prepared to carpool for these excursions.
- **Ceremonial Participation:** Engaging with Cree culture is central to this course. Students are expected to actively participate in ceremonies, allowing for a richer, first-hand understanding of these cultural practices.
- **Reflective Assignments:** After each 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, alternative assessments 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 these assessments 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 35% of your final grade, divided as follows:

- **Team Charter (5%):** This initial document outlines your team's structure, roles, and approach. It sets the foundation for your collaborative efforts.
- **Project Analysis (10%):** A thorough analysis of the business's challenge, encompassing both theoretical and practical considerations.
- **Implementation Report (10%):** 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.

### 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:**

<b>Week</b>	<b>Content</b>	<b>Assignments</b>
<b>1</b>	<b>Introductions/Course Outlines/Project Discussion</b>	
<b>2</b>	<b>Module 1: Rural Business Analysis</b>	
<b>3</b>	<b>Module 2: Indigenous Communities</b>	
<b>4</b>	<b>Module 2: Indigenous Communities</b>	<b>Business Selection/Team Charters Due (5%)</b>
<b>5</b>	<b>Module 2: Indigenous Communities</b>	<b>Case Study (10%)</b>
<b>6</b>	<b>Module 3: Barriers to Northern, Rural, and Indigenous Economic Development</b>	
<b>7</b>	<b>Winter Break</b>	<b>No Classes</b>
<b>8</b>	<b>Module 3: Barriers to Northern, Rural, and Indigenous Economic Development</b>	<b>Project Analysis Due (10%)</b>
<b>9</b>	<b>Module 3: Barriers to Northern, Rural, and Indigenous Economic Development</b>	<b>Case Study (10%)</b>
<b>10</b>	<b>Module 4: Creating Environments that Promote the Success and Engagement of Northern, Rural, and Indigenous Entrepreneurs</b>	<b>Implementation Report Due (10%)</b>
<b>11</b>	<b>Module 4: Creating Environments that Promote the Success and Engagement of Northern, Rural, and Indigenous Entrepreneurs</b>	
<b>12</b>	<b>Module 4: Creating Environments that Promote the Success and Engagement of Northern, Rural, and Indigenous Entrepreneurs</b>	<b>Case Study (10%)</b>
<b>13</b>	<b>Land Based Learning **Saturday 6 hours**</b>	<b>Participation &amp; Report (20%)</b>
<b>14 &amp; 15</b>	<b>Presentations to Business Owners/Class</b>	<b>Group Presentation &amp; Recommendation Report Due (10%)</b>
<b>Final Exams</b>	<b>April 17-24</b>	



**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.

**Please click on the following link to read the student Rights and Responsibilities Policy:**

<https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69>

**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.