

**Course Outline**  
**BUS 201 (393/394) Fall 2023**  
**Entrepreneurship: Creativity, Design, and Innovation**

**Class Time:** MW 2:30 – 3:45pm ED 623  
**Instructor:** Lee Elliott, Cdir, B.A., MBA  
**Email** [lee.elliott@uregina.ca](mailto:lee.elliott@uregina.ca)

**Office Hours:** By Appointment

*This class will be hybrid meaning students registered in the online section will attend both classes and exams via Zoom. It is very important to note that once registered a student can't switch sections. The class zoom links will be hard wired to allow section 394 only.*

**TECHNICAL REQUIREMENTS FOR ONLINE STUDENTS (Section 094)**

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“This course requires a reliable internet connection, a computer and a **webcam** to enable your participation in mandatory course discussions, assignments and/or exams. Use of a webcam is required to maintain academic integrity during this course.”

Students must be able to take part in the class as required by use of Zoom.

- Go to <https://zoom.us/>
- Create a free account or participate as a guest if you prefer. Join a meeting
- Class meeting link will be at the top of UR Courses site
- Cameras must be on for all class

The minimum technical recommendations for both students and instructors are posted here: <https://www.uregina.ca/remote-learning/technical.html>

Generally, these include:

- A computer that can run a supported version of Windows or MacOS-A screen large enough to view documents and videos-A webcam, microphone, and speakers/headphones/earbuds
- Reliable internet access.

If you or your students have questions about technical requirements or your systems, please contact IT Support at [IT.Support@uregina.ca](mailto:IT.Support@uregina.ca) or 306-585-4685 or 1-844-585-4685

## **SUMMARY:**

This is both a lecture and an experiential learning class. Students are expected to engage in classroom experiments, challenges and activities as well as taking notes and learning content.

This course explores ideation and creativity as significant to the processes of entrepreneurship, design and innovation. The course is applicable to a wide range of disciplinary and professional areas. Students will be introduced to theoretically derived and practically driven concepts, tools and models as a means for identifying, building and utilizing the skills and competencies that will help them manage the discovery and creation of value laden opportunities. The objective of the course is to understand and gain experience in utilizing these tools through experiential exercises, experiments, challenges and assignments designed to help students discover/identify/create opportunities in all facets of their lives.

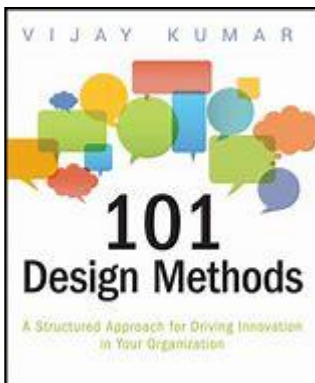
A variety of texts, cases, in class discussions, challenges, and multi-media presentations will be utilized in the delivery of the course. Students will also be prompted to engage in experiential learning exercises and simulations.

On completion of this course, students will be able to:

- 1) Understand the concepts of ideation, creativity and brainstorming and their relationship to the entrepreneurial opportunity discovery/creation and innovation processes;
- 2) Determine the role of cognition related to the above processes;
- 3) Employ and evaluate the utility of a wide variety of ideation and creative models and structures within different contexts and processes.
- 4) Identify the importance of concepts, tools and models related to team building and performance when engaging in creative and/or innovative activities;
- 5) Explore, strategize and implement ideation and creativity models by engaging in the processes related to developing new products/services/programs/opportunities; and
- 6) Conduct a complete product design process.

This course is part of the Innovation, Creativity, and Entrepreneurship (ICE) Certificate. All students, regardless of discipline would benefit from the ICE Certificate. For example, if you are an accountant you will likely deal with entrepreneurs and small business. If you are an engineer, entrepreneurs and small business could be your clients. If you are in human resources or marketing, you may be working in small businesses. Also, the ICE certificate is an additional credential for your career portfolio or to add to your c.v.

## **Text (required)**



Vijay Kumar. *101 Design Methods*. First Edition. John Wiley & Sons. 2013.

Hard Copy available at many online book sellers. Electronic Version Available for purchase [HERE](#)

Available Free at University of Regina Archer Library [Home - Homepage - Archer Library at University of Regina \(uregina.ca\)](#) Availability may end without notice.

## Grading

Discussion Forum Posting	10%
Class Participation	10%
YouTube Video Assignment	15%
Individual Creative Problem Assign	15%
Group Design Project & Presentation	25%
Final Exam (Dec 11, 2pm)	25%

## Discussion Forum

Five times during the semester you will make a 1-2 paragraph (50-100 word) posting to the Discussion Forum. That same week you will make a response to another student's post for a total of 10 submissions in the semester. Each post will be graded for a total of 10 possible marks over the semester. You will be able to choose which 5 weeks you wish to post. Maximum one post per week. Do not wait until the end of the semester to contribute.

Your initial post will be on the current week's material. Class is Mon/Wed, so you will have until the following Sunday 11pm to complete. In a good post you will refer to a particular piece of information from the class or readings that you think is interesting. Examples of appropriate discussion are:

- why you think it is important or interesting
- how it impacts you
- what the implications for business and the world
- how you would further study the topic
- anything else you think would interesting

Your second post must be in the same week and be a response to another student. You must respond to a different student all 5 times. It is meant to be thoughtful, constructive and supportive. If you disagree, make sure your response focusses on the ideas and the message and not the person. Inappropriate postings will be deleted, given a grade of zero and possibly investigated for misconduct. Be respectful at all times.

### Marking Guide:

	<b>0 Marks</b>	<b>1-2 Marks (for both tasks)</b>	<b>3-4 Marks (for both tasks)</b>
<b>Initial Posting Content Task</b> Late responses get mark of 0.	No posting is made. Post is inappropriate and subsequently removed by professor.	Posting is vague, doesn't effectively use course content, or is off-topic and/or doesn't address concepts. No citations.	Posting shows thought, clarity and analysis, showing depth of understanding through application of module content (i.e. from reading material and/or lecture content and provides citations). May apply concepts outside of course content related to posting, demonstrating thoughtful analysis through use of appropriate examples.
<b>Follow-up Post Task</b> Late responses get mark of 0.	No posting is made. Doesn't respond to a unique student (i.e., responses to same students). Posting is harassing or personally critical.	Posting is vague, ineffectively uses course content, is off-topic and/or doesn't address concepts. No citations.	Thoughtful, supportive responses. Posting refers to class content AND related content from outside sources. May promotes further discussion and thought by asking questions of student. Response is at least 50-100 words. Provides citations of materials.

## You Tube Assignment (Due Oct 5)

Individually, you will make a 3-5 minute video that is embedded into a PowerPoint slide deck. Typically, you will have 12-20 slides. Your task is to learn about monetizing content on YouTube, create a unique video to attract a specific audience, and outline the creative process you used. More information will be available on UR Courses. You will be marked on the following:

- a. Monetizing – research how it works, what channels and videos work best. (3 marks)
- b. What is the creative process you used – be specific on tools and process. (3 marks)
- c. Who was your target market and why? What value were you offering the viewer and the potential advertiser (think about Value Proposition Canvas)? (4 marks)
- d. The video – intensity of effort put in, creativity, and production quality. (4 marks)
- e. A conclusion on the effectiveness of your video in reaching target audience. (1 mark)

## Creative Problem Analysis (Due Nov 16)

Done individually, each student will identify a problem and attempt to solve the problem using any of the creative process models discussed in class. The problem and solution can be almost anything, but the topic requires approval from the Instructor. Students will be required to record the processes they have used that includes a report on what they did, how they did it, why they did it, what the outcome was and what they would want to change if they did it again. This is a creative assignment, so there is no set structure as to what you are to submit to the instructor: It may be a written report, videos, a blog web link, artistic representations, etc. but it must be able to be assessed.

The assignment should follow or utilize at least one (and some students may combine several) of the creative processes presented in the course that may include: SCAMPER, Mind Mapping, Map Model, CPS Model, Geneplore Model, Six Senses Model, Six Thinking Hats Model, Zig Zag Model, etc. Remember! While the result can be a product or service, it might also be a policy, program, or something else. Whatever problem you identify, it must be one that others identify as well (i.e., it cannot affect only you – “I need to stop cyberstalking Brad, or I have to lose weight”) and that your solution would be one that many people generically might use (e.g., to prevent cyberstalking or to help customers lose weight). As this is a creative exercise, the actual solution to the problem does not have to work or be proven to work...it can be only a concept. The more creative the better! Try to keep it to a potentially real solution, although it may be outlandish, crazy, novel or just not feasible financially (in a current sense).

***Here is a past example:*** While eating French Fries in the car the other day... one slipped out of my finger because it was greasy. It fell between the seat and the console. I could not get it out and almost got into an accident trying. So, I identified this as my problem. Using the Geneplore model, I set upon using a pre-inventive form of DRAGONS. From this I came up with a whole host of ideas that included a multi-toothed reaching apparatus for rooting between and under the seat, a dragon breath device that shot pneumatic air from a back seat pocket that could blast any object from under the seat to the front of the car's floor mat for easy reach, a laser grid that vaporized anything that fell between the console and the seat, and a 'dragon wing' pocket that sat on either side of the space between the console and the seat and that worked as a catch pocket that pushing down on either side (front or back seat reach) of the 'wings' would then elevate anything caught in between the seat of the car. Using the stretch and squeeze technique of the Geneplore model, I identified "Puff" the magic dragon to name it and set out to explain how the air cannon idea might work.

You will be marked on the following:

a. Structure and Concepts (3 Marks)

**Clarity** – reads well, no spelling errors, makes sense, follows a logical path

**Structure** – table of contents, Introduction, headings, tables and figures, implications, conclusion.

**Production** – allows reader to link between different types of high end content fluidly, etc. (videos, tables, figures, photos, etc.).

**Definition of theories, concepts and/or models** – describe, define and explain!

**References** – whatever academic or external sources you use, please reference them and provide me with that reference list in whatever way best fits your deliverables

b. Transparency and Application (7 Marks)

This is a thorough summary of your creative processes, models, tactics, etc., using ethnography, logbooks, recordings, or any other form of data collection that allows you to provide rigour, validity and replicable aspects of your work (e.g., show evidence that you did what you did). You need to show exactly what concepts or models you applied and how you applied it. You can provide details and references along the way with tables and figures and photos, or you can summarize it all under one section that clearly illustrates what you did, what models you used (and how you may have used them in tandem) and how you dealt with unforeseen challenges.

c. Analysis (3 Marks)

In 100-150 words each, describe each of the following:

- i. Your analysis of the tools/models used (What was easy? What was difficult? What you may not have understood?)
- ii. Your analysis of how impactful (could it work?), your outcome was and why (use class concepts to discuss).
- iii. Your analysis of how creative your outcome was and why (use class concepts to discuss).
- iv. Your analysis of what you would do differently if you attempted this task again (what other models would you use? Why would you not use the model you did use again?).
- v. Your analysis of the viability of the solution (could you sell it, to whom, why, and for how much?)

d. Solution and Creativity (7 Marks)

The rendering, explanation or clear and simple description/illustration of how your solution works. You will provide a clear conclusion to your work – a product/service/policy or program that you think might work or will fail in explicit detail. You will demonstrate creativity in your project – whether it works or does not work – but more the process that went into the solution, to under your comprehension of the task. Your demonstrated understanding of synchronized processes of concepts, processes and effort will be assessed. The four measurements of creativity will be used to assess your work.

## Group Design Project

Teams of three or four will be chosen by your instructor. Students will work towards developing some kind of innovative product, service or program using the Kumar Product Design Model (Textbook). The exercise is highly structured. The objective is to come up with a completely original product or service of some kind that may be argued to have economic or social value, solves a problem/or identifies an opportunity in some novel way. It is imperative that the team attempt to develop something unique, distinct and that does not already exist in social, institutional or market systems. However, the end result does not have to be successful or creative; it may lead to miserable failure. The project will be graded on the work done, diligence used and critical analysis of the processes undertaken with respect to incorporating course concepts /models into the process. The development of a functioning prototype is not required, but you will have to render some kind of illustration/description of what the prototype service/product looks like, how it works and for whom who it works. The report does not have to be a written report, but **MUST** consist of:

- a. A detailed process (may use a logbook or journal, audio, video, emails, chat scripts, note taking or any other means to do so, as long as it may be effectively communicated to the Instructor what you did and how you did it) that uses at least one element of each stage of Kumar's model.
- b. A full section report on who was doing what, personality type discovery, the roles that were adopted, and team guidelines. You will include an evaluation of the process for how the team was structured for the task of innovating, and what worked and what didn't.
- c. Any means for relaying the solution to the problem you have identified to the class/instructor. It is up to the student team to generate the most effective way to clearly represent the problem and the product/service solution for others to evaluate. It should be digital and viewable, reviewable by everyone in the class.

You will be marked on how this project mirrors the seven-stage process (from Kumar) with two (2) marks allotted for each. If you miss one of the stages, you will lose marks for that stage. To get full marks, you must consider more than at least two elements of each design stage. You must consider coordination and integration of several of the design elements/tasks within each stage in a manner that reflects your competencies within them.

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|--------------------------------------------------------------------------------------------------------------------|----------------|
| d. Marking                                                                                                         |                |
| i. Professional in appearance – no errors, table of contents, etc.                                                 | 1 mark         |
| ii. Content (2 marks per stage)                                                                                    | 14 marks       |
| iii. Composition – polish/effort shown, analysis of work/transparency (showing work), overall creativity/viability | 6 marks        |
| iv. Context (provides introduction on why this topic, conclusion)                                                  | 2 marks        |
| v. Group process (explains process and development of group)                                                       | <u>2 marks</u> |
| Total                                                                                                              | 25marks        |

**Project Presentation** - The teams must present their design project to the class.

**Peer Evaluation** - Students will be required to complete a peer evaluation. The objective is to:

- a. Assess how each team individual member performed in a fair and arbitrary manner based on your informed opinion as a colleague who worked with them.

- b. Assess the success of the project based on individual team performance, interaction and time committed.
- c. Identify any problems experienced with individual team members and how these problems were overcome (or if they were not overcome, how they might be overcome conceptually and any tests that might help to validate the solutions posed)
- d. Evaluate your own performance/capacity.
- e. Monitor a team member that did not pull their weight and attempted to free ride on the project.

A form will be provided on UR Courses.

### **Final Exam (25%):**

The format of the exam will be discussed later in the semester **Please note that if you miss more than four (5) classes, you may not be eligible to write the final exam and you must pass the final exam to pass the course.** Under extraordinary circumstances you may apply to the Faculty of Business for a deferral.

### **Completion of this class**

You must complete the bulk of assessments in this class in order to receive a passing grade. If you miss any of the following you will be assigned a grade of Incomplete:

1. Individual Creativity Project
2. Group Design Project
3. The final exam

Late assignments will not be accepted in this class. Complete your work early.

### **Class Attendance and Contribution:**

Students are expected to attend and contribute as necessary to each scheduled class session. Critical class information will be presented each day. If you miss more than (5) full lectures, you may be excluded from writing the final exam.

### **Intellectual Integrity**

Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, or expulsion from the University. For more information on this matter, please consult Section 5.13 of the Undergraduate Calendar. As well, any form of collaboration on exams or individual assignments will be treated as academic misconduct and the incident will be investigated by the Dean's Office. Collaboration would only be allowed for the group presentation and paper. Any use of an AI program like ChatGPT or Bing Chat will be considered academic misconduct and referred to the Office of the Dean for investigation.

**TENTATIVE CLASS SCHEDULE:** The schedule **will change**. Please check UR Courses for updates. **Key:** *M = Monday and W=Wednesday*

Date	Topic	Reading(s)
Aug 30	Introduction	
Sept 6	You Tube Assignment/ Basic Concepts	
Sept 11/13	Creative Cognition	
1. Post to Discussion Forum before 7pm Sunday, Sept 16		
Sept 18/20	Creative Tools and Models	
Sept 25/27	Value Proposition	
2. Post to Discussion Forum before 7pm Sunday, Oct 1		
Oct 2/4	Effective Teams	
You Tube Assignment – Due before 11pm – Thursday, Oct 5		
Oct 9/11	Fall Reading Week – No classes	
Oct 16/18	Creative Tools and Models	
3. Post to Discussion Forum before 7pm Sunday, Oct 22		
Oct 23/25	Creative Tools and Models	
Oct 30/Nov1	Design Process	
4. Post to Discussion Forum before 7pm Sunday, Nov 5		
Nov 6/8	Design Process	
Nov 13/15	Design to Innovation /Prototyping	
Individual Creative Problem Analysis – Due before 11pm – Thursday, Nov 16		
5. Last Post to Discussion Forum before 7pm Sunday, Nov 19		
Nov 20	Intellectual Property	
Nov 22	Group Presentations	
Nov 27/29	Group Presentations	
Group Project Submission – Due before 11pm – Thursday, Nov 30		
Dec 4	Course Wrap Up	
Dec. 11	<b>Final Exam – Monday, Dec 11 – 2pm</b>	

**Welcome Entrepreneurs!**



## SUPPORT SERVICES – RESEARCH, STUDYING & WRITING

Each business student is assigned a faculty academic program advisor, who is a great resource if you have any academic issues or questions. Other U of R services provided are:

- The **Student Success Centre** provides personalized guidance and support to students in achieving their university, professional development, and life goals.  
<https://www.uregina.ca/student/ssc/>
- The **U of R Library** staff are always glad to help to students with research and assignments. Our business librarian, Kate Cushon is available to provide guidance on your E-Scan and term project. The library has a library guide (Kate's Libguide) designed for you on the UR Courses site or <http://uregina.libguides.com/cat.php?cid=21181>.
- **UR International** provides free academic and non-academic assistance (e.g., English language services, transition and adjustment to a new learning environment) to international students. <https://www.uregina.ca/international/>

## STUDENT ACCESSABILITY

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The University of Regina wishes to support all students in achieving academic success while enjoying a full and rewarding university experience.

Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity. For further information, please email [accessibility@uregina.ca](mailto:accessibility@uregina.ca) or call [\(306\) 585-4491](tel:(306)585-4491).

## HARASSMENT POLICY

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The University of Regina promotes a learning, working and living environment that is respectful and free of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behavior, which creates an intimidating, hostile or offensive environment for study through the harassment of and /or discrimination towards an individual or group. The Respectful University Policy may be found at <https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html>. Some situations that do not constitute harassment include, but are not limited to:

- The correction, grading, assessment or appropriate criticism of any student's academic efforts, even if they are adverse or if the student does not agree.
- Insistence on academic excellence or a reasonable quality of job performance.
- The free academic study, discussion and debate of controversial topics in an academic environment, including topics that may be offensive to groups or individuals.
- Practices required or permitted by law or contract; practices and procedures that are reasonable and bona fide in the circumstances.
- The statement of any opinion by a person who has been legitimately asked to state their opinion.
- Lively discussion of issues in the course of legitimate academic inquiry and scholarly research.
- Light-hearted banter and joking that is welcomed by the recipient(s).

If you have concerns about any conduct occurring in BUS 100, please discuss this with the instructor. You may also review the *Respectful University Policy Procedures (Revised 2017)* at [www.uregina.ca](http://www.uregina.ca) or contact Coordinator, Respectful University Services at (306) 585-5400 or [respect@uregina.ca](mailto:respect@uregina.ca).



## Feeling Stressed? Always worried?

Some stress is normal when you're going to university but **1 in 5 students** will suffer from enough distress that they **would benefit from counselling**.

### What can I do?

The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

### When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you've experienced a trauma like losing a family member or a close friend, or if you've recently ended a relationship.

If the feelings you're experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

### What options are available for me?

Personal Counselling – This is a great option if you'd like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. Up to 5 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

Group Counselling – Simply put, you're not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

### But I can't afford counselling...

Seeking counselling doesn't have to be cost prohibitive. Many students can benefit from the 5 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit [www.iHaveAPlan.ca](http://www.iHaveAPlan.ca). Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

### What else can I do?

Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

### Have a problem but don't know how to fix it?

#### URSU's Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail [advocate@ursu.ca](mailto:advocate@ursu.ca) to schedule an appointment today!
- Emergency Bursaries
- Notary Public
- Rentalsman Appeals

