**ENCS 6042 – Communication Techniques in the Innovation Process**

# Introduction:

Course profile: This course introduces the frameworks around which client centered innovations are designed. The intent is to showcase innovative ideas to use for the public rather than purely from the innovator’s perspective. I want you to be able to talk about your ideas as though **you are telling a story**.

Topics that will be covered include qualitative analysis, client interview techniques, and of course, presentations of your findings.

Prerequisites: There is no prerequisite to this course. It is also a versatile topic, which can be taught across faculties and departments, and at any educational level. However, the learning curve will be steep, as you will be involved in tackling a mandate over the course of 13 weeks. Nonetheless, as long as you are prepared to handle the mandate in a responsible fashion, I am happy to support you in addressing any issues in the learning or application process. Students who feel they may struggle can rely on guidance from the instructor. Bear in mind that there is a focus on collaborative work.

Course materials: There are no required textbooks. Class slides and notes will be provided online. For students who miss classes, some resources will also be shared. Attendance is not mandatory, but **you will want to be there**.

Where: [EV Building](https://goo.gl/maps/aSRawC28pmWpwK9A7) – Room 2.260

When: Thursdays at 5.45pm Eastern time

Instructor: Hussam Al Maleh – [hussam.almaleh@concordia.ca](mailto:hussam.almaleh@concordia.ca)

Teaching Assistants: To be determined

# Learning Objectives

The primary objective is for students to be able to justify the case for involvement in activities of innovation. You have the bright ideas, but you need to complement this by **quantifying** the potential benefits, **qualifying** the response to them, **managing** the development of prototypes, and **appraising** the validity of your innovation throughout. Evaluation during the term is done through:

* Participation in discussions, through which students put the frameworks in each lecture to practice in breakout rooms and during in-class discussions
* Group project, through which students apply what they learned into an innovation project (relax, you are not expected to invent something)

To engage students, discussions will be held on each lecture’s topic.

# Evaluation Criteria:

Your grade is given based largely on your performance in discussions and presentations. Students in groups of 5 (five) develop a mandate of innovation in finance, marketing, socioeconomic, scientific, technical, or other areas, based on relevance to future studies or the department in you study. You are entitled to suggest your own project, as long as the instructor has final signoff on what constitutes an acceptable mandate and deliverables.

Using topics and tools learned throughout the course, the group will develop a charter, agree on the requirements with the instructor, outline a plan as to how the mandate will be achieved (using topics discussed in lectures), all actions to meet the requirements as well as monitor progress internally, and finally present their findings in a **3-page report** and in a **10-minute presentation** (plus a 5-minute Q&A session) to class. (Grade distribution is shown in the schedule below).

# Course Schedule:

|  |  |  |  |
| --- | --- | --- | --- |
| **Period** | **Topics** | **Discussion Topic** | **Due Content** |
| September 9 | Introduction; Innovation | Innovation discussion |  |
| September 16 | The Target Customer | Customer personas |  |
| September 23 | Design Thinking – part 1 | Empathy, Ideation |  |
| September 30 | Design Thinking – part 2 | Prototyping |  |
| October 7 | Communication Techniques | How do you communicate? |  |
| October 14 | Defining Project End-Goals | Project definition discussion | Project mandate (10%) |
| October 21 | Interviews and Hypotheses | Forming hypotheses |  |
| October 28 | Pitching | 30-second pitch | 30-second pitch (10%) |
| November 4 | Prototyping | Prototyping exercise | Prototypes (10%) |
| November 11 | User Tests | User test examples | Prototype review (10%) |
| November 18 | Product Development | Product vs project management |  |
| November 25 | Final Presentations | Final presentations | Presentations (20%) |
| December 2 | Final Presentations | Final presentations | **Group report (10%)** |

* At some point in the term, you are expected to contribute to the forum on moodle (20%).
  + A 200-word pitch (yourself or your idea) (10%)
  + A topic of innovation that you would like to discuss in the forum (5% launching a topic, 5% responding to one)
* A report on your individual contribution to your team project (10%)

# Ethical Stand:

## Academic Integrity:

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, instructor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone – it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism. In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it. (Source: The Academic Integrity Website: [www.concordia.ca/students/academic-integrity](http://www.concordia.ca/students/academic-integrity))

## Accessibility:

The instructor will strive to make the learning experience as accessible and inclusive as possible. Students with accessibility needs that require academic accommodations are welcome to meet with an advisor from the Access Centre for Students with Disabilities (ACSD) as soon as possible to set up an accommodation plan. Students are also welcomed to discuss their accessibility needs with the instructor. [www.concordia.ca/students/accessibility](http://www.concordia.ca/students/accessibility)

## Safety:

Sexual violence, including sexual harassment and sexual assault, is not tolerated at Concordia. Please see Concordia's policy on sexual violence for more information about awareness and prevention, support for survivors/victims, responding to disclosures and procedures for reports and complaints. You can also contact the Sexual Assault Resource Centre for information and support. More information and support are available at the Sexual Assault Resource Centre [www.concordia.ca/students/sexual-assault](http://www.concordia.ca/students/sexual-assault), by email [sarc@concordia.ca](mailto:sarc@concordia.ca) or phone 514 848-2424 x 3353