

**BUSI 2800E Entrepreneurship  
Winter 2019**

**Professor:** Tom Duxbury, P.Eng., MBA, CPA, CMA  
**Office:** TBA  
**Class Time/Place:** Friday 11:35 am to 2:25 pm, Tory 342  
**Office Hours:** By appointment  
**Email (preferred):** tom\_duxbury@carleton.ca

**Entrepreneurship**

Overview of the basics of entrepreneurship, with emphasis on idea generation and identification, team building, business models, initial strategies and feasibility. A number of organization types will be studied.

Pre-requisite(s): second-year standing.

**1. COURSE DESCRIPTION**

This course targets students who aspire to:

- Own a start-up that generates \$1 million annual revenue within three years after completing Sprott's B.Com. Entrepreneurship Concentration or Sprott's Minor in Entrepreneurship
- Work for a start-up or an organization that fosters entrepreneurship

BUSI 2800 is the introductory course required in both the minor and concentration in Entrepreneurship at the Sprott School of Business and is focused on the initial elements of new venture creation. Following an application based approach, student teams will learn how to build high performance entrepreneurial teams, assess the feasibility of innovative opportunities they have originated, develop competitive business models, build a minimum viable product, and test their value propositions with potential customers.

**2. COURSE PREREQUISITES**

Second year standing. The School of Business enforces all prerequisites. It is your responsibility to ensure that you meet the prerequisite requirements for this course. Lack of prerequisite knowledge may lead to failure in the course. Only the Undergraduate Program Advisor of the School can waive prerequisite requirements.

### 3. COURSE OBJECTIVES

This course enables students to gain experience doing entrepreneurship and developing hard-to-find skills, not just make students aware of entrepreneurship. Specific objectives include acquiring the tools and expertise to:

- a) Build high performance entrepreneurial teams,
- b) Create/discover innovative opportunities;
- c) Critically assess their feasibility;
- d) Develop and test business models using minimum viable products;
- e) Perform customer validation, pivoting as required.

### 4. METHOD OF INSTRUCTION

Students will learn key entrepreneurial concepts through experiential learning, lectures, simulations, videos and interactions with successful entrepreneurs. The format of the course consists generally of one 170-minute class meeting per week. The primary role of the course instructor is to lead discussion and experiential learning in practical applications of course concepts. Class sessions entail a mixture of lecture, videos, problem analysis, guest speakers and class discussion. The content of any lecture presumes and expects that you have carefully studied the assigned reading. Lectures emphasize major topics and readings, yet you are responsible for all assigned materials. It requires active learning, which means that the student must take responsibility for the learning that takes place. You must do the readings and homework assigned in order to be prepared for each class. You are encouraged to ask questions and to stimulate discussion on topics that are of interest to the class.

**PLEASE NOTE:** This course uses cuLearn, Carleton's learning management system. To access your courses on cuLearn go to <http://carleton.ca/culearn>. Any questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or email at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca). As online resources will be used extensively in this course, you will need to bring an up-to-date laptop to class. Inappropriate use of your wireless/laptop in class will be noted and will affect your grade.

Students will be responsible for reading and responding appropriately to all information distributed through the CuLearn Course Page. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on CuLearn as soon as possible.

Note that the School requires that correspondence with professors be carried out through your Carleton email account only.

## 5. COURSE MATERIAL

**Required Text.** The following textbook is a requirement for BUSI 2800 Entrepreneurship:  
Mullins, J. (2018). *The New Business Road Test: What entrepreneurs and investors should do before launching a lean start-up*. 5th Edition. London: FT Press (ISBN: 12920839-8)

or

Mullins, J. (2013). *The New Business Road Test: What entrepreneurs and executives should do before launching a lean start-up*. 4th Edition. London: FT Press (ISBN: 129200374X)

**Supplemental Reading Links.** Extra reading material links will be posted on cuLearn; while students will not be tested on them, these papers will provide added depth and may be helpful in preparing project work.

The books that the Entrepreneurship Area recommends students who are serious about launching and growing ventures read include:

1. Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business (ISBN: 978-0307887894)
2. Osterwalder, A. and Y. Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1)
3. Horowitz, B. (2014) *The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers*. HarperBusiness (ISBN: 978-0062273208)
4. Blank, S. and B. Dorf (2012), *The Startup Owner's Manual*. K & S Ranch (ISBN: 978-0984999309)
5. Thiel, P. (2014) *Zero to One: Notes on Startups, or How to Build the Future*. Crown Business. (ISBN: 978-0804139298)
6. Maurya, A. (2012) *Running Lean: Iterate from Plan A to a Plan That Works*. O'Reilly Media (ISBN: 978-1449305178)
7. Weinberg, G. and J. Mares (2014) *Traction: A Startup Guide to Getting Customers*. S-curves Publishing (ISBN: 978-0976339601)
8. Abrams, R. (2010) *Successful Business Plan: Secrets & Strategies Paperback*. Planning Shop. (ISBN: 978-1933895147)
9. Scarborough, N.M. and J. R. Cornwall (2014) *Entrepreneurship and Effective Small Business Management (11th Edition)*. Prentice Hall (ISBN: 978-0133506327)
10. Mullins, J. (2013) *The New Business Road Test: What entrepreneurs and executives should do before launching a lean startup*. (ISBN: 978-1292003740)
11. Alvarez, C. (2014) *Lean Customer Development: Building Products Your Customers Will Buy* (ISBN: 978-1449356354)

12. Cooper, B., Vlaskovits, P., Ries, E. (2013) *The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Markets*. Wiley. (ISBN: 978-1118295342)
13. Kawasaki, G. (2004). *The Art of the Start*. London: Penguin Group. (ISBN-10: 1591840562)

## 6. EVALUATION

Reflecting the real world of entrepreneurship, your grade performance will depend upon both individual and group contributions as outlined below:

	Percentage of Grade
Personal Assignments (3)	15%
Entrepreneur Learning Project (group of 2 students)	15%
New Venture Project (group of 4 students)	35%
Final exam	35%
Total	100%

**Personal Assignments.** Students will be assigned activities outside of the classroom which are intended to apply course concepts to their individual entrepreneurial situation. As plenty of time is provided for assignments, **no credit is given for posting a late assignment.** A missed assignment supported by medical documentation will result in those marks shifted to the remaining assignments. Further instructions will be posted on the course cuLearn site.

**Entrepreneur Learning Project.** Students will have the opportunity to engage active entrepreneurs and share their learnings for credit. This project should be conducted in pairs. At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback.

**New Venture Project.** The primary objective of group projects in this course is to provide experiential learning in the skills necessary for developing real business opportunities with high performance teams. Key learnings include: leading/building entrepreneurial teams, opportunity formation and structuring, feasibility assessment, business models, crafting a minimal viable product, validation with potential customers and presenting promising opportunities to others. Students will be placed into teams of four with the assistance of the course instructor. Group formation will reflect the same best practices of diversity used in successful entrepreneurial endeavours. **No late assignments will be accepted.** At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback.

**Final Exam.** There will be a final exam covering the complete contents of the course material. Details will be announced before the end of the term. The final exam will count for 35%.

## 7. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- *Attending the class.* Each class benefits from the attendance and participation of all students. Your grade for participation will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. If circumstances prevent attendance at a class meeting, please remember that you are responsible for all materials discussed, handouts distributed, assignments covered, and announcements made. Missing more than 2 classes without a certified reason (e.g. medical certificate) will lead to failure in this course regardless of the performance on assignments, presentations and reports.
- *Arriving on time.* Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- *Team based projects.* Teams for the Entrepreneur learning project and New Venture project are created in class during week one and two of the course. Students arriving after should email the course instructor.
- *Minimizing disruptions.* You should not leave and re-enter the class. You should avoid engaging in side conversations after class has begun.
- *Focusing on the class.* While you may take notes on laptops, do not use laptop computers or hand-held devices for other tasks while in class. Activities such as net surfing, and answering email are very impolite and disruptive both to neighbors and the class.
- *Being prepared for class.* You should be ready to discuss any assigned readings and to answer any assigned questions for each day's class, including being ready to open a case assigned for that day.
- *Cellular phones.* The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on you may wish to keep the silent mode on, please discuss this with the instructor prior to the class starting.

## 8. CLASS SCHEDULE

Week	Date	Topics	Assignments (Due before class)	Text chapter (Read before class)
1	Jan 11	Introduction and course overview Entrepreneurship – Basic concepts <i>(Create Entrepreneur Learning Project pair and group project team)</i>		
2	Jan 18	Entrepreneurial Characteristics Building an Entrepreneurial Team <i>(Create Entrepreneur Learning Project pair and group project team)</i>		
3	Jan 25	Discovering Opportunities: Idea Generation	Assignment #1 - Building Entrepreneurial Drive	1
4	Feb 1	Discovering Opportunities: Market Approach	Assignment #2 - Creating Opportunities <i>Start Entrepreneur Learning Project</i>	2, 6
5	Feb 8	Discovering Opportunities: Innovation Approach	Assignment #3 - Opportunities from Markets <i>Start Group Project</i>	3,4
6	Feb 15	Discovering Opportunities: Innovation Approach	Group Project: 50 Ideas Due	5, 7
	Feb 22	Break – No classes		
7	Mar 1	Opportunity Screening Market Screening		8, 9
8	Mar 8	Opportunities: Business Models	Group Project: 5 Ideas Due	10, 14
9	Mar 15	Feasibility Screening		12, 13

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments (Due before class)</b>	<b>Text chapter (Read before class)</b>
10	Mar 22	Customer Validation <i>(Practice presentations)</i>	<i>Entrepreneur Learning Project Due</i>	11
11	Mar 29	Topics in Entrepreneurship Protecting Innovations <i>(Practice presentations)</i>		15
12	Apr 5	Presenting Opportunities	Course feedback <i>Group Project: Final Report due</i>	

While every attempt will be made to keep to the schedule listed above, unforeseen circumstances and availability of guest speakers may necessitate modifications throughout the semester (including assignments, readings and topics). Changes will be posted on CuLearn.

## ADDITIONAL INFORMATION

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

*For Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to



send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

#### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://carleton.ca/studentaffairs/academic-integrity>.

#### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree,

please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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