

BUSI2800E Entrepreneurship
Winter 2022

Instructor: Rowland Few BSc (Hons), MBA
Office: Nicol Building
Class Time/Place: Wednesday 2:35 pm to 5:25 pm,
Office Hours: Wednesday 9am to 10am, please confirm by email
Email (preferred): Rowland.Few@carleton.ca

Modality: Online (1.5hr asynchronous and 1.5hrs synchronous)

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): BUSI 1800 or BUSI 1801 and second-year standing.

1. COURSE DESCRIPTION

This course targets students who aspire to:

- Work for a start-up or an organization that fosters entrepreneurship / Intrapreneurship
- 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
- Create a non-profit organisation.

BUSI 2800 is a core requirement for Sprott School of Business Students and is focused on the initial elements of new venture creation. In addition, it is the introductory course required in both the minor and concentration in Entrepreneurship at the Sprott School of Business. Following an Experiential learning approach, students will learn how to build high performance 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

BUSI 1800 or BUSI 1801 and 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 / intrapreneurship and developing hard-to-find skills. Not just make students aware of entrepreneurship and intrapreneurship. Specific objectives include acquiring the tools and expertise to:

- a) Build high performance entrepreneurial / Intrapreneurial 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, webinar format lectures, digital collaboration platforms, 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 Brightspace, Carleton's learning management system. To access your courses on Brightspace go to <http://carleton.ca/Brightspace>. 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. 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 Brightspace Course Page. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on Brightspace 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 Brightspace; 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:

Assignment	Weighting
Personal Assignments	10%
Entrepreneur and start-up learning project	25%
New Venture Project (group of 4 students)	40%
Final exam	25%
Total	100%

Individual Assignments:

Personal Assignments. These are individual 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 individual assignments upon discussion with the Professor. Further instructions will be posted on the course Brightspace site.

Entrepreneur and start-up learning project. This is an individual assignment. Each student will select a start-up and an entrepreneur or intrapreneur to research. This project is a descriptive type of case study, which documents the start-up conditions and experiences of an entrepreneur or intrapreneur. 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 individual assignments upon discussion with the Professor. Further instructions will be posted on the course Brightspace site.

To pass this course, individual capability must be demonstrated. Students must achieve a minimum grade of 50% of the total of individual assignments, in addition to other requirements.

Team Assignment:

New Venture Project. The primary objective of group projects (Teams of 4) in this course is to provide experiential learning in the skills and tools 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 self-select teams per best practices of diversity used in successful entrepreneurial endeavours. Each team will upload to Brightspace four assignments covering: 30 to 50 Ideas, 3 Ideas, Final Idea and Final Idea presentation via video or Zoom during the last class. **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:

The final exam (Multiple Choice) will be online and available via Brightspace and will cover the complete contents of the course material. Details will be announced before the end of the term. The final exam will count for 25%.

To pass this course, students must achieve a minimum grade of 50% of the total of the final exam, in addition to other requirements.

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.
- *Attending team meetings.* Missing more than 2 team meetings without a certified reason may result in team members being requested to leave a team. Assessment of the team assignment will then be reviewed and agreed with the Professor.
- *Arriving on time.* Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- *Assignments.* All assignments must include student name, number and declaration of academic integrity on the submitted report to receive a grade.
- *Team based projects.* Teams for the New Venture project are created in class during week one and two of the course. Students arriving after should notify the course instructor and find a team. Teams are student selected and will follow their own norms of conduct.

- *Course feedback:* Assignment feedback is available via Brightspace and during office hours. Rewrites of assignments will not be provided.
- *Minimizing disruptions.* You should not leave and re-enter the class. Please minimise background noise during class.
- *Focusing on the class.* You should avoid engaging in side conversations / chat during class.
- *Being prepared for class.* You should be ready to discuss any assigned readings and course content. Also be prepared 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 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.
- *Deferred term work.* Will be replaced with term work and the weight not shifted to the final exam. Formative work will be replaced with formative work, and is to be completed prior to the end of the semester.

8. CLASS SCHEDULE

Week	Date	Topics	Assignments (<u>Submit day before class</u>)	Text chapter (<u>Read before class</u>)
1	Jan 12	Introduction and course overview Entrepreneurship – Basic concepts	<i>Create group project team</i>	
2	Jan 19	Entrepreneurial Characteristics Building an Entrepreneurial Team	<i>Create group project team Start Group Project</i>	
3	Jan 26	Discovering Opportunities: Idea Generation	Assignment #1 - Building Entrepreneurial Drive (Submit day before class)	1
4	Feb 2	Discovering Opportunities: Market Approach	Assignment #2 - Creating Opportunities (Submit day before class) <i>Start Entrepreneur and Start-up Learning Project</i>	2, 6
5	Feb 9	Discovering Opportunities: Innovation Approach	Assignment #3 - Opportunities from	3,4

Week	Date	Topics	Assignments (<u>Submit day before class</u>)	Text chapter (Read before class)
			Markets (Submit day before class)	
6	Feb 16	Discovering Opportunities: Innovation Approach	Group Project: 30 to 50 Ideas (Submit day before class)	5, 7
	Feb 23	Break – No class		
7	Mar 2	Opportunity Screening Market Screening	Entrepreneur and Start-up Learning Project (Submit day before class)	8, 9
8	Mar 9	Opportunities: Business Models		10, 14
9	Mar 16	Feasibility Screening	Group Project: 3 Ideas (Submit day before class)	12, 13
10	Mar 23	Customer Validation	<i>Practice presentations</i>	11
11	Mar 30	Topics in Entrepreneurship Protecting Innovations	<i>Practice presentations</i>	15
12	Apr 6	Presenting Opportunities	Course feedback Group Project: Final Report (Submit day before class)	

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 Brightspace.

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>	X			

ADDITIONAL INFORMATION

COVID-19 Information:

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

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

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 Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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:

<https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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.

Important Information:

- Students must always retain a 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 <https://carleton.ca/its/get-started/new-students-2/>