



**CARLETON UNIVERSITY
BUSINESS
BUSI 3600 SECTION A
FALL 2017
ENTREPRENEURIAL STRATEGIES**

Instructor: Stephen Davies
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Course meets:
Tuesday 18:05 – 20:55, CB 3101

Pre-requisites & precluded Courses:
BUSI 2800 with a grade of C- or higher and second year standing

Course Calendar description from the 2017/2018 University calendar:

Within the changing environment, an examination of entrepreneurial strategies related to different functional areas for new ventures and small businesses.

Course Description:

Entrepreneurial Strategies

Within the changing environment, an examination of entrepreneurial strategies related to different functional areas for new ventures and small businesses. This course targets students who aspire to:

- Own a startup 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 startup or an organization that fosters entrepreneurship

In this course you will learn how to validate a customer value proposition, define your venture's market differentiation, develop a business model, assess others' business models, and present your opportunity to external assessors. This course is based on the

Lean Entrepreneurship methodology. As a course requirement students will be expected to reach out to people and businesses to evolve and validate their entrepreneurial opportunities.

Learning Objectives:

This course enables students to gain experience doing entrepreneurship and developing hard-to find skills, not just make students aware of entrepreneurship.

The course focuses on the entrepreneurial actions that result in the following outcomes:

- Validation of a compelling customer value proposition
- Crafting a differentiated business opportunity
- Creating an evolving and relevant business model
- A presentation to thorough external review panel
- Real life interaction with potential customers and stakeholders

Reading(s)/Textbook(s):**Required Text:**

- Cooper, B., Vlaskovits, P., Ries, E., *The Lean Entrepreneur: How Visionaries Create Products, Innovate with New Ventures, and Disrupt Markets* (2013), Amazon (Kindle or eformat suggested rather than hardcopy)

Supplemental Readings. Extra reading material links will be posted on WebCT; while students will not be tested on them, these papers will provide added depth and may be helpful in preparing the group project.

Course Requirements & Methods of Evaluation:

Students will learn key entrepreneurial concepts through experiential learning, lectures, videos and interactions with 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, case study, 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 you are of interest to the class.

Students will be required to form and work in groups to do a project with an external people (e.g. local businesses, potential customers and potential stakeholders).

Your grade will be determined using the following scheme:

Differentiated opportunity (individual)	20%
Customer value proposition (individual or group)	20%
Business model production and assessment (individual or group)	20%
In class quiz	15%
Final presentation * (group)	25%
	100%

A group is defined as:

- Students who are actively working together to start a new business: max size 4
- Students who are interested in coming up with an idea to start a business: max size 3
- A group is NOT two or more students getting together to reduce workload on an assignment or business model. Students in a group have to be actively working together towards a common business goal
- All groups have to be initiated by week 3 of the course

Further instructions regarding evaluation elements will be posted on the course site.

No late submission of assignments and group projects will be accepted.

Differentiated opportunity

Students are required to produce a document that clearly differentiates their market offer and business from alternative market offers from the perspective of their target customers. The document should include, but is not limited to answers to questions such as:

- Who are your customers (i.e., who pays and why?)
- What will compel customers to buy from you vs buying from others or not buying at all?
- Clear competitive differentiation

Customer value proposition

Students are required to produce a document that describes the:

- Key characteristics of one target customer in the context of a purchase decision
- Process followed to produce a compelling value proposition for the specific customer
- Value proposition that resulted from following the process
- Suggestions on how to improve the process followed to develop a customer proposition

Business model production and assessment

Students are required to:

- Produce the first version of a business model
- Apply the lessons you learn every week to strengthen your business model
- Present an up-to-date version of the business model when requested
- Assess the business models presented by other students when requested

Final presentation

The final presentation will be to a group of external professionals. The idea of the presentation is to convince the professionals of the value of the opportunity proposed.

Course Schedule:

Week	Date	Topics covered	Assignments (due before class start)	Text Chapters (read before class)
1	Sep 12	Course Introduction Overview, expectations, team formation and class exercises		
2	Sep 19	Ecosystem and meeting the Lean Entrepreneur Developing a blue ocean strategy	Differentiated opportunity out	1
3	Sep 26	Vision and values Developing a Lean Startup Culture “Over the horizon” - a framework for moving forward	Differentiated opportunity in	2
4	Oct 3	Intellectual Property guest lecture		
5	Oct 10	Knowing your audience & market segmentation Customer personas: creating a fake customer Choosing your market segment	Customer value proposition out	3
6	Oct 17	Articulating the value stream Value stream discovery	Customer value proposition in	4
	Oct 24	No Class		
7	Oct 31	Customer interaction – listening to your customers	Business model production and assessment	5
8	Nov 7	Viability experiments		6
9	Nov 14	Defining your minimum viable product		8

10	Nov 21	In class quiz Data analysis – new products and existing products	Business model production and assessment	7
11	Nov 28	Presentations		
12	Dec 5	Presentations		

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 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) 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.

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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