
BUSI 5906 Entrepreneurship

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I would like to begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Algonquin nation.

COURSE CALENDAR DESCRIPTION FROM 2019/2020 GRADUATE CALENDAR:

N/A

PREREQUISITES

N/A

COURSE DESCRIPTION

In today's fast-changing and uncertain business environments, launching a new business or innovation might seem like a daunting challenge. New opportunities abound for those entrepreneurs who can harness uncertainty to create growth and new forms of value for themselves or their organizations. This course explores the critical components of the entrepreneurial process with hands-on and practical sessions. By focusing on proven entrepreneurship practices, you will acquire knowledge and methods that you can apply to all your entrepreneurial endeavours from launching a new business venture to developing innovative products and services in your current organization.

COURSE PHILOSOPHY

To help orient you, here are the underlying values and assumptions that guide my approach to teaching and learning entrepreneurship:

1. **Entrepreneurship is practitioner-oriented** - we will place a high priority on developing practical knowledge and understanding, which means the insights and values required to make entrepreneurial choices, and the skills and competencies to turn that choice into a successful venture or corporate innovation.
2. **Entrepreneurship is action-oriented** – this course will require you to adopt the perspective of the entrepreneur in developing a sustainable business model and plan to execute that model.
3. **Entrepreneurship is integrative** - you will be required to utilize all of the conceptual and analytic tools you have learned from marketing, finance, strategy, human resources management, operations management, etc., in order to make effective decisions and action plans. By taking advantage of all of the perspectives learned so far, entrepreneurship presents you with a valuable opportunity to balance and integrate these different perspectives in order to develop entrepreneurial skills and insights.

COURSE OBJECTIVES

You will explore, learn and apply principles of entrepreneurial thought and action. Upon completion of this course, you will be able to:

1. demonstrate an integrated understanding of entrepreneurship theory and practice and its importance to business and society (BC2, BC5);
2. explain and critically analyze current understandings of the entrepreneur and the entrepreneurial mindset (BC1, BC2, BC3, BC5);
3. develop practical insights into conceiving and developing innovative new business ideas (BC1, BC2, BC5);
4. identify and critically analyze important strategic issues related to entrepreneurship (BC2, BC3, BC5);
5. apply and communicate entrepreneurial perspectives to understand the value, role and contributions of entrepreneurial thought and action (BC1, BC2, BC3, BC5); and,
6. participate with innovative ideas in a business generation exercise to facilitate a practical understanding of how to work as a member of an entrepreneurial team (BC1, BC2, BC5).

REQUIRED TEXT

1. Anderson, James C., James A. Narus, and Wouter Van Rossum (2006). *Customer Value Propositions in Business Markets*. 84.3. Boston, MA: Harvard Business Review.
2. Brown, Tim, and Roger Martin. *Design for Action: How to Use Design Thinking to make Great Things Actually Happen*. HBR Reprint R15O9C. Boston, MA: Harvard Business Review.
3. Bruton, H. J. (2001). *On the Search for Well-Being*. Ann Arbor, United States: University of Michigan Press.
4. Garvin, D. A., & Levesque, L. C. (2006). *Meeting the Challenge of Corporate Entrepreneurship*. Harvard Business Review, 84(10), 102-12.
5. May, M., & Antonelli, P.. (2013). *Observe First, Design Second: Taming the Traps of Traditional Thinking*. In R. Martin, R. Martin, & K. Christensen (Eds.), *Rotman on Design: The Best on Design Thinking from Rotman Magazine* (pp. 202–207). University of Toronto Press.
6. Onyemah, V., Pesquera, M. R., & Ali, A. (2013). *What Entrepreneurs Get Wrong*. Harvard Business Review, 91(5), 74-79.
7. Ratten, V. (2020). Communities, diversity and entrepreneurship: Future trends. In V. Ratten & L.-P. Dana (Eds.), *Diversity and Entrepreneurship* (pp. 163-169). Cheltenham, United Kingdom: Routledge.

REQUIRED ONLINE TOOLS

1. **EduFlow** - <https://www.eduflow.com>
2. **MIRO** - online collaborative whiteboard platform – sign up here <https://miro.com/signup/>
3. **Class Padlet** – online class bulletin board for posting exercise outputs etc. – sign up here <https://padlet.com/auth/signup>
4. **VSDC** – free Suite for editing video and audio files – download here <http://www.videosoftdev.com>
5. **cuPortfolio** – Carleton’s ePortfolio platform – see introduction here <https://www.youtube.com/watch?v=srJz47LjNfk>

cuPortfolio

You will be using cuPortfolio to create your Multimedia Reflective Learning Journal, to embed your video and reflections for this course. Using cuPortfolio, you will be able to record all your journal entries and reflections on in-class work in one place. cuPortfolio also allows you to creatively express your learning and reflections by incorporating media into your portfolio.

Technical Instructions

1. Create a cuPortfolio collection containing multiple pages
 - a. collection - <https://carleton.ca/cuportfoliosupport/help/collections/#sect1>
 - b. pages - <https://carleton.ca/cuportfoliosupport/help/pages/#sect1>
2. Set up only a single page (AKA tabs) in your portfolio– this is your opportunity to creatively express your learning journey and so the construction and design of your portfolio is your decision
3. For examples of media that you could embed into your portfolio, visit the cuPortfolio Embedded Media example portfolio at <https://cuportfolio.carleton.ca/view/view.php?t=8vGV7QlYiCFmaUw6EgLO>

Additional Portfolio Resources

1. Carleton University MediaSpace - <https://mediaspace.carleton.ca/>
 - a. IMPORTANT technical detail: you MUST publish your media as “Unlisted” for others to be able to view your video
2. Carleton University Kaltura - <https://carleton.ca/capture/>

Support

For further support with cuPortfolio, contact Stacy Malloch, the cuPortfolio support staff for students: E: cuportfolio@carleton.ca, P: 613-520-2600 x8412

COURSE RESOURCES

Organizations

1. Futurpreneur <https://www.futurpreneur.ca/en/>
2. Women’s Enterprise Organizations of Canada <https://weoc.ca/>
3. Invest Ottawa (Canada) <https://www.angelinvestorsontario.ca/resources/for-entrepreneurs>
4. Start Up Canada <https://www.startupcan.ca/creativecanada/>
5. Immigrant Entrepreneurship (Canada) <https://triec.ca/immigrants/get-information/immigrant-entrepreneurship/>
6. Angel Investors Ontario (Canada) <https://www.angelinvestorsontario.ca/resources/for-entrepreneurs>
7. BDC (Canada) https://www.bdc.ca/en/about/sme_research/pages/default.aspx
8. MaRS Discovery District (Canada) <https://www.marsdd.com/>
9. Babson Entrepreneur Tool Kit (USA) <https://www.babson.edu/academics/executive-education/open-enrollment-programs/the-entrepreneurs-bootcamp-a-deep-dive-for-new-ventures/entrepreneur-toolkit/>

Academic Journals

1. Journal of Entrepreneurship Theory and Practice <https://journals.sagepub.com/home/etp>
2. Journal of Small Business and Entrepreneurship <https://www.tandfonline.com/toc/rsbe20/current>
3. International Journal of Entrepreneurship and Innovation <https://journals.sagepub.com/home/iei>

Magazines

1. Canadian Business (Canada) <https://www.canadianbusiness.com/>
2. Corporate Knights (Canada) <https://www.corporateknights.com/>
3. Fast Company (USA) <https://www.fastcompany.com/>
4. Stanford Innovation Review (USA) <https://ssir.org/>
5. Harvard Business Review (USA) <https://hbr.org/topic/ethics>

LEARNING AND ASSESSMENT

Assessment Summary

Evaluation in the course will be based on a combination of group and individual work.

Assessment		Due	Weighting
Individual	cuPortfolio: Reflective Learning Journal	October 24 th , 2020	75%
Group	Presentation: In class – Session 2 Case Report: October 24 th , 2020	In class October 24 th , 2020	25%
Total			100%

Individual: Textbook Chapter Reflections

During this course, you will read three chapters of textbook material related to entrepreneurship (see the course Eduflow). Alongside these readings will be videos and other content. For each chapter, you must write a 500-word personal reflection. Please refer to the section “Reflective Learning Multimedia Journal” for guidance on what we mean by a personal reflection.

Individual: Video: Personal Reflection

You will produce a maximum 5-minute video reflection on what entrepreneurship means to you. You are encouraged to draw upon your life experiences in doing so while also reflecting on the course materials.

Camera and Format

Videos may be shot on a smart phone or tablet that has reasonable video capacity, or on any camera that has video capability. Use VSDC software listed above to complete the assignment.

Grading

I will be available during office hours to discuss this reflective video. Use your imagination and you will produce a great video! **Include a credits clip with “Ethics BUSI 5601, Dr. Rick Colbourne” with your name at the end of the video.**

Your video will be graded on:

1. the quality and creativeness of your personal reflection with respect to use of the course materials, your own critical thinking, and your own life experiences or those of others **(80% of the grade)**
2. creative use of narration, imagery and sound you use to represent and illustrate the points made in the video and overall clarity and impact of the video will be important **(20% of the grade)**

You are not expected to produce a professional level video, the imaginative use of images, narratives, enterprise source materials and audio to create your narrative and a reasonable quality of video and audio will contribute to a better mark.

NOTE: the video cannot just be a video of a PowerPoint presentation. The purpose is to communicate your insights clearly in a compelling way that commands attention from the audience.

Submission

Due on prior to the start of classes, I will assess both the **video and your progress on your Reflective Multimedia Learning Journal on cuPortfolio.**

1. upload your video as unlisted to YouTube by the start of the session due date and embed it **cuPortfolio** – see <https://carleton.ca/cuportfoliosupport/help/external-media/embed-a-youtube-video/>

Individual: Photo Journal and AEIOU Analysis

A Photo Journal is useful for understanding how a person lives or how they engage with and in their environment. It is an important method for generating empathy for potential users, clients or customers for an entrepreneurial project better understanding a person's context, the people who surround them, community dynamics, and the journey by which they use a product or service or engage with a particular space and place. Photo Journals help to create a foundation for richer discussion.

Using the photo journal as a base, you will begin the process of design thinking and ideation by conducting an AEIOU analysis. Such analyses help users to be objective as they attempt to generate Entrepreneurial Venture Ideas. This exercise may reveal to you that there are opportunities hidden in plain sight!

We will be building on this exercise in class so please put an appropriate level of effort into this preliminary exercise.

Individual: Empathy Map

The empathy map is a powerful tool that helps entrepreneurs to understand the needs and wants of the consumer to whom they intend to build products and services for. While seeking to understand the target market is a very simple concept, this critical exercise is often overlooked to some extent. The empathy map helps the entrepreneur to avoid missing important details about the customer experience.

You are tasked to create an empathy map for a customer/end user/client of your choosing. The choice of your focus is dependant on the analysis based on the Photo Journal – i.e. a persona that appears in these photos as engaging with the environment.

Individual: Entrepreneurial Venture Ideas

As discussed in the textbook reading early in this class, entrepreneurship is not an exclusive art; it is a practice. Entrepreneurial thinking is a necessary skill in not only small start-up firms but also in large established firms and across departments.

In this exercise, you will draw upon the work you have done up to this point to generate possible business opportunities.

Please build on all the previous work above and come up with **10 entrepreneurial venture ideas** for Ottawa in the unique context of COVID - **provide short descriptions of each opportunity.**

Individual: Business Model Generation Canvasses

After an individual or a team has generated a list of possible opportunities, those with the most promise for success must be selected and developed in greater detail. This is what the following exercise is about. Unfortunately, due to time constraints, it is not recommended that you undertake this exercise for one of your ideas in your list of entrepreneurial venture ideas.

You will select two of the businesses discussed in the Diversity, Communities and Entrepreneurship section and create a Business Model Generation Canvas for each. You are required to research these companies to find more detail about them. When finished, you will create a business model generation canvas and write a brief overview of your canvasses and your findings on the business models.

Please include personal reflection about this exercise somewhere in your Reflective Learning Multimedia Journal. See below for details about this project.

Individual: Value Proposition Canvas

The Value (Proposition) canvas helps entrepreneurs explore their proposed opportunity in finer detail. Using this

tool, the understanding of the customer and the understanding of the potential business model can be tied together to determine whether this opportunity is likely to be value creating.

In this exercise, you will consider the findings from the Photo Journal, the Empathy Map, and the Ottawa COVID crisis and you will choose one of the business ideas your understanding of the customer/client/end user and the value proposition related to the business idea.

Create a value proposition canvas and write brief descriptive overview of the business and the value proposition to the client/customer/end-user.

Please include personal reflection about this exercise somewhere in your Reflective Learning Multimedia Journal. See below for details about this project.

Individual: Reflective Learning Multimedia Journal

The Reflective Learning Multimedia Journal captures your insights, thoughts, learnings and reflections on the readings and class activities and can be comprised of a collection of notes, observations and multimedia (images, video, audio, etc.) that reflect your thoughts on personal values, business ethics and community ethical models and frameworks. The purpose of the journal is to encourage you to reflect on the course readings, your individual and group work and class discussions in context of your own personal learning journey. You are expected to document and reflect on ethical issues and challenges and ethical business in context of your work and in class experiences as you encounter them – it is a scrapbook of thoughts, reflections, a catalogue of learning insights that you have had, witnessed and reflected on using language and frameworks derived from your readings and class work.

Expectations

Your Reflective Learning Multimedia Journal should be written in first person and reflect your thoughts, personality, preferences and experiences – it should be a written account that is supported by photographs, mind maps, drawings, diagrams or any other visuals that best reflect your thoughts and your learning related to all aspects of this course.

Guiding Principles

Your journal should:

1. incorporate insights, reflections and thoughts based on your understandings of ethical issues and challenges and ethical business concepts;
2. reflect on any readings, class discussions and current events that have impacted your thinking;
3. explore ethical issues and challenges and ethical business cases presented and practiced in class;
4. capture some of the work and activities you and your team have undertaken; and,
5. present a well-considered personal reflection on ethical issues and challenges and ethical business.

Think about:

1. WHAT?
 - a. What have you learned through this course?
 - b. What have you learned in the readings?
 - c. What stands out to you, feels new to you, excites you, or challenges you?
2. SO, WHAT?
 - a. Why do ethical issues and challenges and ethical business matter?
 - b. Why is it important - to you personally or in the bigger picture?
 - c. How might this course influence your engagement with ethical issues and challenges and ethical business practices?
3. NOW WHAT?
 - a. What do you do from here?
 - b. How will you take this learning with you?
 - c. Does this learning change your perspective, your career goals, or your interests?

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To do well at this assignment, you should start right away and begin taking notes that reflect on your learning, taking photos and/or screen captures (if you are going to use these) and spend time thinking about your learning in the course and the course content. This journal does not require citations – just personal reflection.

See the assessment rubric below – I follow this closely. Your Reflective Learning Multimedia Journal will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions. The journal should be a creative exploration of your personal thoughts and insights on your own learning and how this has developed through participating in this course.

Submission Instructions

1. Submit your portfolio to cuLearn following the official submission process – see <https://carleton.ca/cuportfoliosupport/help/submitting-assignments/#sect1>.
2. **Note:** your portfolio will be locked (you will not be able to edit it) after you have submitted it.

REFLECTIVE LEARNING MULTIMEDIA JOURNAL MARKING RUBRIC

	50% and below	50%-69%	70% – 89%	90% – 100%
Reflection: Ability to integrate your learning into experiences and reflect on, and critically analyse, course activities, concepts, and other materials.	1 - Uses brief, simplistic descriptions of previous experience, course concepts, materials and activities. 2 – Demonstrates no reflective ability and no critical analysis of learning experience. 3 – Demonstrates lack of reflection beyond simple descriptions of course content.	1 - Includes only description of events and very little reflection on previous experience, course concepts, materials and activities. 2 – Demonstrates limited reflective ability and some critical analysis of learning experience. 3 - No evidence of using multiple perspectives in reflecting on the course content.	1 – Includes description of and reflection on course learning based on previous experiences, course materials and content. 2 – Demonstrates reflective ability and critical analysis of learning experience. 3 – Evidence of attempts to reflect on some learning from a limited number of different perspectives.	1 - Demonstrates strong reflection and deep thinking about course concepts, materials and activities. 2 - Integrates thoughts with a range of issues, challenges and perspectives (e.g. different contexts, cultures, disciplines etc.) 3 – Demonstrates creativity and critical thinking skills through combination of writing and use of an array of visual elements
Presentation: Articulation and organization of your ideas and perspectives.	1 – Writing has many errors and demonstrates no reflection and analysis. 2 - Reflection, arguments or perspectives are absent does not demonstrate any original thinking or perspectives. 3 – Writing is disconnected, unorganized and superficial in the presentation of ideas. 4 – Lacks any appropriate use of visual supporting materials.	1 – Writing has some errors and demonstrates limited focus on reflection and analysis. 2 – Reflection, arguments or perspectives are vaguely stated. 3 - Writing lacks an organized flow and ideas are difficult to follow. 4 – Some limited use of visual supporting materials.	1 – Writing is free of errors and demonstrates a strong and focused reflection and analysis. 2 - Reflection, arguments or perspectives are clearly stated. 3 - Organized flow in writing but not deep enough to be very insightful. 4 – Good use of visual supporting materials.	1 - Writing is free of errors and demonstrates an exceptionally well-focused reflection and analysis. 2 – Reflection, arguments or perspectives are well defined and articulated. 3 - Coherent flow in developing insightful personal learning reflections. 4 – Exceptional use of visual supporting materials.
Completeness: Incorporation of the journal entries into a holistic demonstration of your personal learning journey.	1 - Journal entries make no connections between course concepts, materials, activities and personal learning reflections. 2 – Demonstrates no insight or reflective understanding of the personal learning journey during the course. 3 - Visual supporting materials are absent or add no value in articulating the personal learning journey.	1 - Journal entries are weak in making connections between course concepts, materials, activities and personal learning reflections. 2 – Demonstrates limited insight and reflective understanding of the personal learning journey during the course. 3 - Visual supporting materials add limited to no value in articulating the personal learning journey.	1 - Journal entries make some connections between course concepts, materials and activities and personal learning reflections into a finished work. 2 – Demonstrates some insight and reflective understanding of the personal learning journey during the course. 3 - Visual supporting materials add some value to articulating the personal learning journey.	1 – Journal entries make concrete connections between course concepts, materials and activities and personal learning reflections into a whole and complete work. 2 – Demonstrates clear insights and reflective understandings of the personal learning journey during the course. 3 – Visual supporting materials add significant value to articulating the personal learning journey.

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Group: New Venture Prototype

You will be working in class over Zoom using collaborative platforms in guided sessions to develop a prototype of a new venture – these sessions will be based on all of the work that you have done individually prior to classes and will be built on using group activities.

Session 2 - New Venture Prototype Pitch - your team will pitch your new venture based on the business model generation canvas and the value proposition canvas to the class (15 minutes max) and field questions and answers.

Post Class - New Venture Prototype Report – you will create an overview of the new venture based on all the individual and group work using the business model generation canvas and value proposition canvas to build out your report.

NEW VENTURE PROTOTYPE REPORT MARKING RUBRIC

Mark %	Breadth of Knowledge	Critical Analysis	Coherent Argument	Contextual Relevance	Language Proficiency	Documentation and Presentation
90 – 100	Displays special initiative, includes surprising or overwhelming information.	Exhibits special, distinctive, or powerful insight into the material and its significance.	Exhibits such characteristics as: independence, cogency, nuance, subtlety, sophistication, powerful grasp of methodology.	Keeps an unusually clear and confident focus and shows a fine grasp of issues and of their nuances.	Exhibits excellence and sophistication across the constituent elements of language proficiency.	Displays exceptionally full and appropriate documentation and especially effective presentation.
70 - 89	Displays original thinking and advanced knowledge of material.	Displays strong understanding of the material and insight into its significance.	Argues in advanced and coherent way with advanced development and understanding of material.	Displays an advanced understanding of relevance of a range of material to the argument.	Exhibits an advanced level of competence across the constituent elements of language proficiency.	Displays an advanced grasp of documentation and presentation.
60-69	Provides substantial information, displays a solid knowledge of mainstream material.	Has a clear understanding of the material and its significance.	Argues in an assured and orderly way, with clear development. Shows some understanding of methodology.	Displays a secure understanding of relevance of the material to the chosen method of argument.	Exhibits a high level of competence across the constituent elements but may contain a significant number of errors, while not seriously impairing communication.	Displays a thorough grasp of appropriate principles of documentation and presentation.
50-59	Provides a reasonable quantity of accurate information.	Has a competent (if dependent or incomplete) understanding of the material and its significance.	Presents the general outline of an appropriate argument.	Displays a sound general understanding of relevance though sometimes wavering and unreflective.	Demonstrates a general competence across the constituent elements but may contain wide range errors which have a significant impact on communication.	Displays a general grasp of appropriate principles of documentation and presentation.
40-49	Provides a limited quantity of information with some accuracy.	Has some limited understanding of the material and its significance?	Presents some elements of an appropriate argument.	Displays some limited understanding of relevance.	Achieves limited communication despite numerous and varied errors in the constituent elements, particularly in morphology and syntax.	Displays some limited care and competence in documentation and presentation.
0-39	Is incompetent in quantity or accuracy.	Has no real understanding of what the material means.	Presents practically no appropriate argument.	Displays an inadequate understanding of relevance.	Unable to achieve communication due to wide ranging error in the constituent elements.	Displays an inadequate grasp of appropriate principles of documentation and presentation.

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I follow this closely to assess your Ethics Canvas Report and presentation. Your group will be graded based on how well you have integrated key concepts and insights gleaned from course content, the in class and team activities, the readings and class discussions

SUBMISSION GUIDELINES

All assignments must be submitted by the deadline announced in class or published in the syllabus.

COURSE AND READING SCHEDULE*

Session	Topic	Due
Pre- Session	Entrepreneurship Pre-readings Personal Video Photo Journal Entrepreneurship Exercises Reflections	EduFlow cuPortfolio
Day 1	Entrepreneurship Ideation – new business opportunity Prototyping - Business Generation Canvas Prototyping - Value Proposition Canvas	Zoom Session Group Work
Day 2	Prototyping – Business Pitching the business Group: New Venture Prototype Pitch	Zoom Session Group Work Group: New Venture Pitch
Post- Session	Individual: cuPortfolio Group: New Venture Prototype Report	October 24th, 2020

*note – as teaching and learning is an adaptive process sometimes the course schedule will be subject to change

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).

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, followership 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 more information on an accommodation request, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy 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.

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.

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.

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: <https://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>

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

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:

1. Students must always retain a hard copy of all work that is submitted.
2. All final grades are subject to the Dean's approval.
3. 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, 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/all-services/email/carleton-student-email/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

ABOUT

Dr Rick Colbourne
Assistant Professor, Indigenous Leadership and Management
Fulbright Fellow (Indigenous Business)
London Technology Network Fellow

Dr Rick Colbourne, PhD (Cambridge), MOT MBA (SFU) and BA (Mount Allison), is an award-winning educator with a demonstrated record of leadership, success and international experience in business, education and the creative, cultural and technology industries. He has served on faculties at universities and colleges in Canada, the United Kingdom and the United States. He was the Assistant Dean, ethical Business Education and Director of Ch'nook at the University of British Columbia's Sauder School of Business; Adjunct Professor and Executive Director of the Learning Strategies Group (LSG) at Simon Fraser University's Segal Graduate School of Business; Director of the MA in Music Business Management at the University of Westminster's School for Media, Arts and Design; and, was a Senior Manager in Accenture's Communication, Media and Entertainment practice.

Dr Colbourne teaches on Indigenous and non-Indigenous graduate, undergraduate and Executive Education programs in business (international, Indigenous, social, creative and cultural), international business, strategy, leadership, management, and organization studies. His current research interests centre on business (Indigenous entrepreneurship [, ecosystems, social, creative and cultural); management, organizations, learning and work (power, knowledge and knowing); and technology (education, workplace, creative and cultural).

Dr Colbourne is a recipient of the University of Northern British Columbia's University Achievement Award for Teaching; the Government of Canada's Deputy Minister's Recognition Award for Collaboration and Partnerships (AANDC); the Canadian Council for Learning's Award for Excellence in Learning (LSG team); and the University of Westminster's Award for Excellence in Teaching and Learning.

Rick is a member of the Mattawa / North Bay Algonquin First Nation in Ontario, Canada.

D'Arcy O'Farrell
Teaching Assistant,
PhD Candidate, Finance

D'Arcy O'Farrell, MBA (Carleton), BA (Laurentian), is in his 4th year of graduate studies at Carleton University. His research is in financial asset pricing in cryptocurrency. He is a lecturer in finance and has worked alongside numerous professors assisting in courses relating to finance, business strategy, and business ethics. Before entering graduate studies, D'Arcy worked as a software consultant in Corporate Performance Management at Corporate Renaissance Group.