

**BUSI5905P Special Topics (SEM) Entrepreneurship**

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**Office Hours:** By appointment

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:**

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N/A

**PREREQUISITES**

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N/A

**COURSE DESCRIPTION**

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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**

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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.

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**COURSE OBJECTIVES**


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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 (MBC5.1, MB5.2);
2. explain and critically analyze current understandings of the entrepreneur and the entrepreneurial mindset (MB4.1, 4.2, 4.3);
3. develop practical insights into conceiving and developing innovative new business ventures (MB3.1, MB3.2, MB3.3);
4. identify and critically analyze important strategic issues related to entrepreneurship (MB3.1, MB3.2, MB3.3);
5. communicate entrepreneurial venture ideas and business models to demonstrate customer empathy and value propositions inherent to entrepreneurial venture creation (MB2.1, MB2.2);
6. participate member in developing innovative ideas for business venture generation that facilitate a practical understanding of how to lead and/or work as an effective member of an entrepreneurial team (MB1.1, MB1.2) and,
7. apply practices of entrepreneurial thought, action and ethical reasoning to facilitate entrepreneurial venture creation and/or entrepreneurial activities in the workplace (MB4.1, MB4.2, MB6.1, MB6.2).

**SUGGESTED READINGS**


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While there are no compulsory readings, I have provided readings, videos and other resources to support your learning on Brightspace. Some connect directly to graded and ungraded deliverables for the program – I would encourage you to review the readings and videos provided as you will need these to participate in your in class and group sessions.

The articles that follow may be of interest:

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**


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1. **Brightspace** - <https://brightspace.carleton.ca/d2l/home>
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> or use any other application that you may be comfortable with
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>

### **Support**

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

## **COURSE RESOURCES**

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### **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](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	Personal Reflection Video	Before Class June 11, 2021	25%
	Photo Journal (required for class sessions)	Before Class June 11, 2021	Ungraded
	cuPortfolio: Reflective Learning Journal	July 2 <sup>nd</sup> , 2021	50%
	Empathy Map (due before class)	June 25 <sup>th</sup> , 2021	Ungraded
	Value Proposition (due before class)	June 25 <sup>th</sup> , 2021	
Group	New Venture Prototype Group Presentation	June 26 <sup>th</sup> , 2020	25%
	New Venture Prototype Group Written Report	July 2 <sup>nd</sup> , 2021	
<b>Total</b>			<b>100%</b>

#### 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 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 talking head or 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.

1. upload your video as unlisted to YouTube by the start of the session due date and post to Brightspace
2. Embed your video in **cuPortfolio** and **reflect on your learning** – 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!

**You will need compile 20 pictures taken in and around Ottawa and/or captured from the Internet in and around Ottawa that reflect the impact that COVID-19 has had on businesses in this region.**

Use the AEIOU analysis template and instructions posted on Brightspace and to begin your preliminary analysis. Post the photos and your AEIOU analysis to your cuPortfolio and comment on the insights, significance and meaning of each of the photos to you as reflect on the effects of COVID-19 on businesses in Ottawa.

**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 by new entrepreneurs. The empathy map helps you to avoid missing important details about the customer experience. See readings, details and Empathy Map template on Brightspace for your reference.

**You are tasked to create an empathy map for a customer/end user/client of your choosing based on your AEIOU analysis and photos compiled in your Photo Journal – i.e., a user type with needs that you have uncovered in your analysis of Ottawa's business environment during this COVID-19 pandemic.**

You will need to reflect on your insights and learning derived from using the Empathy Map and post these to cuPortfolio.

***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 create value. See readings, details and Value Proposition Canvas template on Brightspace for your reference.

In this exercise, you will consider the findings from the Photo Journal, the Empathy Map, and the Ottawa COVID crisis and choose one business idea based on your understanding of the customer/client/end user and the value proposition related to the business idea. You can also use the Business Generation Canvas to support this analysis.

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

You will need to reflect on your insights and learning derived from using the Value Proposition Canvas and post these with the canvas to cuPortfolio.

**Individual: cuPortfolio Multimedia Reflective Learning Journal**

The Reflective Multimedia Learning 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, ethics and entrepreneurship 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 entrepreneurial ethics, issues and challenges 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.

**Your journal should open by:**

1. incorporating insights, reflections and thoughts based on your understandings of entrepreneurship, diversity and entrepreneurship etc.;
2. reflecting on any readings, class discussions and current events that have impacted your thinking;
3. exploring insights, issues, challenges and surprises that you encountered in learning about entrepreneurship inside and outside of class;
4. capturing some of the work and activities you and your group partners done inside and outside of class; and,
5. presenting a well-considered personal reflection of your learning journey in the entrepreneurship course.

**At a minimum, your journal should include artifacts and reflections on:**

1. Class readings, class group work, class discussions etc. that were important to your learning
2. Personal Reflection video
3. Photo Journal
4. Empathy Map
5. Value Proposition Canvas
6. Group New Venture Prototype (can include the Business Model Generation Canvas)

**Your journal should end with reflection on the following questions and provide examples from class related learning:**

1. What did you learn about leadership and collaboration in entrepreneurship?
  - a. What stands out to you, feels new to you, excites you, or challenges you? Why?
2. What did you learn about leadership, teamwork and collaborative techniques that will contribute to your leadership and teamwork practices?
  - a. How does this relate to collaboration in your organization?
  - b. How does this relate to working in teams in your organization?
  - c. How will this inform your future work on designing, planning, leading and executing team projects with multiple stakeholders?
3. What were the key ethical reasoning, critical thinking and problem-solving skills that you developed that you will be able to bring back to your workplace?
4. How did you make decisions through gathering, interpreting and applying information that you gathered earlier in the course to the group New Venture Prototype?
  - a. What strategic skills and capabilities related to project development, analysis and decision-making in context of developing entrepreneurial ventures and in context of the group New

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Venture Prototype were most valuable to your learning? Why?

5. What new communication skills did you develop during the course?
6. What did you learn from engaging in group New Venture Prototype in class presentations?
  - a. How does this impact your understanding of developing effective communication strategies and/or courses of action?

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, storyboards, and/or prototypes 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 Multimedia Reflective Learning Journal will be graded based on how well you have integrated key concepts and insights gleaned from course content, team and community engagement 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.

**REFLECTIVE LEARNING MULTIMEDIA JOURNAL MARKING RUBRIC**

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

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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.

**Weekend 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 all the tools presented and explored in class (empathy map, value proposition canvas, the new business model generation canvas, etc. ) 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 and 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**


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

**COURSE AND READING SCHEDULE\***


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Session	Topic	Due
<b>Pre- Session</b>	Entrepreneurship Diversity and Entrepreneurship Personal Video Photo Journal Entrepreneurship Videos, Exercises Cu Portfolio Reflections	<b>Brightspace</b>  <b>cuPortfolio</b>
<b>Weekend 1</b>	<b>Entrepreneurship and Design Thinking Methodologies Part 1</b> <ul style="list-style-type: none"> <li>• Empathize</li> <li>• Define</li> <li>• Ideate</li> </ul>	<b>Personal Video</b>  <b>Photo Journal</b>  <b>CuPortfolio Reflections</b>
<b>Between Sessions</b>	Readings Empathy Map    Value Proposition Canvas	cuPortfolio
<b>Weekend 2</b>	<b>Entrepreneurship and Design Thinking Methodologies Part 2</b> <ul style="list-style-type: none"> <li>• Prototype</li> <li>• Test</li> <li>• Venture Pitch</li> </ul> <b>Group: New Venture Prototype Pitch</b>	<b>Empathy Map</b>  <b>Value Proposition Canvas</b>  <b>CuPortfolio Reflections</b>  <b>Group: New Venture Pitch</b>
<b>Post- Session</b>	<b>Individual: cuPortfolio</b>  <b>Group: New Venture Prototype Report</b>	<b>July 2<sup>nd</sup>, 2021</b>

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

**ADDITIONAL INFORMATION**


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**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.

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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

### ASSURANCE OF LEARNING MBA

Program Learning Goals		CTA	CTNA	CI	CNT
<b>MB1</b> Leadership and Collaboration	Graduates will be equipped for leadership and effective collaboration.	1.1	X		
		1.2	X		
<b>MB2</b> Communication	Graduates will be effective communicators.	2.1	X		
		2.2	X		
<b>MB3</b> Critical Thinking and Problem Solving	Graduates will be skilled in critical thinking and problem solving.	3.1	X		
		3.2	X		
		3.3	X		
<b>MB4</b> Functional Knowledge	Graduates will have functional knowledge of all of the areas of business and apply that knowledge to address business issues and opportunities.	4.1		X	
		4.2		X	
<b>MB5</b> Global Business	Graduates will have an appreciation of the global environment of business.	5.1			X
		5.2			X
<b>MB6</b> Ethical Reasoning	Graduates will be skilled in ethical reasoning and decision making.	6.1		X	
		6.2		X	

\* Competencies Taught (assessed) = CTA, Competencies Taught (not assessed) = CTNA, Competencies Introduced (only) = CI, Competencies (not taught) = CNT

### 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

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**BUSI5905P Special Topics (SEM) Entrepreneurship**

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Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto: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](http://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/>

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**ABOUT**

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**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.