

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2018</b>
<b>BUS 390</b>	<b>New Ventures and Social Entrepreneurship</b>	<b>Prerequisite: 30 credits</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Mondays	<b>Instructor:</b>	Peter Fenwick, BMSE, MBA, CHE	<b>First day of classes:</b>	Wed, Sept 5
<b>Time:</b>	1830-2130h	<b>Email:</b>	peter.fenwick@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 16
<b>Room:</b>	L2084	<b>Phone:</b>	403-919-4593	<b>Last day to request revised exam:</b>	Mon, Oct 22
<b>Lab/ Tutorial:</b>	n/a	<b>Office:</b>	n/a	<b>Last day to withdraw from course:</b>	Mon, Nov 12
	As requested	<b>Office Hours:</b>	By request only	<b>Last day to apply for coursework extension:</b>	Mon, Nov 19
<b>Final Exam:</b>	There is no final			<b>Last day of classes:</b>	Tues, Dec 11

### Course Description

This course is a study of the nature and background of entrepreneurship and the processes involved from idea to opportunity to new business venture creation to scaling and reaching impact. Students are expected to study the environment in which entrepreneurship flourishes from both the perspective of the entrepreneur and of the economic system. The generation of ideas and opportunities is discussed. Students will transform an opportunity into a formal business plan. The course concludes with an examination of the process of implementation of the business plan and the management of the new business.

<https://ambrose.edu/content/academic-calendar-2>.

Entrepreneurship is highly ACTION oriented endeavour. Therefore, the course is highly practical in nature. Focus is on developing an entrepreneurial spirit through learning by doing. Do, learn, do. This involves learning-on-the-go and learning from trial-and-error accompanied by feedback. The course emphasizes application of design thinking principles and effectual logic characterized by ideation, experimentation, reflective and generative thinking, flexibility, co-creation and collaboration. As a result, the expectation is that students will start developing an entrepreneurial spirit and mindset - specifically "initiative, imagination, flexibility, creativity, a willingness to think conceptually, and the capacity to see change as an opportunity" (Bygrave, circa 1990) and will develop an aptitude (e.g. intrapreneurial mindset) to apply this in a multitude of corporate settings that will serve them well in future career development.

## Expected Learning Outcomes

1. Understanding and applying core ideas, theories and models of new venture development, be they from scratch or from within an established firm (idea-thru-scaling commercialization process). This will be done using both effectual & causal logics, commercialization index, product development stages, as well as key performance indicators of various social enterprises.
2. Understand and apply dual value creation and measurement frameworks for hybrid, social entrepreneurial organizations structured as for-profit for-purpose, B-Corps, not-for-profit societies and charities, and cooperatives.
3. Develop skills and competencies for progressive story telling using different media, generating & presenting “elevator pitches”, potentially in pitch competitions or in community socials. Leading story telling and supporting others with their story telling will be achieved directly through a term project and indirectly through advising Community Entrepreneurs on iterating via Soul Forum Community Innovation Challenge.
4. Develop skills and competencies for experimentation and creativity with the help of visualization and reflective techniques while applying disciplines learned in first two years of this program. This process will include overcoming fear of failure and dealing with uncertainty.
5. Develop skills and competencies for effective application of The Innographer “Idea Design Kit” (distributed in first class; used every class); Helsinki commercialization index, and logics models.

## Textbooks

There will be no formal textbooks for this course, however samplings from many texts, journal articles, papers, and multimedia will be distributed frequently via Moodle and then used in class.

## Course Schedule

### *For more details, cross reference Moodle Announcements*

#### Class One – Sept 10th

Introduction to the *Do, Learn, Do* approach. Setting expectations around students using what they’ve already learned while at Ambrose and in life (Bird in Hand Principle). Distribution and review of the Idea Design Kit (The Innographer, Alex Bruton; Straight Up Business Institute <https://www.straightupbusiness.institute/toolkit/>). Introduction to the Community Innovation Challenge, participating community entrepreneurs and their businesses. Students will provide short introduction of themselves to entrepreneurs and suggest how they can help (Rainforest AB style). Preferences collected on pairings. Four key chapters tested in 2017 final exam distributed via Moodle will be tested material for midterm. Students will be asked for general feedback on requirements and grading.

#### Class Two – Sept 17th

Matching with teams and community entrepreneurs, followed by 45 mins brainstorming. Each team will assess their assigned Entrepreneur using the three variables of impact and three variables of feasibility using the Idea Design Kit and the Dialog Loop online tool. Students given assignments / tasks by community entrepreneurs to assist them between

classes. Students will be asked for general feedback on requirements and grading. Bonus opportunity discussed – Start-Up Weekend.

#### Class Three – Sept 24<sup>th</sup>

Second run through with community entrepreneurs and teams using Idea Design Kit, Critique Pad for your Idea (Value Proposition, Impact and Feasibility) and Dialog Loop evaluation. In a dry run for CIC all students will be joined by external evaluators and collectively we'll contribute to improving upon the community entrepreneur's story telling. Brief overview of *Ten Faces of Innovation* (IDEO) with self-reflection on those faces that "resonate with you today and those you aspire to achieve in the future". Introduction to cooperatives as a business model.

Soul Forum – Sept 28<sup>th</sup> Mandatory attendance Community Innovation Challenge (CIC), part one. Optional CIC part two.

#### Class Four – Oct 1<sup>st</sup>

Recap of September. Story telling gems. Review Principles of *Effectual Entrepreneurship* including key learnings from Sarasvarthy chapters and Kickul chapter. Discuss term project, worth 35% of overall grade. Intro to financial projections. Students self-select teams. Review community events for short essays.

Assignment 1 due end of day Oct 8<sup>th</sup> and returned two weeks later.

Oct 8<sup>th</sup> Thanksgiving, no class

#### Class Five – Oct 15<sup>th</sup>

Paper worth 15% on intra-preneurship is based on this class. Case study, intrapreneurship at Instrumentarium and GE Healthcare. After hearing the cases student will apply their *Straight-Up* toolkit. Paper review, (MIT Sloan) Four Models of Corporate Entrepreneurship. New tools introduced: career risk triangle, career mirror. Discussion on 'what would you do, under what conditions, and why'; tools applied to career development and risk taking within large and small established organizations.

#### Class Six – Oct 22<sup>nd</sup>

Case study, NeuroCAM - complimentary and alternative modalities of care, fund raising review of a neurological charity. Guest Branch Out Neurological Foundation founder and executive director, Crystal Philips <http://www.branchoutfoundation.com> download and review their impact report to community. Review of a tech investment deck TBD. Introduce vocabulary around fund raising, private placements, capital markets, scaling companies.

Oct 26-28 Tech-Stars Start-Up Weekend <http://communities.techstars.com/canada/calgary/startup-weekend/13234> hosted by Start-Up YYC. Bonus grades awards for this community based, off campus assignment. For those with extracurricular Ambrose sporting events that weekend, if you want an alternative, find and propose one that is of equal effort.

#### Class Seven – Oct 29<sup>th</sup>

**Midterm** worth 20% done in class, multiple choice and true false, closed book. Testing of four chapters (Kickul; Sarasvarthy) distributed in Class One. Grades returned by end of class. For the remainder of the class students will have support for developing their term project with assistance from community #RainforestAB style.

Nov 5<sup>th</sup> Reading week, no class

Class Eight – Nov 12<sup>th</sup>

Case study, health cooperative. Challenging sacred cows and social safety nets. Deeper dive into cooperatives, Concepting business model design and articles of incorporation for a cooperative. Potential reflection and application to term projects.

Class Nine – Nov 19<sup>th</sup>

TBD Guest Lecturer.

Class Ten – Nov 26<sup>th</sup>

All three mini-papers due. Detailed breakout sessions on Term Project. Potential of external supports. Mini-pitch in class wherein students will provide similar feedback to each other as was performed during CIC dry run in Class 3.

Class Eleven – Dec 3<sup>rd</sup>

Improvisation techniques and presentations that wow! Guest speaker.

Class Twelve, Final Class – Dec 10<sup>th</sup>

All teams to present their final term projects in class. External evaluators will be present. Evaluators will use Idea Design Kit and Dialog Loop tools. Final feedback offered to teams.

Dec 14<sup>th</sup> - Term paper including slide deck, financial projections, primary and secondary market research in full.

There is no final exam

### Requirements:

15% Community Innovation Challenge                      Oct 8<sup>th</sup>

15% Three short 1,000 essays, worth 5% each                      rolling intake, but all due Nov 26<sup>th</sup>

- Attend any StartupYYC event <https://www.startupcalgary.ca> network with objectives, write a reflective 1,000 word essay about the event and its ability to promote entrepreneurship in the city. Film a short 1min video at the event with a technology entrepreneur then upload video using myTransfer.
- Attend a RainforestAB #LWOL (Lunch without a Lunch), introduce yourself in front as new guest, network with objectives. Write a reflective 1,000 word essay about the Rainforest Social Contract <https://www.rainforestab.ca> implications to Calgary's economic development and what did you observe at LWOL, discuss value of the three questions – who are you, what you do, what you can give back.
- Write a 1000 word overview differentiating new ventures from intra-preneurial behaviour in larger or more established firms. Apply insights from Helsinki Index and Technology Readiness Levels on stages of commercialization and growth drivers.

20% Midterm, closed book    Oct 29<sup>th</sup>

15% Critical review of intra-preneurship Nov 5<sup>th</sup>

35% Term project Dec 10th

BONUS 15% Participation in Start-Up Weekend. Oct 26-28

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

All assignments (unless otherwise notified) are to be submitted as a Word or Pages file via instructor's Ambrose email by the time indicated in the Weekly Reading and Assignment schedule.

Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

Turnitin will be used on an "as needed" basis.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

**Attendance:**

Your performance is derived from the quality of participation during class time and between classes; individually and on teams. Students are expected to attend all classes, having prepared for class by reading any assigned articles ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then active participation in these discussions.

Team based performance grading is discussed above in **Requirements**.

If external circumstances or illness prevent a student from attending or adequately preparing for a class, please let the professor know so that this can be considered, as repeated absences from class may negatively impact a student's quality of work. This consideration may be applied to extra-curricular commitments (e.g. varsity sports) however students are expected to prioritize their academics over extra-curricular commitments.

No percentage of the student's grade is specifically allocated to attendance.

There will be times when electronics are encouraged in class, and other times when all devices will be deposited in a basket at the beginning of class, for the duration of the class. You will always have your journal as hand writing is always encouraged.

## Grade Summary:

Grading will be done in percentages and converted into letter grades.

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in

class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.