



ENTI 625 L01

Introduction to Entrepreneurship

Course Outline Part A – Fall 2022

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OFFICE HOURS	By appointment
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LOCATION	SH-117
LECTURE DATES	August 29 – September 2, 2022
LECTURE TIMES	8:30 am – 5:30 pm

Course Description

The course takes a pre-start-up approach to entrepreneurship but also considers the role of other avenues for entrepreneurial thinking including social entrepreneurship, intrapreneurship and commercializing university based intellectual property.

The course is entirely self-contained in that by the end of the week you will have completed most of the deliverables for the course so you can expect to be working on these during the day and preparing for these in the evenings. The deliverables trace the entrepreneurial process from ideation, to validation of the business opportunity, and development of the business model. By the end of the week you have worked through and produced the documentation needed to be ready to launch the venture in a meaningful way!

This course has been designed with the support of the Hunter Centre for Entrepreneurship and Innovation (HCEI) in an effort to provide students with a unique skill set among Canadian graduate students. HCEI's mission is to encourage and support the practice of entrepreneurship and innovation through student, faculty and community-oriented programming and research.

This course seeks to empower future entrepreneurs, employees, volunteers, business and community leaders to build meaningful and valued organizations by developing knowledge and practical skills in the following areas:

- Understanding entrepreneurship as a profession
- Familiarity with the entrepreneurial process
- Ability to validate an opportunity
- Understand methods for developing appropriate business models
- Understand the basis of a business plan in guiding growth

Course Objectives and Outcomes

By the end of the course students will be able to:

1. Identify “market-based” opportunities.
2. Identify the unlocked potential value in a market/industry-value chain.
3. Develop “valuable” product and service solutions.
4. Develop unique business model(s) that unlock market value that encourage economically, environmentally and socially sustainable practice.
5. Identify how disruptive business models differ from traditional forms of innovation in their ability to create jobs and thus social welfare.
6. Prepare and deliver persuasive (i.e., engaging, effective and efficient) presentations of business concepts and business models.

Specifically, students will be able to demonstrate the following oral communication skills:

- present ideas in an organized way.
- effective presentation delivery techniques.
- effective use of media in presentations.
- clear, confident responses to questions during presentations.

As well as the following written communication skills:

- ideas presented in a logical and organized way.
- use appropriate spelling, grammar and writing structure.
- develop ideas fully and provide appropriate evidence to support their ideas in written work.
- create written materials that are suitable for purpose and audience.

Finally, students will demonstrate the following group and leadership skills in support of team performance:

- demonstrate commitment to team goals.
- contribute meaningfully to group discussions as well as written and oral presentations
- manage relationships and deadlines to achieve personal, team and course objectives.

Suggested Course Materials

Bygrave, W.D., Zacharakis, A., and Wise, S. (2015). *Entrepreneurship, Canadian Edition*. John Wiley & Sons Canada: Toronto, Ontario. *eBook publication*. Link to purchase ebook available on D2L

Course Delivery Mode

Course content will be delivered face-to face, with measures taken to ensure appropriate social distancing guidelines, as outlined by the province of Alberta, can be followed. In-person attendance is expected. Students should be prepared to pivot to online learning should current government or University protocols change.

Grade Scale

The Haskayne School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade, but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

Note: See the "[Academic Standing](#)" section of the Faculty of Graduate Studies Calendar regarding grades less than B-.

Grade	% Score	Grade Point Value	Description	Notes:
A+	≥ 95.0	4.0	Outstanding	Up to 20% of the class
A	≥ 90.0	4.0	Excellent	
A-	≥ 85.0	3.7	Very good performance	30-50% of the class
B+	≥ 80.0	3.3	Good performance	30-50% of the class
B	≥ 75.0	3.0	Satisfactory performance	
B-	≥ 70.0	2.7	Minimum pass	Up to 10% of the class
C+	≥ 65.0	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward the course requirements.	
C	≥ 60.0	2.0		
C-	≥ 55.0	1.7		
D+	≥ 52.0	1.3		
D	≥ 50.0	1.0		
F	≥ 0%	0		

Grade Distribution

Due Date	Assessment	Weighting	Course Outcomes Assessed
Aug. 27 by 3:00 pm	Critical Reflection Exercise (Individual)	10%	1
Aug. 29 by 5:30 pm	Ideation Exercise Report (Individual)	15%	1-2
Aug. 30 by 5:30 pm	Opportunity Selection Report (group)	10%	2-4
Aug. 31 by 5:30 pm	Business Model Development Report (group)	15%	4-5
Sep. 2 by 5:30 pm	Entrepreneurial Thinking Pitch (group)	10%	6
Sep. 19 by noon	Entrepreneurial Thinking Final Report (group)	20%	1-6
	Participation (individual)	20%	1-6
	Total	100%	

Missed Assessment Policy Students must coordinate with the instructor to seek a deferral for missed work during the term, including quizzes, assignments, and exams. Typically, deferrals are only granted in cases of illness, domestic affliction, or religious conviction, and are entirely at the discretion of the instructor. If a deferral is granted, an instructor may require a make-up assessment to be completed, or transfer the weight of the missed assessment to another assessment in the course.

Late Policy At the discretion of the instructor, late assignments will be subject to a penalty of 10% per full or partial day, including weekends and holidays. Note that an assignment submitted five or more days after the due date will be assigned a grade of 0%.

Class Participation Students are expected to attend synchronous class sessions at the designated time and arrive prepared to participate (i.e., having read the relevant chapters and materials ahead of class, having completed class exercises and actively participating in class discussions). A willingness to initiate discussions of current topics, related topics and applications of the material is not only encouraged but expected. While the instructor will try to engage reticent students in class, each student must learn to convey his/her ideas to others.

Individual Assignments Details on individual assignments are available on D2L. The deliverables in this course are cumulative in that the feedback from one deliverable should be incorporated to improve the next deliverable.

Group Participation

Every student has a responsibility to be a good group participant, to this end each student will be required to evaluate the contributions of his/her group members with the **peer evaluation form** (available on D2L). While each individual group is required to set group expectations (a contract of sorts) for one another there will be two evaluations used throughout the term. At a minimum, relevant criteria each group should consider are: quantity of work, quality of work, attendance at group meetings, and ethical and respectful behaviour.

Note: Not only will an individual's mark for the *Term Project* components be adjusted by the instructor to reflect less-than-acceptable (equal) contribution, the instructor is prepared to let a group "fire" a group member that: 1) breaches his/her group contract, 2) conducts academic misconduct (for plagiarism) and/or 3) acts disrespectfully, is hostile towards or harasses any other group member. Situations of the latter kind will be referred to the Associate Dean Graduate Programs and will be dealt with by him/her.

Contacting Your Instructor

Students requiring assistance are encouraged to speak to me during class. Should you wish to meet please telephone or email the to make an appointment. You should get into the habit of making and keeping business appointments.

If you are unable to have your questions addressed in class please email your questions and **specify the course and lecture number in the subject line** of your email. For certain concepts and personal concerns, a telephone call or face to face meeting will be arranged.

Internet & Electronic Communication Devices

Any surfing of the Internet during lectures that is not directly related to the class discussion is distracting and should be avoided. Maintaining online electronic access is expected for full participation in this course.

Assessment of Writing

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be accessed by all undergraduate and graduate students who feel they require further assistance. In this course, your writing will be assessed as part of your grade in all written submissions.

Academic Integrity and Rigor

Academic integrity and rigor are critical components of a University degree. Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. The

Haskayne School of Business values ethical leadership and personal integrity, and expects its faculty, staff, and students to live these values. In the online environment, certain additional measures will be put in place to help safeguard the integrity of online assessments and the intellectual property of the instructors.

Team Cooperation Standard

TRAIT	Unacceptable	Acceptable	Exemplary
Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting.	Follows up on ideas and suggestions from previous meetings and reports findings to the group
Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly.
Contributions	Does not offer ideas or suggestions that contribute to problem solving.	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.
Stays on Track	Takes the group off track by initiating conversations or discussions unrelated to the task.	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from the task at hand

Oral Communication Standard

TRAIT	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Organization	The student communicates with little or no cohesion during the presentation. The student has little or no ability to communicate relationship to overall presentation goals.	The student has basic structure and opening statement relevant to the topic and overall presentation goals. The student gives outline of speech. The student is mostly organized and focused throughout.	The student has a clear opening statement that catches audience's interest and maintains a well-organized structure throughout the presentation. The student stays focused throughout the presentation.
Content	The student does not meet assignment requirements; the presentation content is not current, nor objective.	The content presented fulfills assignment requirements. The student uses appropriate sources and is objective.	The student is more thorough than "average" in fulfilling assignment requirements. Research goes beyond minimum requirements.
Transitions	The student provides no or inadequate transition to the following speaker. No connection made between sections of the presentation	The student provides basic transition to the next speaker. The student may introduce next speakers name but not the topic of that speaker.	The student provides a clear transition to the next speaker. Introduces the name and topic covered by the subsequent speaker.
Voice quality and pace	Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too fast, too slow.	Can easily understand the student – the student demonstrates appropriate pace and volume.	Excellent delivery. The student modulates voice, projects enthusiasm, interest, confidence.
Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture.	The student demonstrates no distracting mannerisms. The student has decent posture.	Uses body language effectively to maintain audience's interest.
Use of media	The student relies heavily on slides or notes. Makes little eye contact. Some key points may not have a corresponding slide.	The student looks at slides to keep on track with presentation. The student has an appropriate number of slides and non-distracting slide content.	Slides are used effortlessly to enhance speech.
Quality of conclusion	Conclusion is missing or poor, not tied to analysis. Does not summarize points that brought the speaker to this conclusion.	Conclusion is adequate. Summarizes presentation's main points, and draws conclusions based upon these points.	Goes beyond "average" in delivering a conclusion that is very well documented and persuasive. Covers all key points previously discussed.

CLASS SCHEDULE & TOPICS:

The calendar containing important dates can be found at:

<http://www.ucalgary.ca/pubs/calendar/>

Graduate Studies Academic Schedule (e.g. Block Week, Lecture start dates, Reading Week, etc.) can be found at:

<http://www.ucalgary.ca/pubs/calendar/grad/current/academic-schedule.html>

COURSE SCHEDULE		
DATE	DETAILS	
August 29	<p>The Power of Entrepreneurship</p> <p>The Entrepreneurial Process</p> <p>Lecture Topics:</p> <ul style="list-style-type: none"> • Entrepreneurship vs Entrepreneurial Thinking • The BIG entrepreneurial debates <p>Textbook Readings</p> <ul style="list-style-type: none"> • The Power of Entrepreneurship • The Entrepreneurial Process 	<p>Action Items</p> <p>Submit Critical Reflection Exercise by 3:00 pm August 27 via D2L dropbox</p> <p>Submit Ideation Exercise Report by 5:30 pm August 29 via D2L dropbox</p>
August 30	<p>Opportunity Recognition, Shaping and Reshaping</p> <p>Lecture Topics:</p> <ul style="list-style-type: none"> • Customer Value Proposition Canvas • Generative Thinking / Ideation <p>Textbook Readings</p> <ul style="list-style-type: none"> • Opportunity Recognition, Shaping and Reshaping 	<p>Action Items</p> <p>Submit Opportunity Selection Report by 5:30 pm August 30 via D2L dropbox</p>
August 31	<p>Understanding Your Business Model Developing Your Strategy</p> <p>Lecture Topics:</p> <ul style="list-style-type: none"> • Designing your business models (Business Model Canvas) • Structuring your venture (SE, NP, FP, CO etc.) <p>Textbook Readings</p> <ul style="list-style-type: none"> • Understanding Your Business Model and Developing Your Strategy • Social Entrepreneurship 	<p>Action Items</p> <p>Submit Business Model Development Report by 5:30 pm August 31 via D2L dropbox</p>

<p>September 1</p>	<p>The Business Planning Process The Pitch Process</p> <p>Lecture Topics:</p> <ul style="list-style-type: none"> • Business plan overview (agile vs. traditional) • Developing and delivering your pitch • Effective Promotion (e.g., The Ask) <p>Textbook Readings</p> <ul style="list-style-type: none"> • The Business Planning Process 	<p>Action Items</p> <p>Submit Entrepreneurial Thinking Pitch draft and/or Final Report questions by 5:30 pm September 1 via D2L dropbox</p>
<p>September 2</p>	<p>Preparing for Growth Legal and Tax Issues, including Intellectual Property</p> <p>Lecture Topics:</p> <ul style="list-style-type: none"> • Positioning the opportunity for growth (legal, IP, tax) <p>Textbook Readings</p> <ul style="list-style-type: none"> • Preparing for Growth • Legal and Tax Issues, including Intellectual Property 	<p>Action Items</p> <p>Present your Entrepreneurial Thinking Pitch submitted on September 2 and submit the Final Report before noon September 19 via D2L dropbox</p>