

| Course ID:       | Course Title:                         | Winter 2023                            |
|------------------|---------------------------------------|--|
| BUS/DVST/IND 290 | Innovative & Entrepreneurial Thinking | Prerequisite: Completion of 15 credits |
|                  |                                       | Credits: 3                             |

| Class Information |                  | Instructor Information |                          | Important Dates                             |                |
|-------------------|------------------|------------------------|--------------------------|---|----------------|
| Delivery:         | In Class         | Instructor:            | Dr. Wilian Gatti Jr      | First Day of Class:                         | Jan 12, 2023   |
| Day(s):           | Thursday         | Email:                 | wilian.gatti@ambrose.edu | Last Day to Add/Drop:                       | Jan. 22, 2023  |
| Time:             | 6:45 – 9:45 p.m. | Phone:                 | (403) 410.2000 ext. 6907 | Last Day to Withdraw:                       | March 31, 2023 |
| Room:             | A2131            | Office:                | L2109                    | Last Day to Apply for Coursework Extension: | April 3, 2023  |
| Lab/Tutorial:     | n/a              | Office Hours:          | By appointment           | Last Day of Class:                          | April 13, 2023 |
| Final Exam:       | No final exam    |                        |                          |   |                |

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An exploration of creativity and innovation processes from ideation to problem solution and implementation. The course develops an entrepreneurial mindset through design thinking, creativity exercises, creative problem-solving strategies, and other approaches. Highly practical in nature, this course develops habits of thought that promote initiative, responsibility, and empowering passion.

### Expected Learning Outcomes

After successful completion of this course, students will be able to:

1. Understand creativity and the process of innovation (from ideation to implementation)
2. Develop an entrepreneurial mindset and frame it from a Christian perspective
3. Scan their environment and context, in order to approach problems and more effectively

- Understand, apply, and rationally present validation methods for ideas, and support ideas with proper analysis (in realms such as business and social enterprise).

## Textbooks

Barringer, B. R., and R. Duane Ireland (2018). *Entrepreneurship: Successfully Launching New Ventures*. (6<sup>th</sup>. ed.). Boston: Pearson Education.

## Course Schedule

| Week no.             | Date                   | Topic   | Chapter/s |
|----------------------|------------------------|---|-----------|
| 1                    | 12 <sup>th</sup> Jan   | Introductions<br>Introduction to Entrepreneurship                       | 1         |
| 2                    | 19 <sup>th</sup> Jan   | Innovation Management   |           |
| 3                    | 26 <sup>th</sup> Jan   | Program Day, no class   |           |
| 4                    | 2 <sup>nd</sup> Feb    | Design Thinking   |           |
| 5                    | 9 <sup>th</sup> Feb    | Introducton to Creativity and Problem Solving<br>**Assignment 2         |           |
| 6                    | 16 <sup>th</sup> Feb   | Opportunity identification and creation                                 | 2 & 3     |
| 7                    | 23 <sup>rd</sup> Feb   | READING WEEK  |           |
| 8                    | 2 <sup>nd</sup> March  | Business Pitch  |           |
| 9                    | 9 <sup>th</sup> March  | Business Model and Planning   | 4 & 6     |
| 10                   | 16 <sup>th</sup> March | Getting Financing or Funding<br>Intellectual Property<br>**Assignment 3 | 10 & 12   |
| 11                   | 23 <sup>rd</sup> March | Trends: Industry and Competitor Analysis                                | 5         |
| 12                   | 30 <sup>th</sup> March | Entrepreneurial Mindset: Causation and Effectuation<br>**Assignment 4   |           |
| 13                   | 6 <sup>th</sup> April  | Group Project Presentations   |           |
| 14                   | 13 <sup>th</sup> April | Business Model Presentations  |           |
| No Final Examination |                        |   |           |

## Requirements:

| Item  | Weighting | Deadlines Date(s)   |
|---|-----------|---|
| Assignment 1 – Program Day Report<br>(details will be presented in class) | 10%       | 2 <sup>nd</sup> Feb<br>Submit Assignment via Moodle               |
| Assignment 2<br>(details will be presented in class)                      | 15%       | 9 <sup>th</sup> Feb<br>Submit Assignment via Moodle (in class)    |
| Assignment 3<br>(details will be presented in class)                      | 15%       | 16 <sup>th</sup> March<br>Submit Assignment via Moodle (in class) |
| Assignment 4<br>(details will be presented in class)                      | 15%       | 30 <sup>th</sup> March<br>Submit Assignment via Moodle (in class) |
| Group Project   | 20%       | 6 <sup>th</sup> April<br>- Deliver presentation in class          |

|                |      |  |
|----------------|------|--|
| Business Model | 25%  | Deliver presentation: 13 <sup>th</sup> April<br>Submit: Presentation and Report to Instructor<br>- 14 <sup>th</sup> April by 23:59 on Moodle |
| Total          | 100% |  |

### Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

### Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | % Grade     | Grade Points    |
|-------|----------------|-------------|-----------------|
| A+    | Excellent      | 95% to 100% | 4.00            |
| A     |                | 90% to 94%  | 4.00            |
| A-    |                | 85% to 89%  | 3.70            |
| B+    | Good           | 80% to 84%  | 3.30            |
| B     |                | 76% to 79%  | 3.00            |
| B-    |                | 72% to 75%  | 2.70            |
| C+    | Satisfactory   | 68% to 71%  | 2.30            |
| C     |                | 64% to 67%  | 2.00            |
| C-    |                | 60% to 63%  | 1.70            |
| D+    | Poor           | 55% to 59%  | 1.30            |
| D     |                | 50% to 54%  | 1.0             |
| F     | Failure        | 0% to 49%   | 0.00            |
| P     | Pass           |             | No Grade Points |

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 Important Information:

#### 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.

#### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by

the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

#### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and

opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### 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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

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).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;

- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at

Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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