

| Course ID: | Course Title:                          | Fall 2021                        |
|------------|--|----------------------------------|
| BUS390     | New Ventures & Social Entrepreneurship | Prerequisite: 30+ Credits Earned |
|            |  | Credits: 3                       |

| Class Information    |  | Instructor Information |  | Important Dates                         |              |
|----------------------|--|------------------------|--|---|--------------|
| <b>Delivery:</b>     | In person (some online classes possible due to instructor's travel requirements) | <b>Instructor:</b>     | Jason Orr, MBA   | <b>First Day of Classes:</b>            | September 8  |
| <b>Days:</b>         | Wednesdays   | <b>Email:</b>          | <a href="mailto:Jason.Orr@ambrose.edu">Jason.Orr@ambrose.edu</a> | <b>Last Day to Add/Drop:</b>            | September 19 |
| <b>Time:</b>         | 18:45-21:45h   | <b>Phone:</b>          | 587 707-4761   | <b>Last Day to Request Revised Exam</b> | November 1   |
| <b>Room:</b>         | A2210  | <b>Office:</b>         | n/a  | <b>Last Day to Withdraw:</b>            | November 22  |
| <b>Lab/Tutorial:</b> | n/a  | <b>Office Hours:</b>   | By request only  | <b>Last Day to Apply for Extension:</b> | November 23  |
| <b>Final Exam:</b>   | <i>No final exam</i>   |                        |  | <b>Last Day of Classes:</b>             | December 13  |

### 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

This course is a study of the nature and background of entrepreneurship and the process involved from idea to opportunity to new business venture. Students are expected to study the dynamics of entrepreneurial ventures and apply learnings to validate their business ideas. The generation and validation of ideas and opportunities is discussed and applied. Students will develop a business model, validate it with potential customers and present their findings, along with formal elements of a business plan.

This course is highly practical in nature. Entrepreneurship is only learned by iterative application of theory and testing of ideas. This requires a willingness to feel vulnerable and uncomfortable, to talk to strangers, and adapt based on sometimes incomplete or confusing feedback. Trial-and-error is at the heart of every successful venture. Students are therefore expected to develop an appetite for risk – specifically the risk of being wrong, feeling inadequate, having one's ideas exposed to the real world and rejected (or significantly changed through informed or incomplete feedback). New aptitudes developed will serve students well in a multitude of future settings as they grow in their careers.

### Expected Learning Outcomes

1. Understand the entrepreneurship process, environment and mindset (including framing this from a Christian perspective)

2. Understand and be able to apply the Lean Canvas and other methodologies to new ventures
3. Be able to apply the entrepreneurship process to existing organizations (intrapreneurship)
4. Understand and apply validation methods for business ideas, supported with proper analysis, and presented rationally

## Textbooks

Maurya, A. (2012). *Running Lean: Iterate from Plan A to a Plan That Works*. Sebastopol (CA): O'Reilly Media, Inc.

Thiel, P. (2014). *Zero to One Notes on Startups, or How to Build the Future*. New York: Crown Business/Random House.

## Course Schedule

*Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term (and likely will change!). Any changes will be communicated in advance via Moodle and/or in class.*

| Date   | Class Topic/Chapter Title  |
|--------|--|
| Sep 8  | Introduction to Entrepreneurship   |
| Sep 15 | Business Planning and Lean Canvas – Part 1<br><i>Book summary due – Running Lean.</i>                  |
| Sep 22 | Business Planning and Lean Canvas – Part 2   |
| Sep 29 | Value Proposition Canvas – intro and exercise  |
| Oct 6  | Introduction to Market Validation  |
| Oct 13 | Zero to One discussion, Introduction to Market Validation.<br><i>Book summary due: Zero to One.</i>    |
| Oct 20 | Funding a new business   |
| Oct 27 | Legal Considerations in Entrepreneurship   |
| Nov 3  | Building Entrepreneurial Teams – why culture matters<br>Scaling Organizations & Ethical Conduct Issues |
| Nov 10 | NO CLASS   |
| Nov 17 | Intrapreneurship   |
| Nov 24 | Business as Mission  |
| Dec 1  | Group presentations  |

|       |   |
|-------|---|
| Dec 8 | Group presentations<br>Conclusion of semester |
|-------|---|

**Requirements:**

Class participation, submitting assignments on time (and focused on topic requested) are a must. I expect students to be present in class physically (or virtually when required) and mentally.

Assignments are to be submitted through Moodle, and students will get automatic deductions of 10% of the assignment grade for every day an assignment is late.

This course has no final exam, but a final group project presentation incorporating the semester’s content will be required for 50% of the grade. Consider this a “grilling” session, a fun yet high pressure introduction to the real world of pitching and defending ideas before discerning and skeptical investors.

**Evaluation**

The following is a summary of all evaluation methods and relative weights for the course. **See the course schedule for any updates on timing.**

| Evaluation Method  | Weight | Date Due                        |
|--|--------|---------------------------------|
| Attendance and class participation<br>(including online discussion postings) | 15%    | Throughout semester             |
| Assignments (4)  | 35%    | To be posted on course Schedule |
| Term project   | 50%    | To be posted on course Schedule |

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.

Assignments are due by the day/time to be specified on Moodle. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as a 24-hour period from the assignment due date. Any exceptions to this rule remain at my discretion.

**Grade Summary:**

| <i>% Grade</i> | <i>Letter Grade</i> | <i>Description</i> |
|----------------|---------------------|--------------------|
| 95% to 100%    | A+                  | Excellent          |
| 90% to 94%     | A                   |                    |
| 85% to 89%     | A-                  |                    |
| 80% to 84%     | B+                  | Good               |
| 76% to 79%     | B                   |                    |
| 72% to 75%     | B-                  |                    |
| 68% to 71%     | C+                  | Satisfactory       |
| 64% to 67%     | C                   |                    |
| 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.

**Attendance & Class Participation (10%)**

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom, and expect students to avidly discuss the merits and alternatives of business decisions. The textbooks will be extremely valuable to our learning this semester, but I am more interested in everyone learning “how” to apply the textbooks to real-world business situations. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions, and I may note that class as an absence.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise. You will be provided with information about the guest speakers ahead of the class they speak in. Before class, you will be expected to turn in an index card with at least one question for the guest speaker. I will do my best to ask the guest speaker this question in class. I will also use these cards as I grade your participation for that class.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please **email me ahead of class time** so that this can be taken into account. It remains my sole discretion to determine whether any absence(s) will affect the attendance component of the final grade.

**Grading Rubric – Class Participation/Attendance (10%)**

| Rubric Criteria (weight)  | Excelling<br>(85%–100%)   | Accomplished<br>(72%–84%)  | Developing<br>(60%–71%)   | Beginning<br>(0–59%)  |
|---|---|--|---|---|
| <p><b>Group Discussions and Contribution Quality (100%)</b></p> <p>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</p> | <p>Attends all or most classes</p> <p>Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.</p> | <p>Attends most classes</p> <p>Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.</p> | <p>Misses many classes</p> <p>Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.</p> | <p>Misses many classes</p> <p>Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.</p> |

**Assignments**

In general, assignments will require reading, critiquing, and applying the textbooks to our business idea(s), preparing for and attending classes (especially with guest speakers), in addition to practical requirements to develop your term project such as validating desirability and viability of your business idea.

**Deliverables:** book summaries and applications; details will be forthcoming on Moodle as classes progress.

**Grading Rubric**

| <b>Rubric Criteria (weight)</b> | <b>Excelling (85%–100%)</b>   | <b>Accomplished (72%–84%)</b>  | <b>Developing (60%–71%)</b>   | <b>Beginning (0–59%)</b>   |
|---------------------------------|---|--|---|--|
| <b>Critical Thinking (80%)</b>  | Student goes above and beyond in summarizing, analyzing and applying content presented by instructor, guest speakers and textbooks. Student is critical and professional in evaluating and applying content and research to their own business idea(s). | Student somewhat critically identifies and applies concepts to his/her own business idea.  | Student offers limited analyses and evaluations, and superficially applies concepts to his/her own business idea.   | Student does not critically apply the concepts to his/her own business idea.           |
| <b>Mechanics (20%)</b>          | Review demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.<br><br><b>To get 100%:</b> Review is perfect mechanically  | Review displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. | Review shows that mechanics are an area of concern. Review contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. | Review lacks basic control over mechanics and contains excessive proof-reading errors. |

## 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 Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. 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.

### 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/content/academic-calendar-2>

### 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 are normally granted for 30 days beyond the last day of the term.

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/writingcentre>

### **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 [ambrose.edu/crisissupport](https://ambrose.edu/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.