IBH 3BA3
Understanding Entrepreneurship
Fall 2024 Course Outline

HR & Management
DeGroote School of Business
McMaster University

COURSE DESCRIPTION

This course examines entrepreneurial ventures from a wide range of contexts, using experiential learning to develop practical understanding of the key challenges facing entrepreneurs. The course therefore focuses on key topics in the field of entrepreneurship, social entrepreneurship, and intrapreneurship, introducing students to the range of business models used to pursue both social and financial objectives. Students will grapple with the challenges facing these entrepreneurs in creating opportunities, business models, funding, growth, and measuring success. Through a combination of case studies, guest lectures, and class discussions, students will explore real-world entrepreneurial challenges and develop critical thinking and problem-solving skills essential for entrepreneurial success.

Regardless of your future plans and career aspirations, this class can benefit you regarding how you think and act, from an entrepreneurial perspective. The class consists of learning about risk and failure, and growing from the experience. It is about learning to forge your ideas into workable business concepts, research them, commit them to paper, and present them in a way to be tested to the demands of the market.

INSTRUCTOR AND CONTACT INFORMATION

Instructor
Dr. Trish Ruebottom
ruebottt@mcmaster.ca
Office: DSB 420
Office Hours: after class
Class Time: Fridays 11:30am - 2:20pm

Teaching Assistant
Javid Nafari
nafarij@mcmaster.ca

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE INFORMATION

Lectures: 3hrs per week
Prerequisite: Registration in Level III of the Integrated Business and Humanities Program

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Lecture Core Content	In-person	Live in-person lectures, case discussions, and guest speakers	TopHat for participation
Readings	Asynch	Tied to weekly in-class discussion	Readings from case coursepack, assigned book, podcasts listed below
Group Discussions	Both	Synch: Discussion groups during lecture Asynch: in-person and/or Microsoft Teams private groups	Asynch: Microsoft Teams and/or other tools of your choosing

COURSE LEARNING OUTCOMES

Ideas and skills learned in this course will better enable students to:
- Improve understanding of entrepreneurship and how it differs from conventional business and non-profit enterprises.
- Create and evaluate potential opportunities and risks.
- Develop an appreciation for the process of starting an enterprise, including obtaining funding, measuring impact, innovation, and scaling.
- Have the ability to identify different organizational structures and their distinct advantages and disadvantages.

- Gain exposure to the realities of entrepreneurship through direct interaction with entrepreneurs, and refine understanding of the possible approaches to confronting and managing some of these challenges.
- Use critical thinking and problem solving within the entrepreneurial context.

COURSE MATERIALS AND READINGS

Required Text: McKelvey, J. 2020. The Innovation Stack: Building an Unbeatable Business One Crazy Idea at a Time. Portfolio/Penguin.

The following cases are required:
1. Social Entrepreneurship on Fogo Island (A)
2. GenapSys: Business Models for the Genome
3. Rwanda Backpackers
4. Neechie Gear: Pivoting in an Aboriginal Start-up
5. Ford Motor Company: New Shades of Green Through Soy Foam
6. A New Vision for the Stratford Festival

Cases are available online as a course pack from: https://hbsp.harvard.edu/import/1185896

Podcasts listed below in course schedule.

TopHat: https://app.tophat.com/e/285131
We will be using Top Hat (https://tophat.com) for class participation. Top Hat is an educational platform that integrates interactive features into learning materials, enhancing class engagement and comprehension. For instructions on how to download the Top Hat app, please refer to our Student's Getting Started Guide online.

If you already have a Top Hat account, go to the link above to be taken directly to our course. If you are new to Top Hat:
- Go to https://app.tophat.com/register/student
- Click "Search by the school" and input the name of our school
- Search for our course with the following Join Code: [JOIN CODE]

Important! You cannot create a Top Hat account using the mobile application, please first sign-up (using your school issued email address) and enrol into the course using a web browser.

If you have any difficulties, please contact Top Hat Support:
- Press "?" in your app or upper right corner of your screen or visit the Support Site Articles: https://support.tophat.com/s/
- Through their contact form: https://success.tophat.com/s/contact-main

Optional: Access to AI tools for idea generation (e.g. ChatGPT), research (e.g. ResearchRabbit), and/or visualizing data (Neuralpit); podcast tools for recording and editing (e.g., GarageBand, Audacity, Podcastle, etc.).

COURSE EVALUATION

Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Class participation and case quizzes	**15%**	Quality of contribution to the class discussions, along with short case study quizzes
Report: Interview with an entrepreneur	**30%**	Individual written report
Report: Evaluation of post-documentary discussion	**15%**	Individual written report
Entrepreneurship Podcast	**40%**	Group audio recording

COURSE DELIVERABLES

Class Participation and Case Quizzes (15%)
You are expected to complete all case studies and contribute to class and group discussions. Your grade will be determined by self-evaluation and teacher evaluation in class, based on the quality of your contributions, and/or participation quizzes (using TopHat). **You must have a name card displayed in every class** so that I can confirm your participation. Failure to do so will result in a participation grade of zero for that class. We will be using Secure Attendance in TopHat, which requires you to confirm your device location within proximity to the classroom.

Absence in class will result in a score of zero for that week's participation unless you submit official documentation or reach out to me in advance. Students who have legitimate and documented reasons for missing class can choose to submit a one-page summary of the case study for the week with 3 discussion points, in lieu of class discussion. If there is no case study that week, please submit a summary of the book chapter for that week.

Report: Interview with an Entrepreneur (30%)
Students will be required to conduct an interview with an entrepreneur IN PAIRS. While encouraged to look locally, your interview can be done over zoom with entrepreneurs outside of Hamilton. Students must record their interviews with the entrepreneurs, so that the exact transcript can be used when writing the report AND because the interviews will be used later to create the podcast.

The focus of the interviews should be on:
- o Understanding why the individual decided to be an entrepreneur and what they did previously.
- o Discovering how the individual came to be interested in the particular opportunity.
- o Revealing the process the entrepreneur used to evaluate the feasibility of their opportunity and what adjustments were made as a result.
- o Highlighting the biggest challenges the individual faced during start-up and daily operation.

This is an 🥚. Email the image to the TA, by 5pm Friday of the first week of class, and receive full participation marks for the first class. You deserve credit for actually reading the course outline – thank you!

After conducting the interviews, students are expected to INDIVIDUALLY write a 4-6 page, single spaced report that includes the entrepreneur's personal drivers, opportunity identification and evaluation process, and key challenges.

Report: Evaluation of Post-Documentary Discussion (15%)
Students will write a 2-page, single spaced report that outlines, evaluates and critiques the group discussion they were part of following the documentary screening of UnCharitable.

Entrepreneurship Podcast (40%)
Over the second half of the semester, you will have the opportunity to work in groups of six to create a podcast. Using the three entrepreneur interviews from your group members and voice-over narrative, you should develop a 15-20 min podcast to be presented in the final days of class, and, with consent, posted to an IBH entrepreneurship channel.

The podcast should focus on an insight into the entrepreneurial journey. Potential topics include, but are not limited to: creating and/or evaluating the opportunity, financing the venture, growth options, innovation, scaling, or other entrepreneurial topic discussed with me. The podcast serves a dual purpose, though, and in addition to educating the listener about an element of entrepreneurship, the podcast should tell a story. In keeping with the blended program, you will be evaluated based on the depth of the entrepreneurial insights *and* the creativity and quality of your storytelling.

At the end of the semester, peer evaluations of the contribution of each group member may result in adjustments to individual grades. Student groups can meet with me throughout the duration of the course to provide regular updates on their progress and to discuss any challenges the group may be facing. Do NOT wait until the end of the semester to bring forward group issues.

LATE ASSIGNMENTS

Assignments are due on Avenue to Learn by the **start** of the class on their due dates. Emailed assignments will NOT be accepted unless previous arrangements have been made with me due to documented medical reasons or other similar concerns. After the beginning of class, a late penalty will be assigned (15% per day).

COMMUNICATION AND FEEDBACK

For most course issues, students should post the question in the discussion chat on Avenue to Learn. This allows other students to see the answers to the (commonly asked) question. I will respond to the Discussion board within 24-48 hours (with the exception of holiday weekends).

For personal questions, students who wish to correspond with the instructor or TA directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

All students will receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.
- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below:

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

* Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

Acknowledgement of AI tools Usage. *You may use AI to help you in the process of completing the assignments in this course but if you submit the AI output as your own work, then it is considered Academic Misconduct. You are also responsible for verifying all of the outputs. As AI was not present in class and is limited in its response, simply copying from AI will not result in a high-quality assignment or high grade. You are expected to use AI only as a guide and to work from there to develop a more* tailored, accurate, empathic, and critical *answer to the assignment.*

Acting with integrity means that if you use any AI tools for idea generation (e.g. ChatGPT), research (e.g. ResearchRabbit), visualizing data (Neuralpit) or to improve your writing (e.g. a paraphrasing tool like Quilbot) then you must be transparent about what AI you used and how. Include this acknowledgement in your appendices: specifically, include the prompts you gave and the outputs you received. If you did NOT use AI tools, please state this in an appendix. You must also cite any parts of your assignments that come from AI, just as you would cite any other research sources.

Certain assignments may have specific instructions for the use of AI tools and how you report them. Please follow all guidelines carefully.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

The following illustrates select forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. This includes using AI tools without acknowledgement (see above for expected acknowledgement).
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. email, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in this course will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week	Topic	Readings	Assignments
Class 1 Sept 6	Entrepreneurial Journey: Audacity & Perseverance		
Class 2 Sept 13	Creating Opportunities: Purpose	**PODCAST:** Disruptors for GOOD podcast: Choose one to share with the class **CASE STUDY:** Social Entrepreneurship on Fogo Island (A)	
Class 3 Sept 20	Experimenting with Business Models: Lean Start-up	**READING:** Ch. 1, 2 and 3: Entrepreneurs and Perfect Problems, Bob and the Pyramid, Squaring Up **CASE STUDY:** GenapSys: Business Models for the Genome	
Class 4 Sept 27	Financing: Resources v. Control v. Local Perspectives	**READING:** Ch. 4: The Innovation Stack **CASE STUDY:** Rwanda Backpackers	
Class 5 Oct 4	Podcast Workshop	**READING:** Ch. 5 and 6: Squaring Off, Copies of Copies **GUEST SPEAKER 1: TBD**	
Class 6 Oct 11	Measuring Success: Pivoting & Scaling	**READING:** Ch. 12: When **CASE STUDY:** Neechie Gear: Pivoting in an Aboriginal Start-up	Report: Interview with an Entrepreneur due before class
		Fall Break	
Class 7	Zoom meeting to discuss group podcast progress +	**READING:** Ch. 13 and 14: Stack Attack, The Invisible Army	

Oct 25	Documentary Discussion prep		
Class 8 Nov 1	IBH Documentary Screening + Guest Speaker	**READING:** Ch. 15 and 16: Low, Not Lowest, Disrupting Disruption Pre-Reading: How Non-profits Are Flipping the Script **GUEST SPEAKER 2: TBD**	Report: Post-Documentary Discussion due one week after screening
Class 9 Nov 8	Innovating: A System Perspective	**READING:** Ch. 17 and 18: How it Feels, Back to Zero **PODCASTS:** (Pick 1 to discuss in class) 1. The Surprising Habits of Original Thinkers | Adam Grant https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers?language=en 2. How Boredom Can Lead to Your Most Brilliant Ideas | Manoush Zomorodi https://www.ted.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_brilliant_ideas?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare 3. Need a New Idea? Start at the Edge of What is Known | Vittorio Loreto https://www.ted.com/talks/vittorio_loreto_need_a_new_idea_start_at_the_edge_of_what_is_known?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare 4. Embrace the Remix | Kirby Ferguson https://www.ted.com/talks/kirby_ferguson_embrace_the_remix?referrer=playlist-kickstart_your_creativity **GUEST SPEAKER 3: TBD**	
Class 10 Nov 15	Innovating in Firms: Intrapreneurship	**CASE STUDY:** Ford Motor Company: New Shades of Green Through Soy Foam	
Class 11 Nov 22	Impacting Society: Social & Cultural Entrepreneurship (Purpose Remixed)	**CASE STUDY:** A New Vision for the Stratford Festival	
Class 12 Nov 29	**Podcast Audio Sessions** Course reflections and wrap up		Podcasts due in class