Integrated Business & Humanities 4AB6A
Social Entrepreneurship Capstone
Fall 2024 Course Outline

HR & Management
DeGroote School of Business
McMaster University

COURSE DESCRIPTION

This course offers a project-based exploration of entrepreneurship from a social perspective, that is, how entrepreneurship and business can be used to address social issues. The course draws on course material from across the IBH program, applied to the field of "social entrepreneurship", allowing students to focus on in-depth research and enterprise development based on their own interests.

Regardless of your future plans and career aspirations, this class can benefit you regarding how you think and act, from an entrepreneurial perspective. 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 by 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: Mondays 11:30-2:20

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:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	No

COURSE INFORMATION

Workshops: 3hr each week
Prerequisite: Registration in Level IV of the Integrated Business and Humanities Program.

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Workshops	In-person	Live in-person workshops	TopHat for participation
Research	Asynch	Tied to group project	Internet
Group Discussions	Both	Synch: Discussion groups during workshops Asynch: in-person and/or Microsoft Teams private groups	Asynch: Microsoft Teams and/or other tools of your choosing

COURSE LEARNING OUTCOMES

This course draws on learning throughout the IBH program to integrate ideas and skills into a capstone project. This class asks the question: How would an IBH student solve this problem?

Through this course, students will be able to:
- Ask the right questions to build knowledge about the structural causes and lived experiences of economic, social and environmental issues, and business' role in creating *and* solving these issues.
- Develop an appreciation for the broad skills, strategies and perspectives that support the process of starting an enterprise to address social or environmental issues, including competitive analysis and market research, developing a business model, revenue and funding, and making a pitch.
- Understand how to engage stakeholders in researching, designing, and sustaining the enterprise.
- Integrate learning from across the IBH program in a cohesive and mutually-supportive way – drawing on both business and humanities frameworks to understand problems and design solutions.

REQUIRED MATERIALS AND TEXTS

Required: HBR course pack (https://hbsp.harvard.edu/import/1190652). See schedule for additional assigned readings.

Optional: Access to AI tools for idea generation (e.g. ChatGPT), research (e.g. Research Rabbit), and/or visualizing data (Neuralpit); content creation tools for video recording and editing.

COURSE EVALUATION

Your final grade will be calculated as follows:

Grade Component	Weight	Description
Report #1: **Self as Entrepreneur**	10%	Individual written report
Report #2: **Facilitate IBH Documentary Discussion**	10%	Partner facilitation & individual written report
Class Facilitation: **Workshop Delivery**	10%	Group facilitation (but individual grades)
Group Project, Part 0: **Project Plan**	5%	Group written report
Group Project, Part 1: **Community Needs Assessment as PhotoVoice**	30%	Group written report
Group Project, Part 2: **Business Model Canvas**	15%	Group written report
Group Project, Part 3: **Enterprise Pitch**	20%	Group video
Total	**100%**	

COURSE DELIVERABLES

Report 1: Self as Entrepreneur (10%)

Students will write a 2-3 page, single spaced report that evaluates themselves as an entrepreneur. Students should draw on *everything* they have learned in the program, particularly in terms of leadership and entrepreneurship, to evaluate their strengths and weaknesses as they relate to the potential to develop and lead a venture. Be sure to include how you would leverage your strengths and addresses your weaknesses, with examples. You may use AI software as a starting place, but you will be graded on how deeply you are able to reflect on yourself. Please include your AI prompts and initial AI outputs as an appendix.

Option: You may write this assignment in pairs (4-6 pages, single spaced), focusing on how, as co-founders, you would complement each other's skillsets and work as a team, based on your individual strengths and weaknesses as they relate to entrepreneurship.

Report 2: Facilitate IBH Documentary Discussion (10%)

Students will work in groups of 2 or 3 to plan and facilitate small group discussions following the IBH documentary screening and then write an individual 2-3 page, single spaced report that outlines the questions asked, how the discussion evolved, what worked, what didn't and what you would do differently next time.

Class Facilitation: Workshop Delivery (10%)

In your groups, you will plan and deliver one of the class workshops (from the schedule below). This will involve presenting relevant material from previous IBH classes, as well as facilitating discussion about how it applies to the current group project. Students can take on different roles, some involved in planning and others in delivery. Grades will be individually assigned based on individual contribution.

A successful facilitation is a balancing act. It requires balancing: 1. Presenting materials and eliciting ideas from the class, and 2. Presenting previous learning and integrating learning into the new project. You will be graded on the design of materials, questions developed for the class, presentation skills, and adaptation abilities.

Please send your slides to me at least 3 days prior to the class.

Group Project: Entrepreneurial Imagining for the City of Hamilton

Over the semester, you will have the opportunity to develop a proposal for your own venture, which addresses a need within a particular community in the city of Hamilton. The proposed venture could be a traditional enterprise or a social enterprise, but it cannot be a non-profit that relies on grants and donations. More information about the projects will be provided in class.

The project will be done in groups of 5-6, created by me. Student groups will meet with me throughout the course to provide regular updates on their progress and discuss any challenges the group may be facing. At the end of the semester, the quality of contribution of each group member will be evaluated by the group; this may result in adjustments to individual grades if there is a lack of participation.

There are four components in the group project, as follows:

Group Project, Part 0: Project Plan (10%)

In groups, students will set out the project plan, based on workshops #1-3. This 2-3 page (single spaced) report includes: project definition, scope and activities, timeline of key activities, roles and responsibilities. This plan will then serve as a group contract guiding the project.

Group Project, Part 1: Community Needs Assessment as PhotoVoice (30%)

In groups, students will conduct primary and secondary research about the chosen community in order to determine a venture that can address at least one community need (or want). The resulting needs assessment will take the form of a *photovoice project*. This will include the competitive landscape, as well as social and market needs, based on workshops #2, #4-6. Your analysis may involve non-profit or for-profit organizations, and a market composed of community members.

Groups will conduct secondary research using internet and library resources, and primary research that involves being in the community, taking "fieldnotes", and conducting interviews with community members, which will be put together to create the final product. Your photovoice project should provide a visual narrative, telling a story about the community that goes beyond first impressions and the obvious.

The final product will be a slide show, including photos and videos from the community, as well as additional slides as needed to depict other aspects of the narrative. It will be important to gather these materials as you go, as your impressions of the community change.

Community consent: Consent is needed to interview anyone as part of the project. Please also note that without signed consent, you cannot use images or audio of people from the community – you may blur out faces or crop people from photos as needed, or simply use these photos to build your own understanding of the community. Consent forms for interviews can be found in Avenue to Learn, under course content.

AI software can be used as a starting point, but you will need to verify, critique and improve on its output (significantly!). Please include your starting prompts and initial AI outputs as an appendix.

The research will provide the foundation for part 2 and 3 of the group project.

Group Project, Part 2: Business Model Canvas (10%)
In groups, students will develop a business model canvas for a venture that will address a community issue, based on workshops #5-8. The report should address each element of the business model canvas, identifying stress points in the business model and possible options that you have considered, along with explanations of why the chosen options are most ideal. The report should emphasize how each of the elements of the business model canvas work together and reinforce each other.

Group Project, Part 3: Pitch (20%)
In groups, students will develop a pitch for their enterprise, in the form of a short video, based on workshops #9-11. The pitch should aim to both engage stakeholders through storytelling and emotional appeals, and provide information about the enterprise. At the end of the pitch screening, judges will write down which ventures they would invest in and why, and this will be factored into the grade.

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 instructors or TAs 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.

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/

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 MUCH 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, as you would cite any other research. Certain assignments will 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., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity.](http://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 or 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	Workshop Topics and Schedule	Assignments
Class 1 Sept 9	Course Logistics Introduction to Group Project: Entrepreneurial Imagining for the City of Hamilton Workshop #1: Social Issues in Hamilton and Identifying Community Needs (or Wants) Workshop #2: What is PhotoVoice?	
Class 2 Sept 16	Class Discussion: Questions from Workshop #1 and #2 Workshop #3: How to Create a Project Plan Group Formation and Meetings	
Class 3 Sept 23	Class Discussion: Questions from Workshop #3 Workshop #4: Community Research, part 1 Interview Skills & Developing an Interview Protocol	Report 1: Self as Entrepreneur uploaded to A2L before class
Sept 30	**No Class: Truth and Reconciliation Day**	Group Project, Part 0: Project Plan uploaded to A2L by Tues. Oct. 1 by 5pm
Class 4 Oct 7	Class Discussion: Questions from Workshop #4 Workshop #5: Competitive Analysis Workshop #6: Community Research, part 2 Market Analysis Reading: HBR case pack: Experimenting in the Entrepreneurial Venture	
FALL BREAK October 14-18		
Class 5 Oct 21	**Group Project, Part 1: PhotoVoice Screenings**	Group Project, Part 1: Community Needs Assessment as PhotoVoice uploaded to A2L before class
Class 6 Oct 28	Workshop #7: Financing Workshop #8: Social Justice in Business Reading: HBR case pack: Breakeven Analysis & Operating Leverage	
Class 7 Nov 4	Class Discussion: Questions from Workshop #7 and #8 Workshop #9: Business Model Design Reading: HBR case pack: When One Business Model Isn't Enough	
Nov 7	**Attend Engage Hamilton Annual Summit**	

	Not Required, But Recommended for Group Project	
Class 8 Nov 11	Class Discussion: Questions from Workshop #8 and #9 Workshop #10: Making a Pitch Workshop #11: Marketing Messages	Group Project, Part 2: Business Model Canvas uploaded to A2L before class
Nov 18 @ 5:30pm (tentatively)	**IBH Documentary Screening:** Attend and Facilitate Group Discussions Pre-Reading: How Non-profits Are Flipping the Script **Required for Report 2**	Report 2: Facilitate and Report on IBH Documentary Discussion uploaded to A2L one week after screening
Class 10 Nov 25	Working Class: Optional progress meetings	
Class 11 Dec 2	**Group Project, Part 3: Pitch Screenings** **Class Wrap-up** ***Class may require extra time***	Group Project, Part 3: Enterprise Pitch uploaded to A2L before class