

IBH 3BA3
International Human Services Operations
Fall 2025 Course Outline
Information, Marketing, Operations Area
DeGroote School of Business
McMaster University

INSTRUCTOR AND CONTACT INFORMATION

Thurs 11:30 – 2:30
Ryan Moran, MBA
Instructor
MoranRP@mcmaster.ca
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class
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TA
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Course website: <https://ug.degroote.mcmaster.ca/descriptions/23049-2/>

COURSE ELEMENTS

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

COURSE INFORMATION

Lectures: 3hr x1/wk

Tutorials: N/A

Course Delivery Mode: In-person

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.

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- Develop and articulate entrepreneurial ideas through iterative testing and reflection

- Assess opportunities and risks using entrepreneurial frameworks
- Understand and evaluate social impact and ethical dimensions of entrepreneurship
- Communicate entrepreneurial stories effectively through writing, speaking, and media
- Apply entrepreneurial problem-solving in civic and community contexts
- Work collaboratively to produce and present entrepreneurial projects

COURSE LEARNING GOALS

- Appreciate the diverse pathways of entrepreneurship across sectors
- Understand the role of purpose, authenticity, and social impact in entrepreneurship
- Recognize entrepreneurship as a tool for civic and community change
- Understand how to design one's own career and ventures with entrepreneurial thinking

REQUIRED MATERIALS AND TEXTS

Required:

Textbook Listing: <https://textbooks.mcmaster.ca> (Second-hand options allowed)

Jim McKelvey, *The Innovation Stack* (approx. \$36)

Bill Burnett & Dave Evans, *Designing Your Life* (approx. \$42)

Case readings and articles (provided via A2L)

- **Case: VisionSpring: A Lens for Growth** (HBS 810108) – Week 3
- **Case: Dropbox: It Just Works** (HBS 811065) – Week 4
- **Case: IDEO: Human-Centered Service Design** (HBS 614088) – Week 9
- **Case: Warby Parker: Vision of a Good Brand** (HBS 412090) – Week 10
- "How Nonprofits Are Flipping the Script" (*Entrepreneur.com*) – Week 3
- "The Civic Economy" (Nesta UK report excerpt) – Week 5

- “Do the Right Thing: A Practical Guide to Ethics for Entrepreneurs” – Week 11

Optional:

Randy Komisar, *The Monk and the Riddle* (approx. \$20)

Recommended Reading

Alongside our required texts, I recommend *The Monk and the Riddle* by Randy Komisar, a book that challenges many of the myths of entrepreneurship and asks what it means to build a venture rooted in authenticity and purpose.

HOWEVER, this book is not currently available as a text. If you'd like, you can select a different but similar book instead, and bring its perspective into your journals, class discussions, and Pet Biz Project. Examples include:

- *Small Giants* by Bo Burlingham
- *Let My People Go Surfing* by Yvon Chouinard
- *Lost and Founder* by Rand Fishkin
- *Rework* by Jason Fried & David Heinemeier Hansson

The goal isn't just to read about entrepreneurship, but to use your book choice as a lens for how you think about purpose, motivation, and what it really means to build something.

CLASS FORMAT

This is an in-person, three-hour seminar-based course held once per week. Each class blends short lectures, case discussions, experiential activities, and guest speakers. A typical class will include:

- Mini-lectures introducing key concepts and frameworks
- Case and article discussions grounded in real-world entrepreneurial challenges

- Experiential activities such as rapid ideation, role-playing, and peer feedback
- Pet Biz Project (PBP) integration, where students stress-test their own entrepreneurial idea against the week's theme
- Guest speaker presentations and Q&A, connecting students to practicing entrepreneurs and community leaders

A short break will occur partway through class at a natural pause point. Students are expected to come prepared, actively participate, and apply weekly content to their PBP and term assignments.

COURSE EVALUATION

a clear breakdown of the course requirements or expectations including the weight given to each and due date (if possible)

how work is to be submitted

policy on missed work, extensions, and late penalties

If applicable include:

final exam (specify if a final is included, and whether it tests cumulative knowledge)

weekly breakdown of class topics and readings

attendance requirements

class participation expectations

group work expectations and how group work will be evaluated

where possible, include the criteria to be used in evaluating a student's work

COURSE DELIVERABLES

Class Participation & Engagement - 15%

Description:

- Ongoing participation in class discussions, workshops, activities, and guest speaker Q&A.

- Includes active engagement in **TopHat quizzes** tied to readings/cases.
- Measured by quality and frequency of contributions, plus completion of in-class exercises.

Timing: Weekly, Weeks 1–14

Interview with an Entrepreneur Report - 35%

Description:

You will select and interview an entrepreneur (preferably outside your immediate family) to uncover the story behind their venture, why they started, the challenges they faced, their approach to risk, pivots they've made, and how they've impacted their community. The report must weave together your interview findings with course concepts, readings, and frameworks. You'll be evaluated on your ability to tell a compelling entrepreneurial story, draw meaningful insights, and connect those insights to the broader themes of the course.

Key skills: Interviewing, critical analysis, narrative writing, application of theory to real-world examples.

Summary:

- Conducted **in pairs**, but each student submits an **individual** 4–6 page, single-spaced report.
- Interview must explore the entrepreneur's motivations, opportunity evaluation, challenges, pivots, and broader community impact.
- Must be recorded for transcription accuracy.
- Students link insights to course concepts and readings.

Assigned: Week 2

Due: Week 8

Podcast Project (Group) - 35%

Description:

Working in groups, you will transform your Entrepreneur Interview Reports into a collaborative storytelling project. Each group will choose a unifying theme and integrate the best moments from three interviews into a professionally produced podcast episode. Your episode should be engaging, cohesive, and explicitly connect entrepreneurial stories to course themes. You will present your episode in class, followed by live Q&A and peer feedback.

Key skills: Storytelling, audio production, editing, teamwork, synthesis of ideas, audience engagement.

Summary:

- Groups of six create a **15–20 min podcast episode** based on three entrepreneur interviews from group members.
- Must focus on a unifying entrepreneurial theme (e.g., resilience, innovation, social responsibility).
- Includes narration, editing, and integration of interview excerpts.
- Presented in class in Weeks 12–13.

- Evaluated on storytelling, integration of concepts, creativity, audio quality, and group collaboration.
- Includes **peer evaluation** to adjust individual grades.
Assigned: Week 8
Outline Check-In: Week 9
Preview: Week 11
Due/Presentation: Week 12 (half the class) & Week 13 (other half)
Peer Evaluations Due: Week 13

Peer Podcast Evaluation - Part of Podcast Project grade (individual adjustment)

Description

- Confidential evaluation of group members' contributions.

May increase or decrease an individual's podcast grade depending on contribution level.

Due: Week 13

Journal Integration of Pet Biz Project (PBP) - 15%

Description:

On the first day of class, you will create a "Pet Biz Project," a hypothetical business idea, no matter how polished or impractical. This project serves as a personal sandbox for applying course concepts. Each week, you will integrate your PBP into journal entries by reflecting on how the week's topic, readings, and activities would apply to your idea. Over the semester, you'll stress-test, pivot, and even abandon the idea as you learn more about entrepreneurship.

Key skills: Reflective thinking, application of theory, creative problem-solving, adaptability, self-awareness.

- Students maintain journal entries connecting weekly topics to their personal reflection, Life Design, Pet Biz Project idea.
- Entries reflect pivots, learnings, and connections to readings and activities.
- Could require an **end-of-term journal reflection** summarizing the evolution of the idea for assessment.
Assigned: Week 1
Referenced: Weeks 1–14

Participation

Name cards and class pictures are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed for every class.

Since student participation is an important component of this course, official McMaster student ID photographs will be used to ensure that each student is assessed accurately. The instructor will use the photograph to ensure the accuracy of participation marks, group work, and for identifying students for grading purposes

LATE ASSIGNMENTS

In-class work cannot be submitted after the class is over. Make sure you upload/hand-in any papers, worksheets, and so on before you leave the classroom.

Late submissions of all class assignments will be penalized 10% per day after the specified deadline.

COMMUNICATION AND FEEDBACK

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 must 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/>

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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

There are three approved statements on the use of AI in the classroom. Please choose the one that best fits your policy

SOME USE PERMITTED

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

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 only three 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.
- 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. Avenue to Learn, 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.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, 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, user names for the McMaster e-mail 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 on-line 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.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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 Integrated Business & Humanities course 3BA3: Understanding Entrepreneurship 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

IBH 3BA3
Understanding Entrepreneurship
Fall 2025 Course Schedule

Week	Date	Notes
1	Sept. 4	Course Kickoff: Why Entrepreneurship? Theme: Audacity, humility, and the entrepreneurial path Readings: <i>The Monk & the Riddle</i> (Intro & Ch. 3) Guest: Tej Sandhu (Merit) In-Class: Course overview, instructor story, guest lecture, PBP brainstorm, discussion “What entrepreneurship is/isn’t,” Life Story Timeline workshop, assignment overview, Quiz: Syllabus scavenger hunt
2	Sept. 11	Purpose, Risk & Motivation Theme: Why people really start things Readings: <i>The Monk & the Riddle</i> (Ch. 4–7) Guest: Daniel Guest (Guest Plumbing) In-Class: Guest lecture, values-driven entrepreneurship discussion, “Deconstructing Motivation” workshop, Journal: “What drives you?”, Assignment Brief: Entrepreneur Interview

3	Sept. 18	Social Entrepreneurship & Meaningful Metrics Theme: Business as a means, not the end Readings: <i>The Innovation Stack</i> (Intro–Ch. 3); Article: “How Nonprofits Are Flipping the Script” Case: VisionSpring (HBS 810108) Guest: Ashleigh Montague (BLK Owned Hamilton) In-Class: Guest lecture, theory of change lecture, impact metrics discussion, future self journal, interview prep workshop
4	Sept. 25	Lean Startup & Testing Ideas Theme: Learning before launching Readings: <i>The Innovation Stack</i> (Ch. 4–7) Case: Dropbox (HBS 811065) Guest: Matthew Rosato (Prova Labs) In-Class: Guest lecture, Lean Startup/MVP lecture, case debrief, interview roleplay, Journal: MVP application to PBP
5	Oct. 2	Entrepreneurship as Civic Work Theme: Building communities while building businesses Reading: “The Civic Economy” (Nesta UK excerpt) Guest: PJ Mercanti (Carmens Group / HUPEG) In-Class: Guest lecture on civic leadership, stakeholder empathy mapping, discussion on entrepreneurship as city-building, Journal: Community-first ventures brainstorm
6	Oct. 9	Innovation from the Edge Theme: Solving problems others ignore Readings: <i>The Innovation Stack</i> (Ch. 8–11) Guest: David Carter (Innovation Factory) In-Class: Guest lecture, “Underserved Problems” ideation game, prototyping exercise, Journal: Identifying uniqueness/innovation stack in PBP
7	Oct. 16	Reading Week No class — Readings: <i>The Monk & the Riddle</i> (Ch. 8–end)

8	Oct. 23	Designing a Life Theme: Personal alignment and life design Readings: <i>Designing Your Life</i> (Intro–Ch. 3) Guest: Anita Grant (Hello Hair) In-Class: Guest lecture, reframing careers discussion, Odyssey Plan workshop, pair/share feedback, Journal: PBP fit in life design, Submit: Interview Report, Assignment Brief: Podcast Project
9	Oct. 30	Innovation Inside Organizations Theme: Intrapreneurship & internal change Readings: <i>Designing Your Life</i> (Ch. 4–7) Case: IDEO (HBS 614088) Guest: Alex Muggah (Innovation Factory, Synapse Consortium) In-Class: Guest lecture, stakeholder dynamics discussion, “Pitch it to the Boss” simulation, Journal: Adapting PBP inside an org, Podcast outline check-in
10	Nov. 6	Resilience & Scaling Theme: Staying upright through chaos Readings: <i>The Innovation Stack</i> (Ch. 12–14) Case: Warby Parker (HBS 412090) Guest: Dylan Schiffman (BetaKit) In-Class: Guest lecture, discussion on grit/timing, “Resilience Resume” exercise, Journal: PBP resilience plan, Podcast editing check-in
11	Nov. 13	Entrepreneurship & Social Responsibility Theme: Growth, power, and ethics Readings: <i>The Innovation Stack</i> (Ch. 15–18); Article: “Do the Right Thing” (recommended) Guest: Katee Hui, MBE (We Are Progress, Hackney Laces) In-Class: Guest lecture, ethical dilemmas workshop, Journal: Ethical scenarios for PBP, Debate: Do entrepreneurs have a duty to community?, Peer podcast preview
12	Nov. 20	Podcast Presentations I Guests: TBA In-Class: Guest lecture, first half of groups present podcasts, live peer feedback, instructor synthesis

13	Nov. 27	Podcast Presentations II Guest: Evan MacDonald (Access to Success) In-Class: Guest lecture, second half of groups present, discussion of common themes, peer voting, Submit: Podcast files & evaluations
14	Dec. 4	Designing the Next Chapter Theme: Life, legacy, and next steps Readings: <i>Designing Your Life</i> (Ch. 8–11) Guest: Ryan Moran (Instructor) In-Class: “Letter from 2035” future exercise, next prototype mapping, micro-graduation presentations, wrap-up & feedback survey