Department of Marketing & Consumer Studies

MCS*4100
ENTREPRENEURSHIP
Fall 2012

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Hours: Mondays and Thursdays, 1:30 pm – 3:00 pm

Twitter Tag: #mcs4100

Teaching Assistant:  Laila Rohani (lrohani@uoguelph.ca)

Class Times:  Tuesdays & Thursdays 11:30am – 12:50pm, MacLachlan 107

Course Description (from the Academic Calendar)
This course examines the role and effect of small business in Canada, and, in doing so, helps marketing students appreciate the challenges involved in having full responsibility for a business and/or for creatively moving a business forward. The course focuses on the analysis of entrepreneurial skills and, through the development of the business plan, the steps involved in starting a new venture or increasing the size of a business.
Prerequisite: 15.00 credits including MCS*3500.

Updated Course Description (from MJ)
MCS*4100 is not solely about new venture creation. It is about thinking and acting like an entrepreneur – wherever you happen to be. In this course, you will be exposed to a variety of methods, tools, and techniques to identify business opportunities, evaluate ventures, and solve problems creatively. We begin by looking at business models (as opposed to business plans) and then we will use design thinking methodology to develop and pitch a new product or service. Ultimately, this course will give you the chance to learn about and practice the entrepreneurial mindset.

Course Learning Objectives
At the end of this course you should be able to:
- Apply customer-centric methodology and design thinking techniques to develop business ideas
- Evaluate existing business models and design new ones for products/services
- Build simple (and inexpensive) prototypes to test and improve new business ideas
- Pose relevant questions to gather useful primary data from potential customers
- Embrace the risk (and potential failure) inherent in entrepreneurial activity
- Recognize an information need and develop a strategy to acquire the needed information
- Work collaboratively to solve problems, propose solutions and defend recommendations
- Communicate ideas concisely and convincingly (writing, presenting, etc.)
- Assess your personal skills, abilities and expertise and expand your capacity for self-reflection
Course Website
I will make course readings, grades, lecture notes, announcements, research help tutorials, and other class materials available on the CourseLink website. You are expected to check this site regularly for course announcements and updates.

Textbook & Readings
The following two books are required for this course:

ISBN: 978-0470-87641-1 (~ $26 from Amazon.ca)

ISBN: 978-1594482918 (~ $13 from Amazon.ca)

I strongly recommend that you get your own copy of Business Model Generation. It will help you with this course (obviously!), but I think you will find it quite useful in the future too – besides, it’s reasonably priced. Incidentally, both of these books will be made available on Course Reserve at the Library.

In addition to these books, you will choose one business book (related to entrepreneurship, design thinking, innovation, etc.) to read throughout the semester. You will need to get access to your chosen title (buy or borrow) early in the semester. The list of eligible books is available on CourseLink.

Academic Freedom and MCS*4100
Academic freedom is at the core of university studies and research. As such, you will find that Professors may differ in their approach to teaching a specific subject. You should be aware that different sections of the same course that are taught by different Professors, in different semesters, or in different environments (e.g. Distance Education) may have different textbooks, different grade assessment methods, and different grading schemes.

Online Communication
General course-related questions can be posted to the forum on CourseLink. I will monitor the forum, but you should feel free to respond to questions posted by your classmates. If you have a specific question related to one of your assignments or grades then email me directly (or drop by my office). I am generally quick to respond via email, so you can reasonably expect a reply within 24 hours.

Teaching Philosophy
I believe that learning is a shared responsibility among teacher and students. I will do my best to use relevant examples, effective presentation methods, and other media to make the course engaging, but to get something out of MCS*4100 you have to choose to engage. I do not consider myself a final authority on all matters related to entrepreneurship; instead, my goal is to facilitate a joint exploration of the entrepreneurial mindset. It is your job to make sense of the material and construct your own learning.

Learning is most enjoyable when you are given an opportunity to put your knowledge into practice. To this end, class time will look more like workshops than lectures. I will put activities, tools, techniques, problems, and cases in front of you that require you to think and act. I will make every attempt to be an entrepreneurial professor, rather than simply a professor of entrepreneurship. I promise that MCS*4100 will be unlike any other course you’ve taken at Guelph (you’ve been warned). Some things will work well and some things won’t – but we’ll learn together (so come to class!). When it comes to assignments and other assessments I endeavour to provide meaningful, personalized and constructive feedback so that you can improve your work.
I am committed to using technology to improve the overall learning experience, so I encourage you to bring your laptops, cell phones, cameras, and other mobile devices into the classroom. I recognize that these devices can offer convenient distractions, but for MCS*4100 they will function as important productivity tools too (translation: expect to use your technology during class for coursework). I encourage you to share what we do in class on social media networks too (Facebook, Twitter, Flickr, etc).

**Group Work**
This course features a fair amount of group work because I believe that we learn best when we expose ourselves to multiple perspectives and approaches. Besides, learning to work with others and solve complex problems as a team are important skills that will serve you well in the future. I recognize that group work can be challenging, but I am committed to helping each group function effectively. To help reduce the tension caused by group work, time will be given during class to work on group assignments – and each of you is expected to actively participate.

**Peer Assessment**
After each group assignment you will have the opportunity to evaluate the contributions made by each group member (including yourself). I will use the feedback from the peer assessments to adjust the grades for each individual – more details will be available for each assignment.

The peer assessment portion of each group assignment will be handled by the Peer Evaluation, Assessment and Review (PEAR) website [http://www.uoguelph.ca/peariool/user/](http://www.uoguelph.ca/peariool/user/). Sign in to the website using your central ID and password. If you do not complete a peer assessment you may receive a zero on the assignment. *I reserve the right to further penalize you if you do not contribute to your group.*

**Grading Scheme**
This course follows the grading scheme outlined in the Academic Calendar (Section VIII).

- **80 - 100 (A)** **Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
- **70 - 79 (B)** **Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
- **60 - 69 (C)** **Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
- **50 - 59 (D)** **Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
- **0 - 49 (F)** **Fail.** An inadequate performance.
Evaluation
I use both summative assessment (reports, presentations) and formative assessment (facilitated activities, mid-semester survey) in this course. To make your life easier, I’ve separated the course into four quarters. Just like a public corporation you will submit your reports at the end of each quarter.

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Ind/Group</th>
<th>Marks</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Q1 Fri, Sept 28</td>
<td>Reflective Blog (Weeks 1-3)</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td></td>
<td>Self Understanding Activity</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td></td>
<td>Business Model Canvas I</td>
<td>Group</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Q2 Fri, Oct 19</td>
<td>Reflective Blog (Weeks 4-6)</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td>Kickstarter Assessment</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td></td>
<td>Business Model Canvas II</td>
<td>Group</td>
<td>30</td>
<td>15%</td>
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<tr>
<td>Q3 Fri, Nov 9</td>
<td>Reflective Blog (Weeks 7-9)</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td></td>
<td>Book Review</td>
<td>Individual</td>
<td>20</td>
<td>10%</td>
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<td></td>
<td>Pitch Assessment</td>
<td>Group</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Q4 Fri, Nov 30</td>
<td>Reflective Blog (Weeks 10-12)</td>
<td>Individual</td>
<td>10</td>
<td>5%</td>
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<td></td>
<td>Pitch &amp; Portfolio</td>
<td>Group</td>
<td>50</td>
<td>25%</td>
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Don’t get overwhelmed by the list of assignments above because you will be given some class time to work on them. The best way to approach these assignments is to work at them regularly throughout the semester. If you do the math, you’ll see that 40% of your grade will be based on individual work and 60% of your grade for group work.

Late Submission
Assignments will be accepted after the due date but a late penalty will apply where 10% will be deducted off the assignment for each business day that the assignment is late. Assignments may be submitted after the due date without penalty if you seek and receive prior approval from the instructor. Exceptions may be granted for medical or compassionate reasons. Approvals for late submission should be requested in-person during office hours or by appointment (i.e. not before/after lectures, or via email).

Accommodation for Students with Disabilities
If you require special accommodation for MCS*4100 please contact the Centre for Students with Disabilities (http://www.csd.uoguelph.ca/csd/) and make appropriate arrangements.

Research and Referencing
Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations must follow the American Psychological Association (APA) style guide. For a quick reference on using APA style use this handout: http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_updated.pdf

If you need help finding resources for this course you can visit the Library, or use one of the online options: http://www.lib.uoguelph.ca/assistance/ask_us/

Back up Your Work
You need to keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties, while uncommon, can occur with CourseLink or with your computer so remember to back up your work. You may be asked to resubmit your work at any time.
Description of Assignments
Below you will find a brief description of the assignments in this course. More specific information (instructions, templates, samples, rubrics, etc.) will be made available on Courselink.

Reflective Blog: 20%
For this assignment, you will set up a blog to record your thoughts on entrepreneurship throughout the semester. After each class I will assign a short reflection question for homework. Your job will be to write a brief personal response and post it on your blog. I will grade your blog posts at the end of each quarter (see dates above).

Short Exercises: 10%
You will have two short individual assignments to complete in the first half of the semester. The Self-Understanding Exercise (Q1) focuses on evaluating your personal strengths by looking at your past accomplishments. The Kickstarter Exercise (Q2) requires you to select and evaluate one potential new product or idea posted to the popular crowdfunding platform.

Book Review: 10%
Early in the semester you will select a business book related to entrepreneurship (from the list provided). You will read the book throughout the semester and submit a short, evaluative book review at the end of Q3. Note: You should probably get started on this one sooner rather than later.

Business Model Canvas I: 10%
Working in groups you will map out the business model of an existing company according to the canvas laid out in Business Model Generation. You will have time to work through each of the building blocks in class and will be required to submit your canvas and a summary report at the end of Q1.

Business Model Canvas II: 15%
After you receive feedback on your initial business model mapping you will complete a full assessment and analysis (SWOT, Blue Ocean, etc.) of the market environment for your particular company. Ultimately, you will use your analysis to recommend how the company should evolve its business model. Your full report (including your rough notes is due at the end of Q2).

Rocket Pitch Assessment: 10%
This assignment uses design thinking to develop a new product or service. We will work though the three basic stages (inspiration, ideation, and implementation) and at the end of Q3, each group will present a short “rocket pitch” to the class. This first pitch is merely a warm-up round for the final pitch assignment in Q4. Each group will also be required to provide a constructive assessment for two other groups (templates and rubrics will be available on Courselink). Grades for this assignment are associated with the quality of your constructive assessments – you will not be graded on your actual pitch presentation.

Final Pitch and Portfolio: 25%
After receiving feedback from your classmates on your “Rocket Pitch” you will work to refine your idea and your pitch for your final presentation in Q4. In addition to your pitch presentation, you will be required to hand in all of your “rough work.” This rough work will form the portfolio portion of your assignment and will include evidence of your design thinking process. Don’t worry: we will spend the second-half of the semester working on the elements of design thinking, so you will be building your portfolio as we go. In other words, coming to class will save you a lot of work in the long run.
**MCS*4100: Summary of Topics**

I will follow this outline as closely as possible, but assignment dates and instructions may need to be altered due to unforeseen circumstances. Changes will be announced during class and on CourseLink.

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Dates</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>Q1</strong></td>
<td></td>
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<tr>
<td>Orientation</td>
<td>Thurs, Sept 6</td>
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<tr>
<td>Week 1: Mindset</td>
<td>Tues, Sept 11</td>
<td><em>Adventures of Johnny Bunko</em></td>
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<td>Thurs, Sept 13</td>
<td><em>Business Model Generation</em> (p. 2-15)**</td>
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<td>Week 2: Canvas</td>
<td>Tues, Sept 18</td>
<td><em>Business Model Generation</em> (p. 16-51)</td>
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<td>Thurs, Sept 20</td>
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<td>Week 3: Patterns</td>
<td>Tues, Sept 25</td>
<td><em>Business Model Generation</em> (p. 52-121)</td>
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<td>Thurs, Sept 27</td>
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<td><strong>Q2</strong></td>
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<td>Week 4: Evaluation</td>
<td>Tues, Oct 2</td>
<td><em>Business Model Generation</em> (p. 196-225)</td>
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<td>Thurs, Oct 4</td>
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<td>Week 5: Strategy</td>
<td>Tues, Oct 9</td>
<td><em>Business Model Generation</em> (p. 226-241)</td>
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<td>Thurs, Oct 11</td>
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<td>Week 6: Pivot</td>
<td>Tues, Oct 16</td>
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<td>Thurs, Oct 18</td>
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<td><strong>Q3</strong></td>
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<tr>
<td>Week 7: Inspiration</td>
<td>Tues, Oct 23</td>
<td><em>Business Model Generation</em> (p. 122-133)</td>
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<td>Thurs, Oct 25</td>
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<td>Week 8: Ideation</td>
<td>Tues, Oct 30</td>
<td><em>Business Model Generation</em> (p. 134-159)</td>
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<td>Thurs, Nov 1</td>
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<td>Week 9: First Pitch</td>
<td>Tues, Nov 6</td>
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<td>Thurs, Nov 8</td>
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<td><strong>Q4</strong></td>
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<td>Thurs, Nov 15</td>
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<td>Week 11: Final Pitch</td>
<td>Tues, Nov 20</td>
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<td>Thurs, Nov 22</td>
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<tr>
<td>Week 12: Reflection</td>
<td>Tues, Nov 27</td>
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*NOTE: *The Adventures of Johnny Bunko* will not take you too long to read (it's a comic book after all). Once you finish it, I highly recommend that you get started with reading the book your chose for your book review. Your book review is due in Week 9 and that deadline will arrive more quickly than you'd like. Start reading - it's good for you!*

**NOTE: *Business Model Generation* is not a typical textbook (whew!). Doing the readings before class will help you understand how everything fits together. It will also provide you with the foundation that you will need to participate in the class activities.
Policies and Regulations

You are expected to abide by the University's academic regulations in the completion of your academic work, as set out in the undergraduate calendar. Some regulations are highlighted below.

Academic Integrity
The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

You are expected to submit assignments and examinations that are based on individual work (with the exception of group assignments) and are reminded that cheating can result in a grade of zero (0). Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. In instances when work is suspected of being copied and/or plagiarized, all students involved will be notified. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

To better understand your responsibilities, read the Undergraduate Calendar at:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/

You are encouraged to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor. For more information on proper academic conduct visit: http://www.academicintegrity.uoguelph.ca/

Academic Consideration
If you find that you will be unable to meet the course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond your control, you should review the regulations on Academic Consideration in the Undergraduate Calendar and discuss your situation with the instructor, Program Counsellor or Academic Advisor as appropriate. For more information visit: http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml

Religious Holidays
If you need to miss a scheduled test, midterm examination, final examination, or requirement to attend class for religious reasons, please advise me within two weeks of the distribution of this course outline so that we can make alternate arrangements. For further information visit:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml

Add/Drop Dates
Last day to add a class: Friday, September 14
Last day to drop a class: Thursday, November 1
Code of Conduct: The Top Ten

As a student in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don’t talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).