

COURSE INFORMATION

Course title:	Fundamentals in Entrepreneurship		
Course code:	BAEN 550	Credits:	1.5
Session, term, period:	2019W1, Period 2	Class location:	HA132/133
Section(s):	001, 002	Class times:	Tues/Thurs 8-10 and 10-12
Course duration:	Oct 28-Nov 28, 2019	Pre-requisites:	None
Division:	Marketing	Co-requisites:	None
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Paul Cubbon		
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Instructor:	Fraser Pogue		
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COURSE DESCRIPTION

This course will expose early stage MBA students to the fundamentals of innovation and entrepreneurship. It is a standalone course that provides useful concepts for all students, regardless of their eventual specialization. The course also acts as an overview for students to understand the scope and detail of the Innovation & Entrepreneurship (IE) track.

Students will be made aware of some of the fundamental challenges facing existing companies that wish to innovate. There will also be coverage of the main elements of starting a venture, from idea generation to customer discovery and business model design, through prototyping and research, to funding, company building and commercialization.

Although the focus of this short course will be on innovation and technology start-up ventures, the principles apply broadly to the three main career opportunities arising from this track:

- Start a venture;
- Join an early stage start-up and help it grow, from two employee types: engineer or “business” to a multi-functional, scalable organization with specialist roles and varied teams;
- Intrapreneurship or corporate innovation; disruptive initiatives in established organizations.

This course does not cover small businesses, franchising, consulting or specifically address social enterprises.

COURSE FORMAT

This course involves significant in-class discussion and group work. It is expected that students come fully prepared, either via the readings or assignments, set out in this outline and detailed on Canvas. There is no final exam in week 6 but there is a reflective paper due that is part of your grade.

LEARNING OBJECTIVES

This course is designed to provide an introduction to the theory and practice of entrepreneurship and innovation. Through cases, a simulation, in-class activities, speakers, solo and team work, students will develop a structured approach to innovation and entrepreneurship, which they can leverage in later, more specialized courses. Students will learn how to:

- manage decision-making with incomplete and ambiguous information
- develop hypotheses regarding customer problems and design tests to inform decision-making and

specify design criteria

- approach early stage financing of pre-revenue ventures;
- make decisions in case, simulation and live discussion, when new information is revealed;
- connect and apply entrepreneurial thinking in corporate innovation roles, as well in start-ups;
- link course learning to personal career planning.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Simulation memo (teams)	10%
Case 1	20%
Case 2	20%
Technology Memo (teams)	20%
Personal Reflection	20%
Class participation	<u>10%</u>
Total	<u>100%</u>

Details of Assessments

The detailed briefing for each assignment and explanation of grading standards and approach to assessment will be detailed on Canvas. There is material to prepare for every class, but it is selective and should not be onerous.

Grading in each element of this course will be set as follows:

- EE: Exceeds expectations: 85% (or, for exceptional work, 90, 95 and 100% are possible.)
- ME: Meets expectations: 78%
- NI: Needs improvement, but a passing grade: 70%
- F: Fail: 50% or zero.

Other numbers may be given, but based around these core bands. Overall class feedback will be posted to Canvas, along with exemplars and grades. It is the responsibility of students to read the overall assignment feedback and review the exemplars, in the context of their own work and grade, to try to understand their performance and how to improve. If they are still unclear, then they can contact the Professor(s), who will expect the student to lead a conversation that demonstrates these activities have been undertaken first.

Participation grading:

Your participation mark will take into account such contributions as:

- Your interaction and participation in classroom discussion, and your demonstrated preparation on the topics.
- The quality of participation you exhibit during class. Quality pertains to the relevance, insight and clarity of your remarks, questions or presentations. You may share insights based on your work experience, or you may provide information about your sector or about conducting business in our country. However, I expect more than opinion and repetition of the readings.
- Work habits, such as punctuality, attendance and preparation. Students should be well-prepared for class and ready to answer questions. If you are absent or late to class, your participation mark will suffer.
- You can increase your grade by advancing the conversation and understanding of subjects at hand for the class. Quality beats quantity. A student does not need to speak in every class to score well. Indeed, speaking too much, especially without adding value, can take your grade down! I will aim to make space for everyone to contribute, and each of you should be sensitive to that, and wanting to listen to peers to aid your learning.

LEARNING MATERIALS

There are no required text books.

There is a required reading pack (containing three items: New Venture Simulation, “Bolt” Case and “Acquiring the First Thousand Customers” Case), with a cost of US\$22.25, payable by each student, online, directly at this link: <https://hbsp.harvard.edu/import/667056> to pay and access the reading pack. You will have to create a free HBSP account, if you do not already have one, and log-in before paying. Please ensure that you have your own account and make your own payment – it is both ethical and necessary for you to have your own user ID in the simulation, and to be able to access the other case text and multimedia materials.

Note, “The Food Truck Challenge” is a simulation that will only be released in the relevant class, but you need to ensure payment ahead of time. Further instructions on preparation using these materials will be posted on the course website.

For now, some advice:

- The Food Truck Challenge is fictitious. No research ahead of time is needed or useful. You do need to pre-pay but the actual simulation will only be made live when you get to class.
 - BOLT: a real company, but again, resist the temptation to do research beforehand. It risks misleading you as we are interested in decision-making in the context of what you are told in the case, not post-rationalizing what happened. Reviewing actual facts is best done afterwards.
 - Airbnb, Etsy, Uber – clearly, real companies, but again, resist the temptation to do research. There is no advantage to you and potentially a disadvantage, by confusing case information with outside information.
 - You may be tempted to talk to students who took this course last year, where cases with these titles were used. Please do not do this. Firstly, you will deny yourself the opportunity to learn for yourself. Secondly you risk plagiarism. Thirdly, the questions and expected answers change from year to year. In short, apply your time and effort to learning for yourself (or with peers, where guided to do so), using the materials and instructions at hand.
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COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero. [This is standard for RHL courses.] [Enumerate other policies on missed or late assignments, and regrading of assessments.]

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to

access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date (and lead)	Topic	Readings or Activities (on Canvas)	Assessments due
1	Oct 29 PC	-Entrepreneurial Thinking -Lean Start-up -Career Implications	See Canvas	None
2	Oct 31 PC	Innovating in Competitive Environments – how to pick a winning strategy	See Canvas – online Simulation activated in-class	Team report (10%) due Nov 1 st , 5pm
3	Nov 5 PC	Case 1: Airbnb, Etsy, Uber: Acquiring the First Thousand Customers	See Canvas for prep and details of class	Solo memo (20%) due by 8.am. day of class
4	Nov 7 FP	-Value Proposition Canvas -Customer jobs as clues to innovation -Qualitative research techniques	See Canvas	None
5	Nov 12 FP	Iterative Prototyping	See Canvas – mini case	No submission – bring your prep notes for discussion
6	Nov 14 FP	Orphan Technologies	See Canvas	Team report (20%) due by 8.am. day of class
7	Nov 19 PC	Corporate Innovation	See Canvas	None
8	Nov 21 FP	Introduction to financing	See Canvas	None
9	Nov 26 PC	Bolt case	See Canvas	Solo memo (20%) due by 8.am. day of class
10	Nov 28 PC/FP	Mini case: “Three stages of decision-making in a start-up.”	See Canvas: mini-case	No submission – bring your prep notes for discussion
Week 6	NO CLASS			Solo Reflective Paper (20%) due Dec 5 th 5pm