

### COURSE INFORMATION

Course title:	Fundamentals in Entrepreneurship		
Course code:	BAEN 550	Credits:	1.5
Session, term, period:	2020W	Class location:	DD1 - HA334, DD2 - HA350
Section(s):	DD1, DD2	Class times:	DD1 M/W 10-12pm DD2 M/W 2-4pm
Course duration:	Sep 14 – Oct 16, 2020	Pre-requisites:	n/a
Division:	Entrepreneur	Co-requisites:	n/a
Program:	MM DD		

### INSTRUCTOR INFORMATION

Instructor:	Fraser Pogue, MBA, BSc		
Phone:	250-863-0201	Office location:	n/a
Email:	<a href="mailto:fraser.pogue@sauder.ubc.ca">fraser.pogue@sauder.ubc.ca</a>	Office hours:	By Appointment

Teaching assistant:	TBD
Office hours:	TBD
Email:	TBD

### COURSE DESCRIPTION

This course will expose students to the fundamentals of innovation and entrepreneurship. The focus is on 'entrepreneurial thinking' and identifying viable venture opportunities. It is a standalone course that provides useful concepts for all students with varying interests; entrepreneur, intrapreneur and entrepreneurial finance/investing. There will be coverage of the main elements of starting a venture, from idea generation to customer discovery and business model design, through prototyping and research, funding, company building and commercialization. This course will also touch on what investors look for in investable startups.

Although the focus of this course will be on innovation and technology start-up ventures, the principles apply broadly to the 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;
- Startup Financing – Angel & Venture Capital;

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

### COURSE FORMAT

We will use Zoom to have our classes during the scheduled class times.

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 will be short lectures, broken down by topics followed by group discussion & work. The class will use case studies and in-class simulations. There will also be a final presentation scheduled for this class.

### 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. Students will be able to:

1. Manage decision-making with incomplete and ambiguous information
2. Develop hypotheses regarding customer problems and design tests to inform decision-making and specify design criteria
3. Approach early stage financing of pre-revenue ventures & evaluate investable startup opportunities
4. Make decisions in case, simulation and live discussion, when new information is revealed
5. Connect and apply entrepreneurial thinking in corporate innovation roles, as well in start-ups
6. Link course learning to personal career planning

### ASSESSMENTS

#### *Summary*

<u>Component</u>	<u>Weight</u>
Individual Case Memos (10% each)	30%
Group Investor Memo	15%
Final Group Presentation	35%
Online participation	10%
In-Class participation	<u>10%</u>
Total	<u>100%</u>

#### *Details of Assessments*

##### Individual Case Memos

Cases from real life entrepreneurs are used in class for discussion and debriefs. Students are to submit short two-page memos before each class. Memos are to highlight i) major problems in the case, ii) three potential solutions to the case and iii) recommended solution with methods to implement.

##### Group Investor Memo

Students will be presented with investor facing pitch decks from real startups looking to raise money. In groups dubbed as 'investor syndicates', students will prepare a short three-page memo using various frameworks taught in class to identify the stages of the startups and which may be attractive for investments. Groups will outline their investment strategy.

##### Final Group Presentation

In groups, students will be required to prepare an investor-facing pitch deck for a potential startup. Each group will present their pitch which will highlight the ventures i) problem being solved, ii) potential solution, iii) market opportunity, iv) revenue model and v) investor opportunity. Students are free to choose an idea of their own, but are highly encouraged to select an area where students have deep experience and have identified gaps in the market place or to find unique university-based research with market opportunities.

##### Online Participation

Students will be assessed based on the use of online teaching tools in Canvas, primarily the use of the Discussion feature. Students are encouraged to post key takeaways from pre-assigned readings for classes.

### In-Class Participation

Students will be assessed on participation in class. Active participation is encouraged and thoughtful comments building on the learnings will be assessed accordingly.

### LEARNING MATERIALS

Required: HBR Cases & Simulations

Estimated cost of required materials: \$32.00

### 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.

#### *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](#).

#### *Other Course Policies and Resources*

The following policies and resources are used as appropriate.

- Students joining during the add/drop period will need to submit all assessments required for this course but will not be subject to penalties during the period.

### 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*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

#### *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>.

#### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

#### *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.

#### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### COPYRIGHT

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 and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### 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.

### ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	Sep 14	Innovation, Problems & Solutions	See Canvas for Readings	
2	Sep 16	Startup Opportunities	Case #1 - Vedavoo	Case #1 due 8am
3	Sep 21	Testing Business Ideas		
4	Sep 23	Founding Team	Simulation: Splitting the Pie	
5	Sep 28	Startup Growth & Milestones	Case #2 - DINR	Case #2 due 8am
6	Sep 30	In-Class Simulation	Simulation: Startup Game	
7	Oct 5	Financing Startups		
8	Oct 7	Financing Startups II	Case #3 - Keyless	Case #3 due 8am
9	Oct 14	In-Class Simulation	Simulation: Angel Investing	Group Investor Memo due Oct 16, 11:59pm
10	Oct 16	Intrapreneurship		
	TBD –Week Oct 19-24	Final Presentations		Group Final Pitch due