

### COURSE INFORMATION

Course title:	Fundamentals in Entrepreneurship		
Course code:	BAEN 550	Credits:	1.5
Session, term, period:	2022W1	Class location:	HA133
Section(s):	DD1, DD2	Class times:	T/Th 2pm-4pm (DD2) T/Th 4pm-6pm (DD1)
Course duration:	Sep – Oct, 2022	Pre-requisites:	n/a
Division:	Entrepreneurship	Co-requisites:	n/a
Program:	MM		

### INSTRUCTOR INFORMATION

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

Teaching assistant:	Nirag Gosalia (DD1)		
Office hours:	By Appointment		
Email:	<a href="mailto:nirag.gosalia3@gmail.com">nirag.gosalia3@gmail.com</a>		

Teaching assistant:	Kareena Fagwani (DD2)		
Office hours:	By Appointment		
Email:	<a href="mailto:kareenafagwani@gmail.com">kareenafagwani@gmail.com</a>		

### 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

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 (20% each)	40%
Group Investor Memo	20%
Group Ideation	25%
Online Discussions	5%
Class Participation	10%
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 of 4, 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.

##### Group Startup Idea

In groups (same as above), students will be required to produce a novel startup idea based on an ideation process. The process will guide students through unfair and unique considerations according to skill set, understanding of the problem space and market opportunities based on unmet needs and unsatisfactory offerings. Students will implement frameworks and methodologies taught in class.

### Online Discussions

Students are encouraged to be prepared for classes by having read through the pre-readings and posted their key takeaway from the pre-readings. The goal is to create an opinion of the reading and clearly articulate the opinion in a few short sentences.

### Class Participation

This is not a lecture-based course. Classroom discussion is a vital part of your learning experience. You will need to come to class prepared to discuss the day's case and readings and to respond to the ideas and comments of others. I expect your interactions to be informative, well-reasoned and respectful.

### LEARNING MATERIALS

Required: HBR Cases & Simulations. Please ensure that you purchase the correct coursepack. Because we run a simulation in-class, there must be separate coursepacks to accommodate the simulation.

DD1: <https://hbsp.harvard.edu/import/973025>

DD2: <https://hbsp.harvard.edu/import/973027>

Cost of required materials: \$23.50

### 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](#). 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 [DO NOT MODIFY]

#### *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.

*COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

*COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

*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 [DO NOT MODIFY THIS PARAGRAPH]**

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.

### **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 x<sup>w</sup>məθk<sup>w</sup>əyəm (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	Topic	Readings or Activities	Assessments due
1	Sep 13	Push / Pull		
2	Sep 15	<i>Simulation</i>	Slicing the Pie	
3	Sep 20	Ideation	Case #1	Case #1 due
4	Sep 22	Testing		
5	Sep 27	Growth		
6	Sep 29	<i>Simulation</i>	Startup Game	
7	Oct 4	Evaluation	Case #2	Case #2 due
8	Oct 6	Financing		
9	Oct 11	Financing II		Investor Memo due
10	Oct 13	Intrapreneurship		
Final	TBD	Final Presentation	Group Startup Idea	