COURSE INFORMATION

Course title:	Applied Methods in Technology Start-ups at Creative Destruction Lab		
Course code:	BAEN 509	Credits:	3
Session, term, period:	2023W2	Class location:	TBD
Section(s):	N/A	Class times:	Various (see schedule below)
Course duration:			Sep 9, 2023 – Dec 4, 2023
		Pre-requisites:	None – application and full attendance required
Division:	Entrepreneurship	Co-requisites:	N/A
Program:	MBA, PMBA, PhD, MEL, MHLP		

INSTRUCTOR INFORMATION

Instructor:	Darrell Kopke		
Phone:	604-377-0747	Office location:	DL415
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Course Manager:	Kyra Lee
Office hours:	By appointment
Email:	cdl-vancouver_students@creativedestructionlab.com

COURSE DESCRIPTION

The Creative Destruction Lab Venture Program is a 3-credit course in entrepreneurship in which students will work with the Creative Destruction Lab Vancouver (CDL-V) team to help emerging technology and science focused start-ups. Students will become familiar with the CDL-V companies and will have the opportunity to provide hands-on support to these company founders with market analysis, customer development, research, financial analysis, and/or other core activities related to building early-stage start-ups. As well, by participating in an experiential learning initiative, students will learn how venture capitalists and angel investors make investment decisions, create actual documentation used in seed investment decisions, pitch to an investment committee, and will be provided access to best practices for strategy, business development, and fund raising for start-ups. Through this work, students will participate in decision making for the allocation of capital into CDL ventures.

COURSE FORMAT

The course will consist of scheduled lectures and workshops as well as self-managed meetings with venture founders. Lectures and workshops will teach students concepts that they will apply in their experiential projects. Students will have access to and will be encouraged to attend CDL-V sessions in the form of volunteer support roles. Note that this course is a 3 Credit course taught over two full semesters.

LEARNING OBJECTIVES

Upon successful completion of this course, students will have the knowledge and skills to:
- Create a market entry plan for startups.
- Develop research plans for competitive analysis for real world companies.
- Write an investment thesis for seed investment.

- Understand the factors at play in making seed investment decisions.
- Develop critical thinking from systematic enquiry regarding a venture's potential for success.
- Evolve one's concise and effective business writing techniques.
- Create a strategic plan for and in conjunction with actual start-ups.
- Personal reflections: assess one's own learning style to make informed decisions about future academic and professional careers.
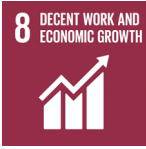
STAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Given we touch a lot of ventures that are supporting technology, health, well-being, and innovation for climate action we address many SDGs.
The most prominent would be the UN SDG goals 3, 4, 6, 7, 8, 9, 11, 12, 13, 14 and 15.

Goal 3: Good Health and Well-being **3** GOOD HEALTH AND WELL-BEING	***Ensure healthy lives and promote well-being for all at all ages*** **Global Examples:** disease prevention and response, addiction prevention and treatment, healthcare access, reproductive health, medication, mental health, aging, physical activity, quality of life, public health, workplace health and safety, health equity, pandemic response consumer, well-being, employee well-being, negative effects of advertising/consumption, health care optimization
Goal 4: Quality Education **4** QUALITY EDUCATION	***Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*** **Global Examples:** eliminating disparities in access to education, skill development, literacy and numeracy, equity in education, Indigenous education, responsible management topics, quality university education, safe, inclusive, and effective learning environments, financial literacy, climate literacy, life-long learning
Goal 6: Clean Water and Sanitation **6** CLEAN WATER AND SANITATION	***Ensure availability and sustainable management of water and sanitation for all*** **Global Examples:** access to clean drinking water, adequate waste water treatment, integrated water resources management, water reuse and recycling, watersheds, rivers, streams, ground water, water treatment, conservation
Goal 7: Affordable and Clean Energy **7** AFFORDABLE AND CLEAN ENERGY	***Ensure access to affordable, reliable, sustainable and modern energy for all*** **Global Examples:** access to clean energy, energy efficiency, energy policy, renewable energy, affordable clean energy, energy infrastructure upgrades, energy conservation, fossil fuel divestment, energy efficient buildings, renewable energy, community energy infrastructure

Goal 8: Decent Work and Economic Growth **8** DECENT WORK AND ECONOMIC GROWTH	*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all* **Global Examples:** economic diversification, small and medium businesses, fair trade, access to financial services, decent job creation, entrepreneurship, creativity and innovation, meaningful work, employment equity, income equity, labour rights, micro-finance, social finance, safe & inclusive workspace, alternatives to never-ending growth
Goal 9: Industry, Innovation and Infrastructure **9** INDUSTRY, INNOVATION AND INFRASTRUCTURE	*Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation* **Global Examples:** resilient infrastructure, inclusive and sustainable industrialization, innovation, access to transportation, micro-finance, access to credit, small-scale industry support, research and technology, entrepreneurship, access to technology, social enterprise
Goal 10: Reduce Inequality **10** REDUCED INEQUALITIES	*Reduce inequality within and among countries* Global Examples: income equality, income support, inclusive employment policies, anti-racism, anti-discrimination, Indigenous reconciliation, disability, religion, race, equity, diversity and inclusion, wealth inequality, bias in AI, price discrimination, discrimination in segmentation, Indigenous inclusion, Indigenous participation
Goal 11: Sustainable Cities and Communities **11** SUSTAINABLE CITIES AND COMMUNITIES	*Make cities and human settlements inclusive, safe, resilient and sustainable* Global Examples: transportation access, road safety, cultural/natural heritage, safe and affordable housing, urban planning, air quality, inclusive/safe/healthy public spaces, urban containment, urban governance, sustainable land use, effects of climate change on cities, valuing risk, sustainable transportation
Goal 12: Responsible Consumption and Production **12** RESPONSIBLE CONSUMPTION AND PRODUCTION	*Ensure sustainable consumption and production patterns* **Global Examples:** sustainable and equitable sourcing and production, sustainable procurement, sustainable distribution, food waste, life cycle analysis, recycling and reuse, ecological footprint, corporate social responsibility, fair trade, circular economy, consumer well-being, responsible sourcing, low emission supply chain design, responsible/ethical supply chain
Goal 13: Climate Action **13** CLIMATE ACTION	*Take urgent action to combat climate change and its impacts* **Global Examples:** natural disaster response, climate change mitigation, climate change adaptation, climate justice, climate policy, resilience, environmental externalities, low emission supply chain design, Environmental Disclosure, ESG accounting and reporting, Cap and Trade, Carbon Markets, Carbon Pricing;

Goal 14: Life Below Water	*Conserve and sustainably use the oceans, seas and marine resources for sustainable development* **Global Examples:** fishing and fisheries, ocean and freshwater pollution, coastal laws and water regulation, water conservation, aquatic ecosystem health
Goal 15: Life On Land	*Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification*, and halt and reverse land degradation and halt biodiversity loss **Global Examples:** forests, wetlands, mountain and alpine ecosystems, sensitive ecosystems, biodiversity, soil health, endangered species, invasive species

ASSESSMENTS

Summary

Component	% Grade	Due Date
Assignment #1: Market Definition and Analysis for a CDL-V Venture (Individual)	20%	Oct 1, 2023 10:00pm
Assignment #2: Venture Capital Investment Thesis (Group)	20%	Nov 10, 2023 10:00pm
Assignment #3: Thesis Presentation (Group)	20%	Nov 20, 2023 10:00pm
Assignment #4: Venture Project (Individual)	30%	Dec 4, 2023 10:00pm
Participation	10%	
	100%	

Details of Assessments

All assessments combine research as well as reflection of in-lecture lessons. Requirements, standards, and exemplars are highlighted in the course lectures.

- Assignment #1 is a five-page market entry analysis of a CDL-V participating venture encompassing a situational analysis, go to market strategy, and risk assessment.

- Assignment #2 is an eight-page group project investment thesis (group sizes 4-6) including a situational analysis and investment recommendation leveraging a CDL standard format.
- Assignment #3 is a group presentation to a mock investment committee of real venture capitalists.
- Assignment #4 is defined based on the needs of CDL-V ventures as they take part in the program. Objectives are defined during the CDL-V session and students support ventures in the successful completion of the objectives.
- Participation is measured based on in class value added discussion.

Note that assignments that score less than 80% may be resubmitted after the Professor's feedback. As quality of work has direct implications for actual operating ventures, students who score less than 80% may have their venture founder access denied and may not be able to work on venture projects. This will be at the Professor's discretion.

LEARNING MATERIALS
Required: Reading links are provided in the Canvas learning management system
Estimated cost of required materials: $0
Additional materials recommended but not required: N/A

COURSE-SPECIFIC POLICIES AND RESOURCES
Missed or late assignments, and regrading of assessments
Assignments are due in the manner specified (either in this outline or otherwise in the relevant assignment outline) by the specified due date (Pacific Time and UBC server time). Late assignments will score zero; this is a firm policy. Note that scoring less than 80% on assignments may suspend access to venture Founders.

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
Preparation. Guidance on how to prepare for each class will be posted to the course website. It is each student's responsibility to understand what is required and to complete the necessary readings or other preparation that is directed. Instructions will typically involve a series of topics or questions and some suggested resources from which students can start their preparation.

Punctuality. On-time attendance is expected in classes. Late attendance will affect the participation grade. Punctuality is extremely important, as students who arrive late (or leave early) disturb all others. You should not leave the room during the class time unless there is a pressing reason to do so. Attendance alone does not earn you participation grades.

Professionalism. Professionalism is required both in business and in the classroom. What does it mean in a learning environment? Coming to class on time and being prepared for the topic at hand. Listening to and respecting others (Professors and peers). Giving 100% of your attention to the course. Not distracting others with private conversations or off topic behaviour. Students are expected to contribute during class discussions in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing. When someone is talking, it is expected that everyone will listen and not hold parallel conversations. While casual attire is generally appropriate, students are expected to wear "business casual" attire when attending CDL-V sessions; i.e. no shorts or t-shirts.

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-resourcessupport-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.

Use of Artificial Intelligence

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references. Please see your assessment guidelines for full details.

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/supportresources/freedom-expression

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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 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 xwməθkwəy̓əm (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 without consultation)

LECT	DATE	TOPIC	TIME
#1	Saturday, September 9th	Introduction and the Venture Capital Ecosystem	9am - 12pm
#2	Saturday September 9th	Venture Strategy	1pm - 4pm
#3	Monday September 11th	Entrepreneurial Finance (Returns, Documentation, Seed Fund, Process)	6pm - 9pm
#4	Monday September 18th	Venture Capital Investment and Report Writing	6pm - 9pm
#5	Monday September 25th	Venture Assessment (Rubrics, VM engagement)	6pm - 9pm

#6	Saturday October 7th	Disruption	9am - 12pm
#7	Monday October 30th	Intellectual Property and Pitch Decks	6pm - 9pm
OPT	October 24-27	CDL-Vancouver Session #1	Attend 5 hrs over two days
#8	Monday November 6th	Lessons from Session #1 and Discussion on Projects	6pm - 9pm
#9	Monday November 20th	Group Presentations on Assessment of CDL Ventures (Debate, Investment Committee)	6pm - 9pm
#10	Monday Nov 27th	Founder's Qualities	6pm - 9pm