

**Management and Organizational Studies MOS 3250B
Starting a Business or Social Enterprise**

**CONTACT
INFORMATION**

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Or by appointment

CLASS INFORMATION

Tuesdays
8:30 am - 11:30 am
St. James Room 14

COURSE DESCRIPTION

Learn how to identify, develop, evaluate, and pitch a new business idea using a business model framework, lean launch methodology, customer validation and agile development. This course provides a real world, hands-on learning about what it's like to start a business or social enterprise. This course is a lab that mimics the real world experience of the early phases of a startup, where you have limited time. You will talk to customers, partners, competitors, and you will encounter the chaos and uncertainty of a startup.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Use the business model canvas to develop a new business or social enterprise concept.
2. Develop and test assumptions about their business model.
3. Determine the feasibility, desirability, and viability of a business model through the customer discovery process.
4. Reflect on their knowledge of entrepreneurship, their values, the impact of their behaviour/contribution to the project on the rest of their teams, and their ability to work with others, and create a personal development plan.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content, and meet all other course expectations of you as a student.

BRESCIA UNIVERSITY COLLEGE COMPETENCIES

Primary competencies developed in this course include:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Problem Solving includes the development of a problem statement, identification of proposed solutions, selection of a solution, evaluation of that solution, iteration based on communication and feedback from the proposed customer. The student will be able to identify what she knows about the problem, her assumptions and biases, and will test her assumptions.

Self-Awareness and Development includes becoming aware of her habitual responses and past actions and behaviours, learning how to respond appropriately to failure or criticism. She will recognize her influence on other people, assess her performance to make decisions and change her behaviour.

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the

evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process.

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion.

COURSE MATERIALS

Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Toronto, ON.: Wiley.

Ries, E. (2011). *The lean startup: how today's entrepreneurs use continuous innovation to create radically successful businesses* (1st ed). New York: Crown Business.

COURSE PREREQUISITES AND ANTIREQUISITES

Students registered in MOS or Food and Nutrition or by permission of the instructor.
Business 2257

EVALUATION

| Component | Timing | Weight | Learning Outcome | Brescia Competency |
|----------------------------------------------------------|-------------------|--------|------------------|-------------------------------------------------------------------------------------------------------------|
| Class Contribution (Individual) | Wk. 1 - 9, 11, 12 | 10% | 1, 2 | Communication |
| Weekly Business Model Presentations (Team) | Wk. 4 - 9 | 20% | 1, 2, 3 | Communication Self-Awareness & Development |
| Weekly Customer Development Field Notes (Team) | Wk. 4 - 9 | 20% | 1, 2, 4 | Communication Problem Solving Inquiry & Analysis Critical Thinking Self-Awareness & Development |
| Lessons Learned Business Model Canvas Final Pitch (Team) | Wk. 12 | 10% | 1, 3, 4 | Communication Self-Awareness & Development Inquiry & Analysis Critical Thinking |
| Business Model Report (Team) | Wk. 12 | 30% | 1, 2, 3, 4 | Communication Problem Solving Self-Awareness & Development Inquiry & Analysis |
| Self-Evaluation (Individual) | Wk. 12 | 10% | 1, 4 | Self-Awareness & Development |

Students must complete all elements of evaluation to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that grades cannot be adjusted on the basis of need. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher mark. Once a student has written a test or examination she is committed to the mark earned. Late assignments will receive a "0" unless the student has received an academic accommodation.

Submission to Turnitin

All required assignments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Evaluation Component Descriptions

This is a team-based course, as such, 80% of your grade will come from your team assignments and final project. Students will form a maximum of 5 teams, with 3 to 5 students per team.

Weekly Customer Development Field Notes & Business Model Canvases (Wks. 4 - 9)

Each team will identify a business idea. They will then develop a business model canvas for that idea. Students may choose any idea except one that has already been submitted in a previous course or one that you plan to complete for the Bus. 2257 feasibility study, as university regulations do not allow students to submit the same project for two different courses.

Each week, student teams will “get out of the building” to talk to prospective customers about one aspect of their business model. Students will create field notes that summarize the assumptions they were testing, who they met with, what they learned from each meeting, and an updated BM Canvas. Team members will also identify which team members did which portion of the work, and a report of what the team did each week. Teams are expected to meet with a minimum of 10 customers each week. The field notes will usually be 2 to 3 pages, and will be submitted via OWL. Detailed assignment instructions, a rubric, and a template for the field notes will be discussed on the first day of class and are available on OWL.

Weekly Lessons Learned Business Model Presentations (Wks. 4 - 9)

Each week the student teams will present their “Lessons Learned” from the customers that they have spoken to. Each presentation is 10 minutes, followed by a 10-minute Q & A session - both the instructor and other students will ask questions. The most important aspect of this presentation is what the team learned that made them change (iterate or pivot) their business model. See the weekly class schedule for presentation topics. A detailed assignment sheet will be discussed in class.

Business Model Report

Each team will prepare a final report summarizing their business model. The purpose of the assignment is to persuade the reader to invest in the business idea. The assignment will be a maximum of 10 pages plus appendices which will include the BM Canvases developed through the semester, a cash flow analysis and final diagrams of the customer archetype, the pain/gain features diagram, diagram of your channels, diagram of get/keep/grow strategies, diagram of partner relationships. Detailed assignment information and a grading rubric will be provided on OWL.

Final Lessons Learned Business Model Canvas Presentation

The student teams will then pitch their business models. Students will describe their mistakes, the pitfalls they discovered, and the pivots they made on the way to their final BMC. Students will respond to questions from the class, Entrepreneur-in-Residence and course instructor.

Each team is expected to attend a “pitch camp” during week 11 of the course. Each team should have a first run through of their presentation read, including PowerPoint slides, product prototype or demo. This class counts as part of your class contribution grade.

Your pitch will be evaluated on the quality of the business model and on the quality of the presentation (i.e. organization, content, flow, persuasiveness, platform skills, ability to answer questions). A strong pitch would include a mock-up of your product or service. Detailed assignment information and a grading rubric will be provided on OWL.

Self-Evaluation

Each student will complete a two-page self-evaluation in which she will evaluate her knowledge of entrepreneurship, her values, the impact of her behaviour on the rest of the team, her contribution to the project on the rest of their team, and her ability to work with others. Students will identify one or two areas for development and provide a brief development plan. This assignment will be due on the last day of class. Detailed assignment information and a grading rubric will be provided on OWL.

Contribution

Students’ contribution will be graded based on both attendance and on the questions you ask of the presenting teams. All team members must be present for team presentations.

Contribution will be graded for each class. Attending class is important but minimal credit will be given for attendance alone. Students are encouraged to speak to the instructor if they have concerns about their performance or if they would like to discuss strategies to support regular contribution. Comment quality will be the primary determinant of contribution grades, comprising learning environment, engagement in the classroom, sharing information, and critical thinking. Check OWL for detailed information on the calculation of class contribution.

It is difficult to assess the preparation and communication skills of a student who misses more than one-quarter of the class sessions. As a result, students who miss more than 25% of the total classes included in the contribution grading (classes where students do not have an opportunity to participate are not included in this calculation) will receive a “0” for their contribution grade. Although students are allowed to miss one class per term without penalty, this one class is still included in the number of total missed classes.

There is no final exam in this course.

TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

This course is designed to ensure maximum experiential learning, and is wholly team-based. Students are expected to compete all assigned class preparation. Each team will present their weekly learning about their business models. The very nature of the customer development/business model approach demands a high level of attendance, preparation, and contribution in class. In the limited time during each presentation, the instructor and other students will push, challenge, and question you to help you learn. It may be uncomfortable, but it isn't a judgment of you - it isn't personal. I commit to being direct, open and tough, to help you learn.

Students are expected to be fully engaged in the entire learning process. This means that you must complete your customer development activities each week prior to class, and be prepared to present your findings to the class. Each week you are expected to, as a team, interview at least 10 prospective customers. It is essential that you get out of the classroom.

Check OWL regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week. Please note that you will have designated teamwork time during class to complete your business model report and presentations. You are expected to attend class and use this time to work on your projects.

Brescia's Entrepreneur-in-Residence is available to mentor all teams during regular drop in hours at the Mercado (which will be posted on OWL). You are encouraged to consult with these mentors. Her job is to ask you questions, offer suggestions, identify and correct gaps in a team's knowledge, connect you with useful resources, push you to meet with customers. You are encouraged to take advantage of the EIR's experience and wisdom - go see her.

Attendance

Attendance at all classes in this course is expected. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation with your academic advisor. At the discretion of the instructor, any student who misses more than 25% of scheduled classes will receive a class contribution grade of “0” for the course.

Student Use of Technology in Class

Talking privately with classmates or using your computer during class for non-class related activities is distracting for others, is not conducive to your own learning and is disrespectful to the instructor. Please ensure your phones are turned OFF prior to entering the classroom and placed inside a bag.

I welcome the use of laptops in the classroom as long as they are used for class related purposes. Recent research has shown that laptop use in class for non-education related purpose is negatively related to academic performance. That is, grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). As a result, if I find a student using a laptop for non-class related activities, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Research also shows that texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half was requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. The students who texted scored 16% points lower than those who did not text. (Ellis, Daniels and Jauregui, 2010). As a result, if I find a student texting I will ask them to put their cell phone away. Texting in class, for purposes other than posting comments to the discussion forums may result in a “0” on class participation for that class.

Carrie B. Fried, “In-class Laptop Use and its effects on student learning.” Computers and Education 50 (2008) 906-914.

Ellis, Yvonne, Daniels, Bobbie and Jauregui, Andres. “The effect of multi-tasking on the grade performance of business students” Research in Higher Education. June 2010. Vol. 8. P 1 – 10.

A Note Regarding Email

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment to discuss any personal, academic, group work or controversial issues in person, especially any concerns that you might have about your grades. I will check email Monday through Friday during office hours; you can expect a response within 24 hours during the work week. Over weekends and holidays I will not be checking email, so plan accordingly.

Appointments

Students are welcome to meet with the professor during the designated weekly office hours or by arranging an appointment at a mutually convenient time. Make sure to be on time for your appointment, have an objective for the discussion and bring a copy of your paper or exam you wish to discuss. I am typically on campus three days a week, Monday, Tuesday, and Wednesday.

Privacy

To respect privacy laws, all grades will be distributed on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To protect student privacy, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions about comparison of grades between students will not be entertained.

Class Schedule

A tentative schedule for this course is posted on OWL. There may be departures from this list as some topics take up more (or less) time than is scheduled. Readings may be expanded upon by way of videos and/or class discussions. Following this schedule is the responsibility of each student. Students should anticipate spending a minimum of 10 - 15 hours per week viewing videos, meeting customers, preparing presentations, creating product demos, diagrams, analyses, and field notes.

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html>. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.