

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

**CONTACT
INFORMATION**

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Office Hours: By appointment

CLASS INFORMATION

Thursdays
2:30 pm - 5:30 pm
Ursuline Hall 26

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 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, their ability to work with others and the impact of their personal behaviour/contributions on team effectiveness
5. Deliver engaging presentations

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.

COURSE MATERIALS

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

COURSE PREREQUISITES AND ANTIREQUISITES

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

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.

EVALUATION**Evaluation Components**

This is a team-based course with 60% of your grade coming from your weekly team assignments, final team report and final team presentation. Teams will consist of three to five students.

Please note that effective/functional team work is essential for a positive course experience. *“Free riding” will not be tolerated.* If a team is having serious challenges, their first step should be to discuss and attempt to solve these challenges within the team. If the challenge remains an issue, approach me as a team and I will investigate the issue. Each team member will also have an opportunity to voice any team functionality concerns in their interim and final reflection.

If a student continues to free ride after two warnings, she/he may be required to complete the work individually and/or may receive a grade adjustment.

| Component (evaluation type) | Date | Weight | Learning Outcome | Brescia Competency (Level in brackets) |
|---|-------------------|---------------|-------------------------|---|
| 1. Class Contribution (Individual) | Weekly | 10% | 1, 2 | Communication (Ideas L3, Interpersonal L3) |
| 2. Midterm Test (Individual) | Oct. 4 | 10% | 1,2 | Communication (Ideas L3), Problem solving (L3), Inquiry & Analysis (L3) |
| 3. Customer/Competitor/Partner Discovery Process: weekly field notes and presentation (Team) | Oct. 18 – Nov. 15 | 30% | 1, 2, 3, 5 | Communication (Ideas L3) Interpersonal L3 Problem Solving (L3) Inquiry & Analysis (I3) Critical Thinking (I3) Self-Awareness & Development (L3) |
| 4. Interim Reflection: Self and Team Assessment (Individual) | Nov. 1 | 10% | 1.4 | Communication (Ideas L3) Self-Awareness & Development (L3) |
| 5. Final Presentation Business Model Pitch and Lessons Learned (Team) | Dec. 6 | 10% | 1, 3, 4 | Communication (Ideas L3, Interpersonal L3) Inquiry & Analysis (I3) Critical Thinking (I3) Self-Awareness & Development (L3) |
| 6. Final Report: Business Model and Lessons Learned (Team) | Dec. 6 | 20% | 1, 2, 3, 4 | Communication (Ideas L3, Interpersonal L3) Problem Solving (L3) Self-Awareness & Development (L3) Inquiry & Analysis (L3) |
| 7. Final Reflection: Self and Team Assessment (Individual) | Dec. 6 | 10% | 1, 4 | Communication (Ideas L3) Self-Awareness & Development (L3) |

Students must complete all evaluation components 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.

All required assignments may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University to detect 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>).

Descriptions of Evaluation Components

1. Contribution (10% Individual)

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 received 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.

2. Midterm Test (10% Individual)

The midterm test will occur during class time and will test material covered in the assigned readings, in class discussions, videos and PowerPoint slides from the start of the year.

3. Customer/Competitor/Partner Discovery Process (30% Team)

Each week of the discovery process, teams will submit field notes summarizing their research of the week. In addition, each week of the discovery process, teams will present the lessons learned from their research of customers, competitors or partners. Each presentation will be 10 minutes, followed by a 10-minute Q & A session - both the instructor and other students will ask questions. The most important aspect of the presentation will be what the team learned that made them change (iterate or pivot) their business model. See the weekly class schedule for presentation topics.

4. Interim Reflection (10% Individual)

This interim reflection is an opportunity for students to truly self-reflect on the individual contributions they are making to their team. It is also a time for students to step back and assess how well their team is functioning. If there are areas creating barriers to productivity and learning, now is the time to identify these dysfunctional aspects of the team's dynamic and take action steps to improve the dynamic.

The interim reflection will be approximately two- three pages in length. It will provide a short description of the student's research activities undertaken during the discovery process and an assessment of how these activities have contributed to the development of their team's business model and team dynamic. In addition, the reflection will include an assessment of their teams' functionality in the areas of: workload balance, time management, active listening and trust. Lastly, the interim report should identify two action items the student will commit to doing in the coming weeks to enhance their team's functionality.

These interim reflections may be used by the instructor to initiate conversations with teams or individuals who appear to be struggling.

5. Final Presentation: Business Model Pitch and Lessons Learned (10% Team)

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 and course instructor.

Each team is expected to attend a "pitch camp" during week 12 of the course. Each team should have a first-run through of their presentation ready including PowerPoint slides, product prototype or demo. This class counts as part of your class contribution grade. 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.

6. Final Report: Business Model and Lessons Learned (20% Team)

Each team will prepare a final report summarizing their business model. 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.

7. Final Reflection (10% Individual)

Each student will complete a final reflection report that will identify their insights around entrepreneurship and working in teams, and identify what they have discovered about themselves in the process. In addition, students will identify and explain any changes in their teams' functionality since their interim reflection. Lastly, students will need to provide one piece of advice to future MOS 3250A students that will enhance the learning experience for future students.

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 pre-dominantly team-based. Students are expected to complete 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.

Students are expected to be fully engaged in the entire learning process. This means that you must complete your research discovery activities each week prior to class, and be prepared to present your findings to the class. It is essential that you get out of the classroom.

Check OWL regularly for weekly class schedule, 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.

COURSE POLICIES

Academic Accommodation

If, on medical or compassionate grounds, a student is unable to complete a course component worth **greater than 10 per cent** of the final course grade, it is the responsibility of the student to consult with an Academic Advisor and follow the procedures documented in the "**POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**" on page X of this outline.

For academic accommodation to be considered for any course component worth **less than 10 per cent** of the final course grade, it is the responsibility of the student to approach the course instructor in a timely fashion (within two business days of the missed deadline). Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision.

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 through 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.

The use of laptops in the classroom is welcomed as long as they are used for class related purposes. Recent research has shown that laptop use in class for non-education related purpose cause grades to decline. 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 a student is found using a laptop for non-class related activities, they will be asked 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 a student is found texting, they will be asked 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, face to face meetings are 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.

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.

Dropping a Course

To drop a half course without academic penalty, you must drop the course by the following date:

Half Credit Course

November 12, 2018

For further details, check the online academic calendar in the registrar's website. To book an appointment with one of Brescia's Academic Advisors, call 519.432.8353, extension 28266. If you are registered at another college or main campus, please make an appointment to see your academic advisor at your home campus.

2018-19 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.

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. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

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.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . 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.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelecteCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your 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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). 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.*

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 and warranted.

It is important to note that the Academic 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/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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).

7. SUPPORT

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 <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.