

Shannon School of Business
MBA in Community Economic Development program
Dr. Jasmine Alam
MBAC 6118 - Venture Analysis
Course Outline – Summer 2019

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COURSE OVERVIEW:

This course will provide an introduction to entrepreneurship, but particular attention is paid to: commercial and social entrepreneurship, global and social issues, design thinking, innovation, and the business model canvas. Through this process, students will understand how to identify opportunities, assess opportunities, understand customer needs and differentiating a venture in the marketplace. Various case studies will be highlighted throughout the course.

Students will meet with the instructor over the term period; students will analyze the required readings and will engage in a range of activities such as presentations, pitches and class discussions to contribute to a creative and positive class atmosphere. Critical entrepreneurial skills will be enhanced, such as creativity, innovation, resilience, risk-taking, and teamwork.

At the end of the term, students will create a final business plan proposal. At the final class session, students will discuss their experiences and elaborate on thoughts regarding the future of commercial and social entrepreneurship.

WHAT YOU WILL LEARN, THINK, AND DO (Student Learning Outcomes):

- Explore key concepts related to entrepreneurship from a global perspective.
- Understand a new venture's value proposition and business model.
- Given the social and community economic development specialization, exploration of social enterprise and social business models.
- Analyze how social and community problems can be addressed by business solutions and through a design approach.
- Acquire knowledge and become familiar with the role of the government, hybrid organizations, non-profits and the notion of corporate social responsibility.
- Develop a business model canvas and learn about lean start-up.
- Propose a team-based business venture of choice.

- Enhance presentation skills and skills in critical thinking, writing and public speaking.
- Innovate and attempt to apply ALL THINGS EITHER COMMERCIALY OR SOCIALLY DRIVEN in a real-world setting!

REQUIRED READINGS:

- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Ash Maurya, “How to Create Your Lean Canvas” booklet (posted online)

OPTIONAL READINGS:

- Aulet, B. (2013). *Disciplined entrepreneurship: 24 steps to a successful startup*. John Wiley & Sons.
- “Creating Business Plans” by Harvard Business Review located at:
<https://hbr.org/product/creating-business-plans-20-minute-manager-series/16998E-KND-ENG>

COURSE DELIVERABLES:

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| ▪ Class Participation | 10% |
| ▪ Elevator “Pitch” Competition | 20% |
| ▪ Entrepreneurship Case Study | 20% |
| ▪ Business Model Canvas & Presentation | 20% |
| ▪ New Venture Project – Business Plan Proposal | 30% |

DESCRIPTION OF DELIVERABLES:

Class Participation:

Class participation is a course requirement and is worth 10% of the final grade. Students are expected to discuss course material and answer questions in class in order to receive participation grades. If students do not attend, participation grades are automatically affected (as it is not possible to participate in the class room environment if you are not present). Moreover, students are encouraged to challenge, respond and engage in discussion with classmates.

Elevator “Pitch” Competition:

The purpose of this exercise is to encourage students to begin to think about their own enterprise / business ideas and also to develop effective communication skills. Students are expected to “pitch” their business idea in class. The format of this will be competition style and the class will have an opportunity to vote on the best pitch! Please see class schedule for more information. In-class pitch due **April 13th**.

Entrepreneurship Case Study:

Students are expected to present a case to the class. The case can either be a commercial enterprise or a social enterprise / social business of choice. Students will present a brief analysis of the entrepreneurial venture in a presentation of 2-3 slides followed by questions from peers and the professor.

Each case study should outline the following:

- Name of the enterprise and entrepreneur
- The problem it attempts to solve
- The goal of the organization
- # of people affected or served
- Why you chose to highlight this enterprise / entrepreneur

You are free to choose any example from around the world and please feel free to use pictures or add a short video in your presentation. Each student will be required to send electronically a copy of the case study slides by **April 14th** which is also the presentation date.

Business Model Canvas & Presentation:

Based on the Business Model Generation text and the business model canvas (document to be uploaded online) on a single sheet of paper, student teams are asked to complete this for a new venture idea. This assignment will be evaluated on its completeness and demonstrated understanding of the boxes. Each student will be required to send electronically a copy of the one-page canvas by **April 28th** which is also the presentation date. The presentations should be approximately 10-15 minutes in duration.

New Venture Project – Business Plan Proposal:

Student teams will propose a business idea. Students must incorporate all components and skills learned throughout the course. Each team will produce a business plan proposal (approx. 5-7 pages, single spaced) and details of the project will be covered in class and it is due **May 15th**.

CLASS SCHEDULE

WHAT IS ENTREPRENEURSHIP? Friday April 12th

Introduction and Entrepreneurial Landscape
Role of the Entrepreneur + Cases
Idea Generation, Opportunity Identification, and Pitch

LEAN START-UP Saturday April 13th

Pitch Competition!
Business Model Canvas / Unique Value Proposition and Differentiation
Customer Discovery and Segments

ENTREPRENEURS AND ENTREPRENEURSHIP I Sunday April 14th

Entrepreneurship Case Presentations

BUILDING & DESIGNING A NEW VENTURE Friday April 26th

A Lesson on Empathy + Exercise
Design Attitude – from exploration to prototyping

ENTREPRENEURS AND ENTREPRENEURSHIP II Saturday April 27th

Design thinking session
Final Project Outline
In-Class Consultancy

BRINGING IT ALL TOGETHER Sunday April 28th

Business Model Canvas Presentations
Course Wrap-up & Discussion

*Additional note: Missing any deliverable will result in a grade of zero. Failure to contact the professor in advance to inform of absence (due to any circumstance) will also result in a grade of zero for the deliverable.

Statement on Ethical Standards:

The following behaviors are considered unethical:

- Telling an instructor you “need” a certain grade.
- Asking for extra assignment(s) for the purpose of raising your grade.
- Asking your grade to be raised because it is very close to the next higher grade.

- Asking for a grade to be raised because you did very well on one part of the course or grading scheme.
- Asking for a higher grade because you did not like the grading scheme.
- Asking to be allowed to turn in an assignment late – even a few minutes late – because of computer or printer problems, or any other reason.
- Asking to be treated better than other students by making an exception to the rules.
- Asking for any other unfair advantage in grading.

General CBU Academic Policies

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs such as the BBA. CBU will act to enforce academic honesty policies where apparent violations occur. While academic dishonesty can take many forms, there are several forms of which students should be highly aware because they are the ones that are most likely to occur in the context of a specific course.

Cheating. Cheating is an attempt to gain an unfair advantage in an assignment or evaluation. Examples of such violations include copying from another student, buying a case analysis online, or paying someone to complete your assignment for you or your team.

Plagiarism. Plagiarism is the presentation of information, ideas, or analysis generated by other people as being your own. It includes direct quotations as well as substantive paraphrases where the source of that information or idea is not clearly identified to the reader. Students should be careful to present their written work in a way that makes it completely clear in each and every case where a quotation, a paraphrase, or an analysis is based on the work of other people. (This includes information from all sources, including websites.) Submitting a case analysis that someone else has written for you is also a form of plagiarism. Students should familiarize themselves with CBU's policy on plagiarism.

<http://faculty.cbu.ca/lsyms/libguide/CBUplagiarism.pdf>

Aiding and abetting. A student is guilty of violating academic honesty expectations if he/she acts in a way that enables another student to engage in academic dishonesty. If a student knows (or should reasonably expect) that an action would enable another student to cheat or plagiarize, that student's action constitutes an academic honesty violation. Illustrative examples include making your paper easily visible to others or providing your own working or finished documents for an 'individual assignment' to another student (even if that other student said that he/she just wanted to 'get an idea of how to approach the assignment' or 'to check whether they had done theirs correctly').

Disability and Accommodation

If you think you need an accommodation for a disability, please let me know at your earliest convenience. As soon as you make me aware of your needs, we can work with the University to help us determine appropriate accommodations. Cape Breton University's Jennifer Keeping Accessibility Centre www.cbu.ca/jkac has additional information and resources available. I will treat information you provide as private and confidential.

Inclement Weather

In the case of snowstorms or other inclement weather I will communicate with our class via email to provide updates and information. If a class needs to be rescheduled due to inclement weather we will work together with the University to reschedule.