



VOTRE LIEN AVEC CE QUI COMPTE — CONNECTS YOU TO WHAT MATTERS

## Entrepreneurship MBA6262D00 Spring 2018

**Professor:** Stephen Daze  
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**Office Hours:** As required/booked Please use email, txt to communicate questions.  
I'm also available to meet in person if/when required.

### Class Location and hours:

DMS4140  
Tuesday April 17<sup>th</sup>: 8:30am – 6:00pm  
Friday April 20<sup>th</sup>: 4:00pm – 7:00pm  
Sunday April 22<sup>nd</sup>: 9:00am – 12:00pm  
Friday April 27<sup>th</sup>: 4:00pm – 7:00pm

Course Deliverable	Due Date	Weight on Final Grade
Individual Lessons Blog	Due: Friday May 4 <sup>th</sup> by <b>11:59pm</b>	30%
Preliminary Presentation	April 20 <sup>th</sup> during class	20%
Final Presentation (group mark)	April 27 <sup>th</sup> during class	25%
Final Report (group mark)	Due Friday May 1 <sup>st</sup> by <b>11:59pm</b>	25%

## Course Description

This course provides students with an opportunity to learn and experience first-hand, the early part of the new venture creation process. Students will work to **conceive, validate and create a viable business model** for a new venture within the limited time frame. The course will include a **focus on group work** and the **intentional iterations** of the respective business models, **frequent feedback** as well as a comprehensive first lecture, best-practice learnings from online video resources and other sources. Students will work on their projects in groups with two opportunities to present findings and action plans moving forward. It is anticipated that much work will be done outside of the classroom. Entrepreneurship is fast-paced, ever evolving all within a somewhat uncertain, uncomfortable and ambiguous environment. MBA6262 will emulate this environment to some extent. Welcome to the course!

The Telfer MBA distinguishes itself by training students to **Lead High Performance Organizations**. This course will allow students and opportunity to experience the prescribed new venture start up process which provides the foundation for a viable organization. The new venture start up process encompasses all elements of organizational performance with a focus on the early stage of an organizations development.

## Course Learning Outcomes

Participants in this course will:

- conceive business ideas to use as live test cases in understanding and practicing idea validation and business modeling;
- practice building and be able to describe validated business models;
- learn principles and practices of new venture start-ups; and,
- understand and apply learnings related to ideation, business modeling and customer validation.

The focus of the course is to conceive an idea and associated business model, then test and re-test assumptions surrounding the preliminary idea and business model; it is not about building a business plan. This is will be a very interactive and hands on class with much emphasis placed on work outside of the classroom engaging with real clients and stakeholders. Participants will need to talk with clients, suppliers and potential partners in an effort to validate assumptions and build solid business models. Emphasis is placed on primary research.

### Business Project Requirements

Students must work in groups of 4-6 participants to conceive and validate a business idea. Business ideas must allow for quick and easy access to real customers and the ability to run validation tests with them (i.e. talk with them, get their feedback etc.) Business projects cannot be an existing businesses, i.e. the business cannot have generated revenue. The business project will account for 70% of the total mark for this class. You are encouraged to choose your team wisely.

## Links of Course Objectives to Overall Telfer School Learning Objectives

<input type="checkbox"/>	<b>Learning Goal 1:</b> <i>Understanding Management Foundations and the Global Business Environment</i>
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<input checked="" type="checkbox"/>	<b>Learning Goal 2:</b> <i>Integrating Business Functions and developing decision-making, critical thinking and analytic skills</i>
<input checked="" type="checkbox"/>	<b>Learning Goal 3:</b> <i>Developing a Strategic Perspective</i>
<input checked="" type="checkbox"/>	<b>Learning Goal 4:</b> <i>Developing Leadership, Communication and Teamwork Skills</i>
<input type="checkbox"/>	<b>Learning Goal 5:</b> <i>Understanding the Value of Globalization</i>
<input type="checkbox"/>	<b>Learning Goal 6:</b> <i>Understanding the practical realities of delivering results to the business community.</i>

## Methods Used to Evaluate Student Performance

### 1. Individual Lessons Learned Blog (30%)

- Each student will create a blog posts of their “lessons learned” from their chosen book. Entries should be thoughtful and relevant, demonstrating acquisition of knowledge related to lectures, readings and application to the business project. Each entry should be the equivalent of minimum 2 typed pages (~600 words) and demonstrate linkages from the chosen book to the class and specifically the students’ current project. Examples can be found on Blogspot and various other blog sites, simply search eg. “Blogspot MBA6262”

### 2. Presentation (20%)

- 10 minute presentation - including:
- Clear description of hypothesized problem; pain or gap; and, potential corresponding solution if known at this time (solution specifics not required/ anticipated until after validation).
- Identification of your perceived target clientele and the relative size and significance of the potential market/(s).
- Overview of critical elements of the business model using the Business Model Canvas (v.1).
- Detailed description of validation plan and processes to be used: tests; purpose; methodology; and, daily/weekly action plan for the next couple of weeks. Printed and handed in: detailed validation action plan for the remained of the course.
- Any early milestones, learnings if any.

### 3. Final Presentation – 25%

- 10 minute presentation that covers the following:
- Review of industry (including significance and size);
- Description of current hypotheses related to: the problem, the customer and solution;
- Detailed description of all validation tests, results and significant learnings;
- Current iteration of the Business Model Canvas clearly indicating changes, deletions and additions from previous; and,
- Realistic description of the path forward and action plan if you were to continue with this project/venture including major milestones and overview of anticipated resources and concrete next steps (i.e. What would your next steps be to move this business idea forward, both short and mid-term?)

### 4. Final Report – 25%

- Comprehensive report (7-10 pages: 12 point font, double spaced) that captures and documents the above presentation including appendices and supporting documentation.

## Grading Rubric

The following grading rubric will be used to evaluate assignments and projects associated with this course. Students are advised to review the rubric carefully and to keep its key points in mind when preparing course submissions.

### Individual Blog Entries

Key Learning Points	Exceeds (85%+)	Meets (71% - 84%)	Does not meet (<70)
1. Understands and applies business functions.	Blog entry is related to content covered, assigned readings and assigned book. Learnings are clearly tied (and well documented) to business project and demonstrate learning and synthesis of knowledge. Clear knowledge of course materials and linkages to business project is evident.	Overall good content with applicable references to readings and project. Could use <b>more thought and linkages to existing business project</b> and project plans. Some readings may not be up to date or referenced.	Application of learnings and <b>relevance to business project is not clear</b> . Readings may not be complete or up to date.
2. Development of a strategic perspective.	Provides many examples of group project and relates learnings to group project while demonstrating comprehensive application of learnings to project moving forward.	Provides examples of group project and relates learnings to group project while demonstrating some application of learnings moving forward.	Does not provide sufficient examples of group assignment to demonstrate strategic integration of learnings to the project.
3. Development of Communications skills.	Blog entry is easy to understand and well thought out. Contents are fulsome and communicated clearly conveying learning, syntheses of knowledge and analysis related to business project.	Entries are thoughtful and contain an appropriate amount of content. Entry conveys learning and synthesis of knowledge gained. Could provide more in-depth analysis and detail.	Entries are not timely and/or may not be completely related to the project at hand. It is not entirely clear the readings were completed or understood. Key points may be missing or lacks articulation.

## First Presentation

Key Learning Points	Exceeds (85%+)	Meets (71% - 84%)	Does not meet (<70)
1. Understands and applies business functions.	<ul style="list-style-type: none"> <li>- Summarizes relevant details related to size, significance and likelihood of accessing client base.</li> <li>- Early hypotheses related to the market problem, the customer and proposed solution well-articulated, comprehensive and reasonable.</li> <li>- Business model Canvas is well articulated, succinct and provides a good framework for validation – focus was on the appropriate “key” elements.</li> </ul>	<ul style="list-style-type: none"> <li>- Industry details are articulated related to size, significance and likelihood of accessing client base. However, work to be done to provide clearer evidence of relevance and or suitability of data.</li> <li>- Early hypotheses related to the market problem, the customer and proposed solution articulated, but may require more thought and reason.</li> <li>- Business Model Canvas is good but may not be completely fulsome or well-articulated</li> </ul>	<ul style="list-style-type: none"> <li>- Research has been conducted and details obtained, but may not be completely relevant or significant to determining desirability and/or accessibility of the market.</li> <li>- Hypotheses articulated but may not be complete or comprehensive. Reasonableness may be questionable.</li> <li>- Business Model Canvas lacks depth, insight and clarity.</li> </ul>
2. Development of a strategic perspective.	<ul style="list-style-type: none"> <li>- Appropriate plan of action related to testing of hypotheses is complete, detailed and comprehensive including reasonable and concrete action plans.</li> <li>- Early results of preliminary tests are well understood and thoroughly analyzed.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan of action related to hypotheses is complete and detailed but my lack reasonableness and/or concrete action plans.</li> <li>- Early results of preliminary tests are articulated and analyzed, although report could benefit from further analysis and synthesis of details.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan of action lacks depth and detail related to testing of hypotheses. Plan may be disjointed or lack reasonableness/logic.</li> <li>- Report highlights early results and provides some analysis, however could benefit from higher quantity or quality of results as well as analysis.</li> </ul>
3. Development of Communications skills.	<ul style="list-style-type: none"> <li>- Presentation clearly conveys learning and application of knowledge. Is fulsome, concise, well-articulated and provides a fulsome account of the project. Overall presentation style is appropriate and professional. Overall quality is excellent.</li> </ul>	<ul style="list-style-type: none"> <li>- Overall good, some elements may be missing, including not all questions answered sufficiently, incomplete strategies or application of learning is not entirely clear. May not be entirely polished, concise or well structured.</li> </ul>	<ul style="list-style-type: none"> <li>- Quality is poor. Content is missing and or thinking may be in question. More work may be required in preparation, content and delivery.</li> </ul>

## Final Report and Presentation

Key Learning Points	Exceeds (85%+)	Meets (71% - 84%)	Does not meet (<70)
1. Understands and applies business functions.	- Report provides comprehensive and relevant information related to size, significance and likelihood of accessing client base.	- Industry details are articulated related to size, significance and likelihood of accessing client base. However, work to be done to provide clearer evidence of relevance and or suitability of data.	- Research has been conducted and details obtained, but may not be completely relevant or significant to determining desirability and/or accessibility of the market.
2. Development of a strategic perspective.	- Early, mid and late hypotheses related to the market problem, the customer and proposed solution are well-articulated, comprehensive and reasonable. Description of tests and progression of thinking is outlined and leads logically to resulting model. - Business model is well-articulated, logical and fulsome in design. Model is clearly informed by client and market data and is reasonable and comprehensive.	- Early, mid and late hypotheses related to the market problem, the customer and proposed solution articulated, but may require more thought and reason. Progression may not be clearly demonstrated. - Business model is well-articulated and logical. Model may not be fully informed by client and market data. Model may need further details to be considered comprehensive.	- Hypotheses articulated but may not be complete or comprehensive. Reasonableness may be questionable. - Business model may lack reasonableness or details. Could benefit by being more informed by client and/or market data.
3. Development of Communications skills.	- Report and presentation clearly conveys learning and application of knowledge. Is fulsome, concise, well-articulated and provides a fulsome account of the project. Overall presentation style is appropriate and professional. Overall quality is excellent.	- Overall good, some elements may be missing, including not all questions answered sufficiently, incomplete strategies or application of learning is not entirely clear. May not be entirely polished, concise or well structured.	- Quality is poor. Content is missing and or thinking may be in question. More work may be required in preparation, content and delivery.

## Textbook/Course Package

Students are responsible for reading and synthesizing relevant learnings (relating key concepts to the ongoing group project) into a blog. Each student is responsible for one of the following and it is encouraged that individuals within a group chose a cross section of books in order to share relevant information:

1. The Lean Start Up – Eric Ries
2. The Innovators DNA – Dyer, Gregersen, Christensen
3. The Innovator’s Dilemma – Christensen
4. Crossing the Chasm – Moore
5. Others as approved (see me to receive approval)

Please use blog platforms such as: <https://www.blogger.com/>. You will be encouraged, but not required, to share the link with the class. Additional readings of interest, but not required, can be found at: <https://startup.zeef.com/stephen.daze>

## 6262 Course Schedule

	Topics	
April 17 <sup>th</sup>	<b>Introduction to Course and Ideation</b> - Introduction to Course. - Overview of the entrepreneurial process and entrepreneurial thinking. - Group Formation and Ideation.	<a href="https://startup.zeef.com/stephen.daze#block_117990_ideation">https://startup.zeef.com/stephen.daze#block_117990_ideation</a>
	<b>Business Modeling</b> - Overview and discussion of Business Models vs. Business Planning. - Relative value and sequencing - Introduction to “Business Model Generation”	<a href="https://startup.zeef.com/stephen.daze#block_117991_business-models">https://startup.zeef.com/stephen.daze#block_117991_business-models</a>
	<b>Customer Validation</b> - Idea validation cycle: create hypotheses, establish testing methodology, talk to customers; validate hypotheses; incorporate feedback; generate new model, hypotheses and validation tests. - Customer Discovery framework and examples - Group work: Group finalization and ideation – continued early hypotheses related to market, problem, customers and solutions; work on early business models and determine and begin implementation of tests and strategies to validate all hypotheses.	<a href="https://startup.zeef.com/stephen.daze#block_117993_validation">https://startup.zeef.com/stephen.daze#block_117993_validation</a>
April 20 <sup>th</sup>	<b>Presentations</b> Deliverable: Delivery of Presentations (email .ppt or pdf prior to the start of class.) Group meetings to discuss feedback and next steps	
April 22 <sup>nd</sup>	<b>Startup Next Steps Lab</b> Review of plans; implementation of validation tests; individual group meetings.	
April 27 <sup>th</sup>	<b>Final Presentations</b> Deliverables: 1. Group Presentations (email .ppt or pdf prior to the start of class.) 2. Group Report: May 1 <sup>st</sup> 11:59pm.	

## **Beware of Academic Fraud**

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address, where you will find resources, tips and tools for writing papers and assignments:

[Academic Integrity Webpage](#)

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and thirty credits;
- suspension or expulsion from the School.

Please be advised that professors have been formally advised to report every suspected case of academic fraud. In most cases of a first offence of academic fraud, the sanction applied to students who have been found guilty is an "F" for the course with an additional three credits added to their program requirements. Repeat offenders are normally expelled from the School of Management.



## Videotaping of Lectures

On a number of occasions over past years students have requested that we videotape lectures in circumstances where they unavoidably have to be absent from class.

### **Acceptable reasons to request the videotaping of a course:**

A student may make a request that a course be videotaped on any of the following grounds:

1. Illness or other medical condition:
  - ✓ Students should obtain a medical certificate from the University Health Service (located at 100 Marie-Curie, (564-3950));
2. Religious holidays;
3. Death in the immediate family;
4. Business trip or other unavoidable constraints related to work (part-time students) :
  - ✓ Students should provide a letter from the employer, and a copy of their plane ticket;
5. Other compassionate grounds, with justifying documents.

The request should be made at least 48 hrs in advance (2 business days) to the professor. The professor reserves the right to refuse such a request based on IP or other pedagogical considerations.

If for any reason you object to a class in which you participate being videotaped, please inform the professor as soon as possible. For further information, please contact us by e-mail at [graduate@telfer.uOttawa.ca](mailto:graduate@telfer.uOttawa.ca).

## **Access Service** - For students needing adaptive measures

Students who have a disability or functional limitation and who need adaptive measures (changes to the physical setting, arrangements for exams, learning strategies, etc.) to progress or participate fully in university life should contact Access Service right away:

- By visiting our office on the third floor of the Desmarais Building, Room 3172
- By filling out the [online registration form](#)
- By calling us phone at 613-562-5976

Access Service designs services and implements measures to break down barriers to learning for students with physical or mental health problems, visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.

### **Deadlines for submitting requests for adaptive measures during exams**

IMPORTANT DEADLINES:

-Final exams: Fall session confirm by November 15th

-Final exams: Winter session confirm by March 15th

*All final exams, tests, mid-terms, deferred exams*

*- 7 days before the exam (not including the day of the exam and statutory holidays)*

### **Get a head start on research. Visit the Library!**

The University of Ottawa Library has everything you need to produce quality results, quickly and efficiently.

- Use the [Research Guides](#) to get you started.
- Find scholarly articles, market intelligence, and much more in their collections.
- Book an appointment with a Librarian to get you/your group started on a challenging research question.
- Visit the virtual [Library](#) or visit in person at the Desmarais building, rm. 2141.

### **Notice against sexual violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit <http://www.uOttawa.ca/sexual-violence-support-and-prevention/>.

## **Statement of Shared Rights and Responsibilities**

<http://www.telfer.uottawa.ca/assets/documents/2017/Statement-of-Shared-Rights-and-Responsibilities-EN.pdf>

### **Peer Evaluations**

Working in teams is an important aspect of the Telfer MBA program. You are expected to contribute fully to all team assignments and to meet deadlines required by the team. Professors might require that each student review the contributions of his or her teammates. The purpose is to provide constructive feedback, but the peer evaluations will also be used to reduce individual marks for those students who, according to their teammates, are not contributing fully to the team's deliverables. Please note that in some situations, this reduction could lead to a failing grade for the course.

## **Professor's Bio**

Stephen Daze is a long-standing, award winning member of the entrepreneurship ecosystem in Canada and works in four areas of entrepreneurship support: 1) entrepreneurship training for individuals and groups; 2) coaching for start-ups; 3) consulting with institutions and communities on entrepreneurship programming and strategy; and, 4) teaching entrepreneurship at colleges and universities. He keeps his skills fresh as a part-time professor teaching entrepreneurship in the undergraduate and MBA programs at the University of Ottawa and works with entrepreneurs in the launch of their new ventures. He also currently holds the role of Entrepreneur in Residence at the Telfer School of Management and in 2016, became the Beta Gamma Sigma Chapter Honoree at the School.

Previously, Stephen led the Ottawa Centre for Research and Innovation's (OCRI) Entrepreneurship Centre as Executive Director leading a team of staff members dedicated to helping entrepreneurs succeed through innovative entrepreneurship programming and services. In the Fall of 2009, Stephen was responsible for the successful reintroduction of Junior Achievement programming back to the Ottawa market and was recognized nationally for the program's growth in the Ottawa region within the JA national organization and also received the Queen Elizabeth II Diamond Jubilee Medal for his work in youth entrepreneurship promotion.

Stephen graduated from the University of Regina's Paul J. Hill School of Business and Saint Francis Xavier's Adult Education Certificate program, as well as the Price-Babson Symposium for Entrepreneurship Educators and the Lean LaunchPad (Entrepreneurship) Educators program at Stanford.