

# TED ROGERS SCHOOL

## Entrepreneurship & Strategy

# ENT 526

## Entrepreneurial Behaviour and Strategy

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.*



# ENT 526: Entrepreneurial Behaviour and Strategy

Winter 2023, Section: 011

**Classroom Number:** DSQ Auditorium 11 / **Class Time:** Tuesdays 8:00-11:00 AM

## Instructor Information

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- **Instructor Name:** Dr. Sean Wise, BA LLB MBA PhD
- **Office Location:** TRS 2-076
- **Office Hours:** By appointment
- **Phone:** Please use email, it's faster.      **Course Website:** [my.ryerson.ca](http://my.ryerson.ca)
- **Email Address:** [sean.wise@ryerson.ca](mailto:sean.wise@ryerson.ca)

## Email Policy

**Note:** In accordance with the Policy on Ryerson Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff should be sent from their official university email account.

## Course Description

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This foundation course is designed to stimulate the student's interest in entrepreneurship, thereby cultivating the entrepreneurial spirit. By means of case studies, articles, videos and presentations, students will have the opportunity to learn about many prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, and the ability to develop core competencies as they create and grow their successful enterprises. Various topics in entrepreneurship will be introduced as a result.

**Pre-requisites and/or Exclusions:** None

## Course Details

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### Course Overview

How do entrepreneurs behave? Can we learn anything from their behaviour with respect to leadership, management, strategic thinking, ethics, opportunity identification, and dealing with failure and adversity? Do they have anything in common? This course, primarily by means of a

wide selection of case studies and biographical videos, will try to find out what appears to make an entrepreneur successful.

## Teaching Methods

This course will have a weekly in-person gathering, at the time listed in the course calendar. The format each week may differ slightly but will consist of time to review course content (which may include live presentations from the instructor) and time for group activities and discussions that are related to the presented content. The exercises presented assume students have read the listed readings prior to the scheduled class-time.

One of the goals of any course is to encourage the development of free thinking, rational people. One of the best methods of education is a directed readings course wherein the professor selects important reading material and then students and the professor converse with one another and actively participate in the discussion of the important issues contained in the readings. As in all courses, what a student gains from having taken the course will, in large measure, depend on what the student puts into the course.

If absent, students are still accountable for all material, changes and announcements covered in class. In the unlikely event of technical difficulties, contact the instructor to advise her or him of your issue to make arrangements to submit your work. It is advisable to make a friend or two in class to find out what was missed in case of absence. Office hours will not be used to repeat course material. Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the professor. If so, such alterations will be announced prior to implementation. Some selected lecture notes will also be made available on D2L, but students are still encouraged to take notes.

### Lecture Format:

- Each week begins with a review and discussion of last week's material.
- Followed by an introduction to current week's material.
- Short break.
- Exercise in small groups
- In-class discussion of exercise results

## Course Materials

### Required:

- [Bygrave, W.D., Zacharakis, A. & Wise, S.](#) (2014). *Entrepreneurship* (Cdn. edition). John Wiley & Sons. Available [online](#).
- eCORNER: Stanford University Entrepreneurship Corner (<http://ecorner.stanford.edu/>)

- The Naked Entrepreneur Show (<http://www.nakedentrepreneur.tv/>)

From time to time, the instructor may make personal material available to students including informal notes, slide decks and other guides that may assist students in succeeding in the course. Unless explicitly stated to the contrary, these are provided only for use by students while taking the course and no rights are given for reproduction or sharing with others outside of the class.

#### Useful resources:

- [http://en.wikipedia.org/wiki/Entrepreneurship#Further\\_reading](http://en.wikipedia.org/wiki/Entrepreneurship#Further_reading)
- [Books I Wish I Had Read Before I Became An Entrepreneur](#)
- [26 Books About Success That Every Entrepreneur Should Read](#)
- [www.canadianbusiness.com](http://www.canadianbusiness.com) (CAD magazine)
- [www.fastcompany.com](http://www.fastcompany.com) (U.S. magazine)
- [www.forbes.com](http://www.forbes.com) (U.S. magazine)
- [www.fortune.com](http://www.fortune.com) (U.S. magazine)
- [www.inc.com](http://www.inc.com) (U.S. magazine)
- [Industry Canada](#)
- [Canadian Federation of Independent Business](#) (lobby group)
- [Canada's Venture Capital & Private Equity Association](#)
- [Women Entrepreneurs of Canada](#)
- [www.techcrunch.com](http://www.techcrunch.com) Blog covering Startups
- <http://mystartuplab.com/>
- [www.futurpreneur.ca](http://www.futurpreneur.ca) Futurpreneur Canada

#### Course Learning Outcomes

1. To develop an appreciation of the merits of entrepreneurship.
2. To understand the entrepreneur's challenges and competitive realities.
3. To develop an awareness of Canadian entrepreneurship.

**Upon completion of this course, students will have achieved the following Learning Outcomes:**

- **ENT Goal 1:**
  - **Opportunity Identification:** Students will learn to become proactive and alert to information and technology trends affecting the global economy. You will have a self-directed life-long learning process for developing 'T' shaped skill profiles with depth and expertise in a domain as well as broad skills for identifying future

trends. You will practice identifying and analyzing opportunities using a variety of tools and techniques.

- **ENT Goal 2:**
  - **Communication:** Students will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments.
- **ENT Goal 3:**
  - **Group and Individual Dynamics:** Students will be able to effectively self-manage and perform effectively within heterogeneous teams.
- **ENT Goal 4:**
  - **Information Literacy:** Identifying, selecting, storing and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; and, presenting and communicating information clearly, logically, concisely and accurately.
- **ENT Goal 5:**
  - **Adaptability:** Learning from iteration, experimentation, lean methodologies, rapid prototyping, minimum viable products, dealing with ambiguity and uncertainty, design thinking, customer development, resiliency, grit.
- **ENT Goal 6:**
  - **Self-management:** Time management, goal setting, self-directed life-long learning, habit formation, and self-reflection.

**Topics and Course Schedule** *(subject to change without notice)*

Please read or review each week’s material prior to coming to class.

- **Text:** Bygrave, W.D., Zacharakis, A. & Wise, S. (2014). *Entrepreneurship* (CDN. edition). John Wiley & Sons.
- **D2L:** Available in the ‘Content’ section of D2L.
- **Online:** Refers to publicly available information found online.

Week	Topic & Group Exercise	Required Readings	Resources
1 (Jan. 17 <sup>th</sup> )	<p><b>Introduction to Entrepreneurial Behaviour &amp; Strategy</b> <i>Who is an Entrepreneur and Why is that Important?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurship &amp; Small</li> </ul>	<p>Text: p.g. 3-10, 13, 30, Fig. 2.2</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Template and guideline files</li> <li>• Cole, D. (1989). The Entrepreneurial Self.</li> </ul>	<p><b>Online:</b> Biography.com Editors (2020, Jun.17). <a href="#">Richard Branson Biography</a>. Biography</p> <p><b>Video:</b></p>

	<p>Business in Canada</p> <ul style="list-style-type: none"> <li>• Creative Destruction</li> <li>• SMEs vs. Startups</li> <li>• Characteristics of Successful Entrepreneurs (the 10 Ds)</li> <li>• History's Greatest Entrepreneurs</li> </ul> <p><b>Exercise:</b> How do we know that Richard Branson is an Entrepreneur?</p>	<p><i>Psychology Today</i>, 23(6): 61-64</p> <ul style="list-style-type: none"> <li>• 10 greatest entrepreneurs of all time</li> <li>• Kedrosky, P. (n.d.). Lies an Entrepreneur Told Me.</li> </ul>	<p><a href="#">Sir Richard Branson: how to start a business</a> [31:58]</p>
<p>2 (Jan. 24<sup>th</sup>)</p>	<p><b>Finding and Evaluating Opportunities</b> <i>How to find and recognize good business ideas.</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The Timmons Model</li> <li>• Critical Factors for Starting a New Business</li> <li>• Evaluating Opportunities for New Businesses</li> <li>• Idea Extraction &amp; Customer Discovery</li> <li>• Idea Multiplication &amp; the Purple Cow</li> <li>• The Opportunity Checklist</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• John W Sleeman Case Study – Discussion Questions (Text: pg. 80-81)</li> <li>• The Purple Cow Exercise</li> </ul>	<p>Text: p.g. 52-58, 61-65, Fig 2.4, Fig 2.6</p> <ul style="list-style-type: none"> <li>• John Sleeman – Case Study: pg. 76-81</li> <li>• p.g. 84, 87, 91 – 110</li> </ul>	<p><b>Online:</b> <a href="#">Customer Discovery</a> Fishbein, M. (2020).</p> <p><a href="#">The Ultimate List of Customer Development Questions.</a></p> <p><b>Video:</b> <a href="#">The Naked Entrepreneur: John Sleeman</a> [41:28]</p>
<p>3 (Jan. 31<sup>st</sup>)</p>	<p><b>Understanding the Business Model</b> <i>How to put the pieces together for the business opportunity.</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Customer Development</li> <li>• Business Model vs Business Plan</li> <li>• Business Model Canvas vs Lean Canvas</li> <li>• Entrepreneurial Strategies: First mover myth;</li> </ul>	<p>Text: p.g. 130-147, Fig 4.2 &amp; 4.3</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>• Customer Discovery</li> <li>• Business Model Canvas Poster</li> </ul>	<p><b>Videos:</b> <a href="#">The Explainer: What is a Business Model?</a></p> <p><a href="#">The Business Model Canvas Explained</a> [2:19]</p> <p><a href="#">Tools for Business Model Generation</a> [53:20]</p>

	<p>Long Tail theory; SWIPE strategy; Beachheads</p> <p><b>Exercise:</b> Crafting a Business Model Canvas for Amazon, Facebook &amp; Netflix</p>		<p><a href="#">Making a Canvas</a> [5:08]</p>
<p><b>4</b> (Feb. 7<sup>th</sup>)</p>	<p><b>21<sup>st</sup> Century Entrepreneurship, Lean Startup</b> <i>How do you actually start building a business?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Lean Startup Methodology</li> <li>• The Startup Life Cycle</li> <li>• The S Curve: Problem/Solution fit, Product/Market Fit, Scale</li> <li>• Lean Canvas Falsifiable Hypotheses</li> <li>• A/B Testing</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• Writing hypotheses &amp; how to test them</li> <li>• Drafting a Lean Canvas</li> </ul>	<p>Text: p.g. 10-21, Fig 4.3 &amp; pg. 304-305</p> <p>Online:</p> <p><a href="#">Why the Lean Start-Up Changes Everything</a></p> <p><a href="#">How to Structure Good Hypotheses for Your Lean Startup</a></p> <p><a href="#">The Heart and Soul of Lean Impact: A/B Testing Experiments and Validated Learning</a></p> <p><a href="#">Steve Blank: How to Build a Billion Dollar Company</a></p>	<p><b>Videos:</b></p> <p><a href="#">Steve Blank: How to Build a Great Company</a> [1:07:28]</p> <p><a href="#">Steve Blank, Evidence-based Entrepreneurship</a> [25:12]</p> <p><a href="#">Storyboard of The Lean Startup Introduction</a> [7:08]</p> <p><a href="#">Steve Blank, 2 minute lessons</a> [4:03]</p> <p><a href="#">Eric Reis, The Lean Startup</a> [28:30]</p>
<p><b>February 13<sup>th</sup> – ENTREPRENEUR BIOGRAPHY DUE @ 11:30 P.M.</b></p>			
<p><b>5</b> (Feb. 14<sup>th</sup>)</p>	<p><b>Elevator Pitches, Executive Summaries, Business Plans &amp; Investor Decks</b> <i>Convincing an audience of the greatness of your business idea</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The Elevator Pitch</li> <li>• The Executive Summary</li> <li>• The Business Plan</li> <li>• Investor Decks</li> <li>• KPIs &amp; Pirate Metrics</li> </ul> <p><b>Exercise:</b> Crafting Elevator Pitches for Netflix, Google &amp; Wikipedia</p>	<p>Text: p.g. 285-302</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>• Kawasaki, G. (2004). The Art of the Start. Chapter 3: The Art of the Pitch</li> <li>• Sahlman, W.A. (1997). How to Write a Business Plan. Harvard Business Review.</li> <li>• The Executive Summary</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to create a pitch</a></li> </ul>	<p><b>Videos:</b></p> <p><a href="#">Elevator Pitch</a> [1:55]</p> <p><a href="#">How to Pitch to Investors with 13 Slides in Under 10 Minutes</a> [27:37]</p>

		<p><a href="#">deck for investors</a></p> <ul style="list-style-type: none"> <li>• <a href="#">The investor presentation we used to raise \$2 million</a></li> <li>• <a href="#">The 10/20/30 Rule of PowerPoint</a></li> </ul>	
<b>Week 6 (Feb. 21<sup>st</sup>) – Study Week Period (NO CLASS)</b>			
<b>7 (Feb. 28<sup>th</sup>)</b>	<b>In-Class Midterm Exam (20%)</b>		
<b>8 (Mar. 7<sup>th</sup>)</b>	<p><b>Funding your Venture: Angels, Venture Capital, Crowdfunding &amp; Debt</b> <i>Where and how to get money to start the business?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Bootstrapping &amp; Crowdfunding</li> <li>• The Spectrum of Financing</li> <li>• Angels vs VCs</li> <li>• Accelerators &amp; Incubators</li> <li>• Valuation</li> <li>• Debt vs Equity</li> <li>• Government Support (IRAP, SRED, grants)</li> </ul> <p><b>Exercise:</b> Pre &amp; Post Money Valuations</p>	<p>Text: p.g. 390-408, 432-461, 494-497</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>• Bhide, A. (1997). The Questions Every Entrepreneur Must Answer. Harvard Business Review.</li> <li>• <a href="#">Investor First Date Questions</a></li> <li>• eCORNER podcast - Rob Conway "<a href="#">Angel Investing Revealed</a>" [60:13]</li> </ul>	<p><b>Videos:</b></p> <p><a href="#">David S. Rose: How to pitch to a VC</a> [14:39]</p> <p>Watch any of these <a href="#">Dragons' Den</a> episodes</p>
<b>March 13<sup>th</sup> – STARTUP EXECUTIVE SUMMARY DUE @ 11:30 P.M.</b>			
<b>9 (Mar. 14<sup>th</sup>)</b>	<p><b>Founders &amp; Founding Teams</b> <i>Who are the right people to start the business?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The Talent Triangle</li> <li>• Building a Founding Team</li> <li>• Bottom up vs Top down hiring</li> <li>• Boards of Advisors &amp; Boards of Directors</li> <li>• Founder Compensation</li> </ul>	<p>Text: p.g. 238-259</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>• Budman, G. (2013, Oct. 10). <a href="#">How many cofounders should your startup have?</a> TNW News.</li> <li>• Wise, S. (2006, May 17). <a href="#">The talent triangle</a>. <i>The Globe and Mail</i>. Online</li> <li>• Ervin, A. (2014, Feb. 7). <a href="#">Startups are a</a></li> </ul>	<p><b>Videos:</b></p> <p><a href="#">How to Set Up a Team with No Money - How to start a team with no funds</a> [6:26]</p> <p><a href="#">Building Your Startup Team – 6 Must Have Roles</a> [6:59]</p>



	<p><b>Exercise:</b> <a href="#">The Google Boys</a> [46:59] Discussion Questions on what makes a good founding team</p>	<p><a href="#">Team Sport</a>. Startup Exchange.</p> <ul style="list-style-type: none"> <li>Marks, D. (2010, Jun. 6). <a href="#">What are the advantages and disadvantages of having a cofounder for a startup?</a> Quora.</li> </ul>	
<p><b>10 (Mar. 21<sup>st</sup>)</b></p>	<p><b>Social Entrepreneurship</b> <i>What does it mean to do good while doing well?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Social Entrepreneurship Defined</li> <li>Soc Ent vs CSR</li> <li>Definition of Business Ethics &amp; Ethics in Entrepreneurship</li> <li>The Impact of Corporate Culture</li> <li>Jack Welch's 6 vs 9 Theory</li> </ul> <p><b>Exercise:</b> Discussion Questions on Bruce Poon Tip Case</p>	<p>Text: p.g. 590-604 pg. 606-612 (Brice Poon Tip case)</p> <p>D2L:</p> <ul style="list-style-type: none"> <li>Martin, R. &amp; Osberg, S. (2007). Social Entrepreneurship: The Case for Definition. <i>Stanford Social Innovation Review</i>, pp. 34-39</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>Starcher, G. (1997). <a href="#">Ethics and Entrepreneurship: An Oxymoron?</a> Paris: European Bahá'í Business Forum.</li> <li>(2000, Nov. 30). <a href="#">The Importance of Being Ethical</a>. Inc.</li> </ul>	<p><b>Videos:</b></p> <p><a href="#">Bruce Poon Tip</a> [49:03] <a href="#">Jeff Skoll: My journey into movies that matter</a> [15:22] <a href="#">Jessica Jackely, Kiva</a> [18:18]</p>
<p><b>11 (Mar. 28<sup>th</sup>)</b></p>	<p><b>Indigenous Entrepreneurship</b> <i>Is Entrepreneurship really a new thing?</i></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Indigenous Entrepreneurship</li> <li>IE vs Soc Ent</li> <li>IE vs traditional ENT</li> <li>7 Sacred Teachings</li> <li>Indigenous Business Model Canvas</li> </ul>	<p>Online:</p> <p>Colbourne, Rick. "Indigenous entrepreneurship and hybrid ventures." Hybrid Ventures. Emerald Publishing Limited, 2017. Chapter 4, pp 93-12 <a href="https://tinyurl.com/yy4wnmkz">https://tinyurl.com/yy4wnmkz</a></p>	<p><b>Videos:</b></p> <p><a href="#">Jeff Ward TED talk on Indigenous Innovation</a> [14:03] <a href="#">Dr Wanda Wuttunee, Aboriginal Business Education Partners, Asper School of Business</a> [13:00]</p>

	<p><b>Exercise:</b> Are all Pitches the Same? Watch <a href="#">Pow Wow Pitch</a> Watch: <b>Dragons Den</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Finawear</a></li> <li>• <a href="#">Cheekbone Beauty</a></li> <li>• <a href="#">7 Virtues</a></li> <li>• <a href="#">Massago</a></li> <li>• <a href="#">Attitube</a></li> </ul>		
<p><b>12 (Apr. 4<sup>th</sup>)</b></p>	<p><b>Managing for Growth Parts 1 &amp; 2: Good to Great &amp; Blue Ocean Strategy</b> <i>How can you Plan for future success? How can you Stand out from the Competition?</i></p> <p><b>Topics:</b></p> <p><b>Part 1 – Good to Great:</b></p> <ul style="list-style-type: none"> <li>• The S Curve Revisited</li> <li>• When is a startup no longer a startup?</li> <li>• The Hedgehog</li> <li>• The Bus Theory</li> <li>• The Stockdale Paradox</li> <li>• Level V Leadership</li> <li>• Leaders vs. Managers</li> </ul> <p><b>Part 2 – Blue Ocean Strategy:</b></p> <ul style="list-style-type: none"> <li>• Blue Ocean Strategy</li> <li>• Value Innovation</li> <li>• Netflix, Cirque du Soleil, Wii</li> <li>• Course Review</li> </ul> <p><b>Exercise (Part 1):</b> Finding Your Personal Hedgehog <b>Exercise (Part 2):</b> BOS &amp; the University</p>	<p>D2L:</p> <ul style="list-style-type: none"> <li>• Han, M. (2005). The Entrepreneurial S-Curve: A Conceptual Model for Entrepreneurial Life Cycle. <i>International Council for Small Business and Entrepreneurship 2005 Annual Conference.</i></li> <li>• Kim, W.C. &amp; Mauborgne, R. (2006). Blue Ocean Strategy. <i>Business Strategies Magazine: Book Review.</i></li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Collins, J. (2001). <a href="#">Good to Great</a>. Fast Company.</li> <li>• Collins, J. (2001). <a href="#">The Hedgehog Concept</a>.</li> <li>• Collins, J. (2001). <a href="#">Level 5 Leadership</a>.</li> <li>• Overall, J &amp; Wise, S. (2015). An S-Curve Model of the Start-Up Life Cycle Through the Lens of Customer Development. The</li> </ul>	<p><b>Videos (Part 1):</b> <a href="#">Good to Great</a> [3:17] <a href="#">Level V Leaders</a> [2:34] <a href="#">The Hedgehog</a> [1:55] <a href="#">The Bus Theory</a> [2:02]</p> <p><b>Videos (Part 2):</b> Renee Mauborgne: <a href="#">Blue Ocean Strategy, Create New Markets and Leave the Competition Behind</a> [6:01] <a href="#">An Introduction to Blue Ocean Strategy</a> [7:45] <a href="#">Cirque du Soleil - Case Study</a> [5:12] <a href="#">Guy Laliberte, the founder of Cirque du Soleil, on 20/20</a> [7:52]</p>

		Journal of Private Equity.	
<b>13</b> <b>(Apr. 11<sup>th</sup>)</b>	<p><b>Wrapping up with Guest Speakers</b></p> <p>TMU Startup Founders join us to tell their story firsthand.</p> <ul style="list-style-type: none"> <li>Ask Me Anything with Dr. Wise</li> </ul>	<p>There are no required readings for this week.</p> <p>Begin studying and preparing for the Final Exam (20%).</p>	

### Assessment Weighting Breakdown

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Percentage of Final Grade	Due Dates
Weekly Exercises	20%	Weekly
Entrepreneur Biography	20%	Week 5
Startup Executive Summary	20%	Week 9
Midterm Exam	20%	Week 7
Final Exam	20%	Exam Period
<b>Total:</b>	<b>100%</b>	

### Additional Information

- Professional communication is expected; poorly written emails or assignments may receive a grade of zero.
- Professional behaviour during class is expected. You should only use notebooks or mobile devices during class to enhance your experience during the class - taking notes or finding information to add to class discussion (unless you require this due to a disability and have a letter from Academic Accommodation Support). You are expected to arrive on time for class and attend all classes.
- We will be recording some portions of some classes. Students will have the option to request to be out of frame. Any students who do not want to be videotaped must make

a formal written request before the end of the 3<sup>rd</sup> class.

- Be sure to keep an extra copy of all assignments that you hand in. You are responsible for obtaining and keeping a copy of the Turnitin receipt you receive for submitting to D2L. This may be necessary to address any discrepancies in submissions.
- Assignments are due on the dates and at the times specified; if you are unable to submit on the due date, arrange for an early submission. Any absence from class does not excuse you from assignment deadlines.

## Critical Information

- All assignments must include citations in proper academic form. For more information, see the TMU's Library for APA style guide references
  - ([Proper Citation and Reference Guides](#)) or contact Writing Support
- Late assignments will be penalized as described. If you are unable to submit on the due date, arrange for an early submission. Any absence from class does not excuse you from assignment deadlines.
- **ASSIGNMENTS MUST** be a product of the student's original work and effort and not previously or concurrently been written or presented as part of any other course taken at TMU or elsewhere. If it is not, then a grade of zero will be given (even retroactively) and it will be construed and recorded as academic misconduct in the student's file.
- It is your responsibility to clarify any ambiguities that you may find in course materials or syllabus. When in doubt, ask.
- Students agree that by taking this course all assignments **may** be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.
- **There are no Rubrics in this course.** Use the instructions given, review samples shared and learn to use your own judgement.
- **Remember grades are both Objective** (how well your assignment meets the requirements outlined) **and Subjective** (how well your assignment stands up beside your classmates' work).

## Evaluation

### Entrepreneur Biography Assignment (20%)

This is an opportunity for students to conduct research on an entrepreneur and write a profile of the success story of the person. This can be achieved by interview or archival research. In

other words, you may choose to collect data on the entrepreneur's path to success by personal interview or by secondary resources from the library, internet, television, magazines, or movies. Part of the challenge of this assignment will be to select a suitable subject for the paper which in turn will depend on the information available for the biography.

This is a **three- to five-page assignment**; format should follow **font size 12**, and **one-inch margin surround rules**. This **assignment should not be longer than 1250 words not including the appendix**. Assignments that go substantially beyond the word limit will not be read or graded. Assignments must be submitted to D2L by the deadline listed. It is your responsibility to ensure the submitted file is readable - check after you receive confirmation of receipt. Files that are not in the correct format and not readable in D2L will receive a mark of zero.

**Students must include:**

- Information on industry, competitors and market trend of the entrepreneur's background and the context of their venture.
- Concepts from class (e.g. Elevator Pitch, the 10x rule, the S curve, competitive advantage, suboptimal opportunity spotting, etc.) need to be included and highlighted.
- Conclude the research report with your key learning from this person and the new venture.
- Did you think strategies implemented by this entrepreneur were effective or not?
- What was it about the entrepreneur or the opportunity that contributed to the success or failure of the venture? State your rationale.

Students will be graded on how well they integrate course content into the biography. **Students must demonstrate an understanding of course concepts and highlight each concept they use in yellow**. If a concept is not highlighted, then the students accept the risk that the concept will not be included in their grade. Students are encouraged to include as many concepts as they can. Students are expected to demonstrate their understanding of a concept by explaining how situations, actions or other elements from the entrepreneur's past provide examples of the concept used.

An excellent paper will draw together traits of the entrepreneur and their activities to highlight trends or themes in the entrepreneur's career. Concepts used improperly or without a clear demonstration of understanding may negatively impact the final grade for this assignment. A minimum of 5 concepts used correctly will be required to obtain a passing grade of C, but including 5 concepts does not guarantee a passing grade of C. Generally, more concepts correctly used result in higher grades; however, do not substitute quantity for quality. Concepts used improperly or without a clear demonstration of understanding may negatively impact the final grade for this assignment.

## Executive Summary Assignment (20%)

Each student will choose a start-up and create an executive summary for such according to generally accepted business standards. This is a four- to five-page assignment; format should follow font sized 12, and one-inch margin surround rules. Assignments that go substantially beyond the length limit will not be read or graded. Assignments must be submitted to D2L by the deadline listed. It is your responsibility to ensure the submitted file is readable - check after you receive confirmation of receipt. Files that are not in the correct format and not readable in D2L will receive a mark of zero.

To be classified as a “startup” and thus be eligible for this assignment, a start-up must meet all of the following criteria:

- Reside in or be a member of a Zone on campus;
- The startup must have less than 20 full-time employees;
- The startup must be less than 5 years old; and
- The startup must have less than \$10,000,000 in revenue for the last 12 months.

Students are responsible to ensure that their startup meets all of the above requirements. Any Executive Summary on a company not meeting these requirements will receive a 0 and not be marked. Part of the challenge of this assignment is identifying a venture at the correct stage to be eligible for this assignment.

Please note that all current startups in Ryerson’s Digital Media Zone (DMZ) meet the criteria for this assignment. As do all ventures in a Zone on campus. Find a startup by exploring here: <https://www.ryerson.ca/zone-learning/zones/>

The Executive Summary will follow the template discussed in class and found on D2L. Students are not required to obtain (nor present) financial data. Students may not acquire or request from the founders, nor any other source, a copy of the chosen start-up’s Executive Summary. The work produced must be the student’s own.

Students may review the same start-up. However, students who do should be cautioned that this is not a group project. Further, if two or more students review the same start-up, those students’ work may be compared and graded accordingly.

Students will be graded on how well they integrate course content into the executive summary. Concepts must be defined and applied in the context of their start-up company. This consists of not only identifying the concept but explaining how the concept is illustrated - concepts should be described in a way that makes it clear what the concept is and how it is applied in the context of their startup company. Students can highlight each concept in **yellow**. If a concept is

not highlighted, then the students accept the risk that such a concept will not be included in their grade. Students are encouraged to include as many concepts as they can. A minimum of 5 concepts used correctly will be required to obtain a passing grade of C, but including 5 concepts does not guarantee a passing grade of C. Generally, more concepts correctly used result in higher grades; however, do not substitute quantity for quality. Concepts used improperly or without a clear demonstration of understanding may negatively impact the final grade for this assignment.

**NOTE: STUDENTS MAY NOT CONTACT THE FOUNDERS DIRECTLY.**

### **Weekly Exercises (20%)**

Most weeks students will be assigned into random groups to complete an in-class weekly group activity. The activity will be announced in class and may include case studies, reflection exercises and/or other activities related to topics presented throughout the class. Groups will be given a set amount of time in class to complete the activity after which they will regroup with the rest of the class to discuss and present their findings.

Students who are not present in class to participate will not receive marks for the weekly in-class group activity. Not every group will be called on to present their findings. However, group members that are not present when they're asked to present will not be awarded marks for that week's exercise. All groups are required to submit their work results via D2L under assignments before the end of class. Grades will be counted towards the student's final grade beginning week 3.

**ONE** member of each group will need to submit their work on D2L. For each submission, **please have all the group members full names and student numbers at the top of the first page.**

**Please note that it is the student's responsibility to ensure they are part of a group to receive credit for the exercise.**

### **Midterm Exam (20%)**

Students will be required to apply as many concepts from the course as possible during this 2-hour exam. The midterm will consist of short-answer questions that primarily focus on business lexicon, terms, definitions and key facts from the lectures and readings since Week 1. **The midterm will be closed book.**

## Final Exam (20%)

The 3-hour final exam will test the ability of the student to synthesize all course material since Week 1. There will be a comprehensive short answer portion based equally on all material in the course. **The final exam will be closed book.**

## Bonus (5%)

An additional 5% will be awarded to students who register and complete Ryerson Startup Certified program. For more information on <https://www.ryerson.ca/tedrogersschool/students/engagement/startup-certified/>

### **ASSIGNMENT SUBMISSIONS & LATE PENALTIES:**

All assignments must be submitted to turnitin.com, using the Assignment Drop Box on D2L. The assignment due dates are identified in the course outline. **The assignments must be submitted to turnitin.com no later than 11:30 PM the night before the assignment is due.** For example, if an assignment is due in class 5, then it must be submitted to Turnitin no later than 11:30 PM the night before class 5. A grace period of 10 minutes is given. A submission at 11:39 is late but within the grace period, so no penalty. After the grace period, a late submission will be penalized 10% per day (e.g., “77” becomes “67” in the first 24 hours after the deadline, then becomes “57+” in the next 24 hours, etc.

For this course, “late” is defined as one minute after the deadline) and “day” refers to a consecutive 24-hour period.

**NOTE: Failure to hand in an assignment will result in a mark of zero.**

## University Policies

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Students are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

### Academic Integrity

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit



will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors' approval, is also considered plagiarism.

- Students are strongly encouraged to visit the Academic Integrity Website at [www.ryerson.ca/academicintegrity](http://www.ryerson.ca/academicintegrity) for more detail and to refer to Policy #60: Student Code of Academic Conduct at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/).

## Department Policies

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### Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as group chats. ***Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.***
- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the Library for [APA style guide references](#)). ***Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it!***

### Professionalism

Your participation in the all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

## Turnitin

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

## Academic Consideration

- All assignments must be submitted to turnitin.com using the Assignment Drop Box on D2L. The assignment Due Dates are identified in the course outline and in D2L. A late submission (we allow a ten-minute grace period) will be penalized 10 percentage points per day (e.g., 77% becomes a 67% in the first 24 hours, then becomes 57% in the next 24 hours... till the mark becomes a 0%). There will be no penalty for work missed for a JUSTIFIABLE REASON approved by the instructor.
- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.
- Except in cases of accommodations for disabilities, where documentation is handled directly by Academic Accommodation Support, students must fill out an Academic Consideration form and **submit it to their own program office:**

[http://www.ryerson.ca/content/dam/senate/forms/academic\\_consideration\\_document\\_submission.pdf](http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf)

## Examinations

All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).

- For more detailed information on examination policies, refer to Policy 135: Examination Policy at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/)

## Important Resources Available at Toronto Metropolitan University

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- **The Library** provides research [workshops](#) and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or students can use the Library's virtual research help service at <https://library.ryerson.ca/ask/> to speak with a librarian.
- **Student Life and Learning Support** offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an **Academic Consideration Request** when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2022 related to academic consideration. This statement will be built into the Online Academic Consideration System and will also be on the [Senate website](#) ([www.ryerson.ca/senate](http://www.ryerson.ca/senate)) in time for the Fall term:

*Policy 167: Academic Consideration for Fall 2022 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are required to*

*provide a health certificate. All absences must follow Senate [Policy 167: Academic Consideration](#).*

Also NOTE: Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. If the absence is more than 3 days in duration and/or is for a final exam/final assessment, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [TMU COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- [TMU COVID-19 Vaccination Policy](#)
- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor, using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

## Academic Accommodation Support

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Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

## Wellbeing Support

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At Toronto Metropolitan University (TMU), we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email [csdc@ryerson.ca](mailto:csdc@ryerson.ca)
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email [osvse@ryerson.ca](mailto:osvse@ryerson.ca)
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing website](#).

## Academic Grading Policy

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Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/).

Definition	Letter Grade	Grade Point	Percentage Range (%)
<b>Excellent</b>	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
<b>Good</b>	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
<b>Satisfactory</b>	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
<b>Marginal</b>	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
<b>Unsatisfactory</b>	F	0.00	0-49