Toronto Metropolitan University

TED ROGERS SCHOOL
Entrepreneurship & Strategy

ENT526

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.

entrepreneurship

ENT526: Entrepreneurial Behaviour and Strategy

Fall 2024
Wednesday 8 am - 11 am

Instructor Information

- **Instructor Name:**   Dr. Sean Wise
- **Office Hours:** by zoom, by appointment
- **Phone:** please use email
- **Email Address:** Sean.Wise@torontomu.ca

Email Policy

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

Emails will generally be answered within 24 hours. There is no need to apologize for sending messages late at night, you can send them any time. Email is a professional way to ask questions that can be answered when the receiver has the time and focus to answer well.

Course Description

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.

Course Details

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 class, during the times listed above. Course content is delivered synchronously and all students are expected to attend and participate throughout all classes. The exact format each week may differ slightly but will consist of review of course content (which may include presentations from the instructor, with additional material to elaborate on the concepts) and group activities and exercises to enhance comprehension and application of the concepts. The exercises presented assume students have read the listed readings prior to the scheduled class-time.

The course is designed to make the weekly three hour class an efficient learning experience. Students who are prepared (done the preparatory reading) and actively engaged in the discussion and exercises will benefit.

If absent, students are still accountable for all material, changes and announcements covered in class. 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 be made available on D2L, but students are still encouraged to take notes.

Class Format:

- Each week begins with a review of the previous week's content and discussion of previous week's exercises.
- The current week's material will be discussed, each with a discussion or associated exercise.
- Students will submit their work on selected exercises (as indicated during the class) each week for the participation assessment.
- There will be a break (about 10 minutes) halfway through the class for refreshment.

Variations within a Course

Note that this outline **only** applies to this section, Fall of 2024 term. Other sections may have slightly different course outlines.

Course Materials

Required:

Bygrave, W.D., Zacharakis, A. & Wise, S. (2015). Entrepreneurship (Cdn. edition). John Wiley & Sons. Available online.

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.

Supplemental sources - for interest and in-depth reading:

- eCORNER: Stanford University Entrepreneurship Corner (http://ecorner.stanford.edu/)
- The Naked Entrepreneur Show (http://www.nakedentrepreneur.tv/)
- 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 (CAD magazine)
- www.fastcompany.com (U.S. magazine)
- www.forbes.com (U.S. magazine)
- www.fortune.com (U.S. magazine)
- www.inc.com (U.S. magazine)
- www.strategis.ic.gc.ca Industry Canada
- www.cfib.ca Canadian Federation of Independent Business (lobby group)
- www.cvca.ca Canada's Venture Capital & Private Equity Association
- www.wec.ca Women Entrepreneurs of Canada
- www.techcrunch.com Blog covering Startups
- http://mystartuplab.com/
- www.futurpreneur.ca Futurpreneur Canada

Note: The University has issued a minimum technology requirement for remote learning https://www.torontomu.ca/centre-for-excellence-in-learning-and-teaching/learning-guide/. Students should review the requirements and ensure they have sufficient resources to attend the virtual class. Students may consider in-person courses if they do not have have access to the required technology.

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.

Academic Integrity

To support the integrity of the education provided at TMU, the principles of Academic Integrity, as embodied in TMU's Policy 60, are strongly supported and enforced. There will be little tolerance for breaches of academic integrity. It should be specifically noted that the use of generative AI, such as ChatGPT or other similar tools, should be only

used for research purposes and appropriately cited when this has been done. However, these would not be considered primary sources of information, so the source of the generative AI information should also be included. Students are responsible for the accuracy of all information obtained and should be aware that errors, which are common in the output of these tools, are the student's responsibility.

The use of such tools as ChatGPT (generative AI) to write assignments is considered academic dishonesty, as the student is submitting work that is not their own. If it appears that this is the case, it will be pursued as a suspicion of academic misconduct, which can result in a grade of zero on the assignment, or more severe penalties if warranted.

Turnitin or another originality detection software (if used in this course)

Turnitin is a plagiarism prevention and detection service to which TMU 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. Instructors can opt to have student's papers included in the Turnitin database or not. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin 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. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- the first few pages of each cited source used in your paper

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.

Topics and Course Schedule

For each week's class, there are materials you should read or view prior to class-time. Most weeks this includes both sections of the textbook [ENTREPRENEURSHIP (Can edition) Bygrave, Zacharakis & Wise John Wiley & Sons, 2015] and articles posted in D2L. During the class time, there will be additional content available which may include slides, videos, articles and live discussion. The preparatory reading and in-class content for each week are found in the content section of D2L. The following is subject to change at the discretion of the instructor.

Week	Topic	Readings
Week 1	Introduction to Course *Who is an Entrepreneur and Why is that Important?* This class will provide an overview of entrepreneurial characteristics, small and startup businesses, and profile some prominent entrepreneurs.	● Course text: Chapter 1 and Chapter 2 to pg. 59 ● articles posted in D2L ● Course outline
Week 2	Finding and Evaluating Opportunities *How to find and recognize good business ideas.* There is one simple thing required to conceive a good business opportunity: fulfilling a need. But needs are hard to identify, so a number of models and resources for identifying and understanding needs will be presented.	● Course text: Chapter 2
Week 3	Key Strategies in 21st Century Entrepreneurship *How do you actually start building a business?* *Using a historical perspective to understand the benefits of new methods, this class will consider modern approaches to accelerating the process of turning the business concept into a business. There is a focus on identifying potential*	● Chapter 3 ● (Chapter 5 recommended as supplemental reading)

	customers, and working with them to identify product concepts.	● week 3 resources in D2L
Week 4	Understanding the Business Model *How to put the pieces together for the business opportunity* Once an opportunity has been recognized, a number of other factors need to be identified to turn it into a business concept. This class will examine the latest models for generating a full business concept from an identified opportunity.	● Chapter 4 ● week 4 resources in D2L
Week 5	Pitches, Executive Summaries, Business Plans & Investor Decks *Convincing an audience of the greatness of your business idea.* There are many times in an entrepreneur's life when they have the opportunity to present their business to potential stakeholders - investors, prospective customers, partners or employees. In this class, we'll cover a few more aspects important to add to the business model for a business plan, then the various forms and formats communications take, with an emphasis on the message, because that is always the central point.	● Chapter 8 ● Chapter 7 pgs. 238-240 ● week 5 resources in D2L
Week 6	**Midterm exam - to be held <u>in person at TMU</u> starting at 8:10 am.**	
	Study week - Oct. 14 - 18	
	Funding your Venture: Sources of Capital, Valuation	

Week 7	*Where and how to get money to start the business?* It isn't all about the money, but almost every business will need capital to start its operations. In this class, we'll examine a broad spectrum of sources that support the growth of a startup, and the specific requirements that a business must meet to obtain funds from each different source.	- Chapter 10 especially pg. 390-408, - Chapter 11 esp.432-441 - week 7 resources in D2L
Week 8	<u>Funding: Sophisticated Investors & Founders and Founding Team</u> *Who are the right people to start the business?* In the early stages of a business, founders may add co-founders, employees, and advisors to the team. Angel and VC investors may fulfill some of these roles. In this crucial phase of company development, best practices as well as personal goals can be considered.	- Chapter 12, pg. 494-497 - review Chapter 11 pg. 442-459, - Chapter 7 especially pg. 240-259 - week 8 resources in D2L
Week 9	<u>Social Entrepreneurship & Ethics</u> *What does it mean to do good while doing well?* Creating a socially responsible business is the goal of many entrepreneurs. Two main topics that relate to creating and running a socially responsible business will be discussed in this class: what are socially responsible business practices that all businesses can implement and what is a social enterprise? In addition, we will consider the unique ethical challenges faced by entrepreneurs.	- Chapter 15 - week 9 resources in D2L
Week 10	<u>Indigenous Entrepreneurship</u>	

	From an Indigenous Perspective: A deeper understanding of Entrepreneurship Indigenous entrepreneurs have innovated to meet unmet needs for millennia. By studying current entrepreneurial ventures of Indigenous entrepreneurs, and appreciating the role of culture in their ventures, much can be learned about entrepreneurship.	● week 10 resources in D2L
Week 11	Managing for Growth *Standing out from the Competition.* If you are just starting a business, it may not seem like the time to be planning for how to make the business a success in 5 to 10 years. Business is an ongoing competitive endeavour, even though good business concepts strive to serve needs in a better way than currently available, and therefore by definition, non-competitive. In this class, models for long term success, as well as the Blue Ocean model, a premier approach to business innovation, are studied.	● week 11 resources in D2L
Week 12	Course review	

The final exam will be conducted during the University's final exam period - between December 4 to 15 inclusive. The final exam must be completed in person. Check the final exam schedule one month prior to final exams for details.

Evaluation

Assessment Weighting Breakdown

Method	Weight	Contributor	Due Dates
Weekly exercises	20%	Group	weekly
Midterm exam	30%	Individual	Week 6
Final Exam	50%	Individual	Exam Period
TOTAL	**100%**		

Prior to the last date to drop courses, students will have received their midterm test grades.

Weekly class exercises (20%)

Attendance for classes, the entire indicated class time, is required to maximize learning. Being present and attentive during class is the easiest way to learn. <u>Students are expected to arrive for class with the readings for the day completed.</u> You should be ready to discuss the material, including asking any questions you have about the material.

Students will be assigned to different small groups each week and within these groups discuss concepts presented throughout the class and their application to an in class group exercise, worth 2 marks each. Students are expected to complete the exercises with their group and create one document as a collaborative effort that is submitted to D2L with the names of each student who contributed. It is the student's responsibility to ensure they are part of a group (i.e. let the instructor know if you have any difficulties joining a group). Students must attend class to be allocated to a group. The exercises for weekly submission are announced in class and will generally be submitted to D2L at the end of class. If you miss class, you miss the opportunity to learn, you miss the opportunity to participate, you miss the opportunity to contribute, and therefore you miss the 2% for that week.

Midterm Exam (30%) - written in person at TMU

Students will be required to apply as many concepts from the course as possible during this 2-hour exam. The midterm will consist of multiple choice questions that demonstrate comprehension of all topics from the lectures and readings in Weeks 1 to 5 inclusive. **The midterm will be closed book.**

Final Exam (50%) - written in person at TMU

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 3 hours and closed book.**

Additional Comments

- Professional communication is expected; poorly written emails or assignments may not be read effectively.
- Professional behaviour during class is expected. You are expected to arrive on time for class and attend all classes.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to verify that assignments and tests have been submitted in the correct format in D2L. PDF and Word formats are acceptable. Links to other document repositories, such as Google docs, are not.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.
- The instructor reserves the right to alter weekly content at their discretion.
- In rare circumstances, the instructor will hold the class via zoom.

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on the Senate website.

Department Policies

Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their TMU email ID and then join the Zoom meetings by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not

going to keep your video on (these features are accessible from within the Zoom settings).

- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- 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 or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

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 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.

Important Resources Available at Toronto Metropolitan University

- 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 radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

  For extenuating circumstances, Policy 167: Academic Consideration allows for a once per semester 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. Absences more than 3 days in duration and those that involve a final exam/final assessment always require documentation. Students must notify their instructor once a request for academic consideration is submitted. See Senate Policy 167: Academic Consideration.

- ***You cannot be the victim of circumstances you create***. Students should not seek academic consideration for things that are within their power to foresee and mitigate.

- 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.

- Information on Academic Integrity for Faculty and students.

Accessibility

- Every effort will be made to make course materials accessible to all students. If you have questions or comments about accessibility, please email the instructor or attend Zoom office hours to discuss this with your instructor.

Academic Accommodation Support

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
- Learn about Policy 159: Academic Accommodation of Students with Disabilities

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

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@torontomu.ca

- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email osvse@torontomu.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.

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