Instructor accessibility: Please feel free to discuss any issues related to your success in the course such as assignments, studying, exams, grading, scheduling.

1.0 CALENDAR DESCRIPTION - SMALL BUSINESS & OPPORTUNITY MANAGEMENT

This course explores small business as a career alternative and addresses the nature of entrepreneurship and the elements of start-up and management of a small business: opportunity identification, business model development, integration of marketing and operating strategies, feasibility analysis, venture finance, and other small business management issues, such as legal issues, forms, intellectual property and exit strategies.

Prerequisite: Completion of a minimum of 60 credit hours of university studies. *** *Note: Students may only receive credit for one of ADMN 302, BUS 302, and ENGG 436.*

2.0 COURSE OVERVIEW AND OBJECTIVES

This course introduces the concepts and practices of entrepreneurship within the context of small business and provides useful tools for the evaluation of market opportunities through the development of an operational business model. Although entrepreneurship is a career choice, the concepts, skills and tools provided through this course will also be useful in many organizations, both public and private. Students will learn, practice, demonstrate and be evaluated on specific entrepreneurial and small business management concepts, skills and competencies. The course is divided into three key areas:

1) alertness to, discovering and creating new opportunities,
2) evaluation of entrepreneurial opportunities to determine their market feasibility, and
3) elements of small business management to consider before startup.
As this class features experiential learning, and team building techniques, students should be prepared to interact with their environment (both local and global), identify a potential opportunity, collect data on the opportunity (that may include collecting quantitative and qualitative market data using different techniques) and develop a business model. This business model will then be evaluated using specific tools delivered through this course and will culminate in the presentation of a feasibility analysis report. Case study methodology will be a prominent feature of this course, and students will be responsible for analyzing, problem solving and evaluating cases individually, competitively and in a team environment.

A full business plan will not be developed as this is now part of BUS 402 – New Venture Creation. However, students will conduct a feasibility analysis of an opportunity through the development of a business model.

3.0 LEARNING OBJECTIVES

Through lectures, case studies, group discussion, class exercises / projects, audio visual materials, extensive reading and interaction with local and global business markets, the student learner will be able to:

1. Understand concepts related to entrepreneurship and the entrepreneurial process,
2. Assess the current environment for small business (through environmental scanning, the presentation of observed business opportunities and discussion),
3. Develop an alertness to economic opportunities by applying specific tools and techniques to help distinguish them from “good ideas” that are well aligned with YOU or the ENTREPRENEURIAL TEAM,
4. Define legal forms of business, knowledge concepts pertaining to intellectual property and articulate a value proposition,
5. Apply tools, frameworks and specific methodologies to define the industry and market so as to expertly assess target market potential and the competitive environment
6. Develop ideas into opportunities by understanding the concept of the business model and how different concepts work together to create value for specific customers within a market
7. Evaluate a business concept/opportunity that includes determining the impact and feasibility of the venture,
8. Conduct financial analysis (using pro forma income statements, balance sheets, cash flow analysis and other tools such as break even analysis) to determine financial feasibility of a venture
9. Assess the merits of a start-up versus the purchase of an existing business or franchise,
10. Understand small business growth strategies, financing, management skills, and exit/succession strategy.

4.0 RESOURCE MATERIALS, READINGS & CASES

Required Textbook:
No textbook is required. This course is based upon critical readings, instructor developed content and concepts/frameworks/tools that are available in the public domain or will be disseminated in class.
Required Readings:
Readings and cases are available on UR Courses under the appropriate topic/themes. The reading is extensive for every class. Some cases will also be provided to you via handout in class. Some cases will have copyright fees. Copyright fees for readings and cases will be the responsibility of the student. There is no textbook. These fees pale in comparison to what you would pay for a textbook. As the most readings and cases are made available to you electronically, feel free to bring your electronic device (i-pad, laptop, etc. to class). Plan early or you will be unprepared for class. Be expected to present any and all source materials as directed.

Other Resources:
Many resources are available on the Internet, in libraries / resource centres, and through governments and businesses. The instructor will guide you to these as need.

5.0 GRADING EVALUATION AND DELIVERABLES

Experiential Learning Tasks:
Wordfuze presentation (Due Last day of class) 5%
Coffee Shop Tasks – refer to outline (2) (mentor task) 0%

Hand in Assignments – refer to outline (2) 20%
In Class Case Competitions – refer to outline (2) 10%
Financials Quiz 5%

Feasibility Study
Proposal Memo: Due May 28 5%
Research Plan: Due June 4 (mentor task) 0%
Full Feasibility Study: Due June 21st 25%

Final examination June 26, 2019 30%
100%

Notes:
Please remember to send me an email in advance if you will not be in class with your reason. If you miss more than 4 classes without prior written notification or inadequate reasons, you may not be permitted to write the final exam.
For evaluation purposes, you are responsible for all material relating to the assigned topics, including any additional material introduced in class. Therefore, you are responsible to bring up any questions about the material covered.

6.0 DOCUMENTS PRODUCED

Assignments are to be submitted in a signed hard copy on or before their due date by the start of class time with an electronic version sent to the instructor via email. Late assignments are not accepted and will be assigned a mark of 0% (please discuss any personal or health related circumstances with the instructor.

While each assigned task may have specific requirements, all written submissions will be typewritten - single-spaced, with 12 pt Times New Roman font. Margins should be 1” (2.5 cm). Also, note that readability is improved using only left justification of text; don’t fully justify your text. Page numbers should be used where appropriate. Your name, date and title of the report should appear on all documents. The title of the report and your name should appear as a header on each page. Please note that marks will be deducted for poor writing style, poor grammar, and spelling errors. Writing assistance is available from the Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in-person tutoring on writing skills.

Citations - All assignments must have sources properly referenced. If you use others’ work and/or concepts, you must cite your information properly. For this class, we will use the APA style of citations. The APA style is used to keep text readable and free of disruptions, and also eliminates footnotes. The concept uses brief parentheses, such as (Author last name, page if quoting) within a sentence to refer to an alphabetical biography. If there is more than one bibliography listing from the same author(s), you would also use a year (e.g., 2008) reference. Many academic web-sites provide more specifics on the APA citation style, but some examples are:

1) **Book – Single Author:** Author (last name, first name). Book Title. Publisher City: Publisher name, Year.
2) **Book – Multiple Authors:** Lead Author (last name, first name), and Next Author (Full Name – first name, last name). Book Title. Publisher City: Publisher, Year.
3) **Journal:** Author (Last name, first name). “Title of Article.” Title of Journal Volume number (Year): Page number(s)
4) **Web-site:** Author (Last name, first name). "Title of Web Page." Title of the Site. Editor. Date and/or Version Number. Name of Sponsoring Institution. Date of Site Access. List of <URL>.
5) **Newspaper:** Author (Last name, first name). "Title of Article." Name of Newspaper. Date, edition: Page(s)
6) **Magazine – no author listed.** “Title”. Magazine. Date (day abbrev. Month year): Page(s)
7) **Magazine - Author.** "Article Title". Magazine Title. Date (day abbrev. Month year): Page(s).
8) **Chapter of Book (Different Author)** – Author (Last name, first name). “Chapter Title”. Book Title. Editor name(s). Publisher City: Publisher, Year. Page number(s)
9) **Interview** – Person interviewed (Last name, first name). Type of interview (personal, telephone, etc.). Date (day, month, year).

Refer to the University of Regina Library website for additional information on APA Style.
7.0 COURSE DELIVERABLES

Experiential Learning Tasks
Three experiential learning tasks will be assigned that push students out of the classroom to participate in real world markets. They will require at minimum an hour or so of your time for each. Successful completion of these tasks is required to receive participation marks.

- Task one (WORDFUZE GAME) is to work in groups of three to develop a compound word that has value and has the property of “sticky-ness”. Once individual words are presented and ranked by the class, each group will choose one of the words created by individuals within the group and attempt to market that word. Ultimately, students are encouraged to use innovative thinking in this task to present “evidence” that their word has “stuck”. The presentation is in informal and will be done in front of the class using any means at your disposal to convince the instructor and your colleagues that your word has had the greatest impact within a defined market. The exercise stresses the importance of testing your value proposition thoroughly and the types and significance of evidence when considering the strength of a value proposition. (5 marks)

- Task two is to sit in a coffee shop of your choosing for at least one hour and through basic observation and inquiry, figure out what the cost and revenue structure for that business might be. Your deliverable will be an income statement for one month of operations, extrapolated out of your observations and inquiry. The task will help to demonstrate the pros and cons of observational techniques.

- Task three is to use the coffee shop you observed in task two and develop a business model around it. Ultimately, you will use the lecture materials presented in class (business model canvas), and then suggest three competitive advantages/innovations that may improve the business model.

Hand in Assignments

Two individual assignments will be based on materials presented in class. You will not know the exact nature of the assignment beforehand, so participating in class discussions, lectures and case study analysis will be critical to your success. Each assignment will be given in class on specified dates and you will have 75 minutes to complete the assignment and hand them in. These assignments will be open book and you can bring a laptop computer to class. The assignment will be emailed to the course instructor and must be time stamped. Emails sent after class will not be accepted. Each assignment is worth 10 marks for a total of 20 marks toward your final grade.
In Class Case Competitions

Two in class case competitions will be given each worth 5 marks toward your final grade. These cases will be team based and marked through completion of presentations and hand in materials.

Proposal for Your Feasibility Plan MEMO – DUE May 28th, 2019

YOU ARE ENCOURAGED TO GET INTO TEAMS OF 2-3. YOU WILL NEED SPECIAL PERMISSION TO WORK ON THE PROJECT BY YOURSELF (you must contact Instructor by email or in person to explain why you must work alone).

You will submit a maximum of a two (2) page memo (and one page appendix – see below) to the Instructor outlining your proposed topic for the Feasibility Study. This will include an outline of the business concept, the value proposition, early market assessment, and an interview with between 1 and 3 entrepreneurs (where you will discuss your opportunity with them to gain some insight from an experienced third party). If you are in a team, please list team members and provide details on which person will do what tasks. You must provide a list of the team members (no more than three) to the instructor by May 20th. The Memo format is:

MEMO
To: Dr. Peter W. Moroz
From: [You]
Re: [Subject]
Date: [Date submitted]

Body of memo (structure this as you see fit but aim for clarity, conciseness and ease of articulation of the business concept).

Appendix (any and all references to data, citations of reports or authored works or personal data used, including the names of entrepreneurs, advisors or business persons contacted and the list of questions you asked them).

There is no signature block (e.g., no “Sincerely”, no name, and no signature).

You must e-mail this memo to the Instructor for feedback before the due date and include the last names of the team members and MEMO in the subject title of the email. Please provide in point form some the feedback provided by the individual entrepreneur(s) in an appendix to the proposal, the industry or business the entrepreneur is currently in and any past experience that may be relevant to the individual’s prior knowledge base (no more than 1 page). If you are speaking with anyone outside of the university (non-faculty), you must provide a signed release form with the signature of the person you have contacted (available on our website).

You will be marked based on the following template:

1. Articulation of the value proposition (why this is a good business opportunity and not just an idea for a business… in other words, what of value can you offer that someone will provide money for and why?) 4 marks

2. Comments and feedback from an entrepreneur, business person or qualified business advisor on (1), above and how you plan to utilize this feedback. 1 mark.
Research Proposal for your feasibility analysis or METHODS - Due June 4th, 2019

A feasibility study has many of the same elements of a business plan with a greater emphasis on critical analysis of the opportunity over that of selling your idea with an eye to obtaining financing. In other words, you are expected to collect sufficient and relevant data that will allow you to expertly analyze the strength of the opportunity, be able to point out flaws, and lastly, to make suggestions as to what changes could be made to strengthen it. It thus requires that you go talk to POTENTIAL CUSTOMERS, SUPPLIERS, COMPETITORS or OTHER MARKET ACTORS depending on your opportunity. This will help you assess the viability of the business so as to determine whether it should be pursued or not.

As this course requires the student to interact with the local and global market/environment, the research proposal will be a means of testing the feasibility of your business model. The research will consist of either a qualitative or quantitative study of your market opportunity. Entrepreneurs must quickly and inexpensively attempt to understand their target market and learn to ask a series of questions that will be helpful in determining the feasibility of a proposed business opportunity. Academic rigor is expected in these studies, but as entrepreneurs often use back of the napkin methodologies to help them assess markets, the level of the rigor expected will not be prohibitive.

You may choose to do one (or more) of the following:

- A survey (min 100 responses); this can be done using survey monkey (or using handouts) with sample populations drawn from facebook, person to person, work groups, or friends, depending upon the opportunity and target market.
- Semi structured interviews with key informants (minimum ten)
- A focus group: in person or online (minimum ten).
- Other (as discussed with the course instructor)

REMEMBER: YOU NEED ONLY PRODUCE THE METHODOLOGY AND QUESTIONS YOU ARE ASKING, NOT THE RESULTS. ONCE YOU HAVE RECEIVED FEEDBACK AND OK FROM ME, THEN YOU CAN CONTINUE TO DO YOUR STUDY!

The course instructor (who is also an entrepreneur) will act as the primary mentor for you in this task. The instructor will provide detailed feedback on your research strategies to provide you with a mentored learning approach to conducting inexpensive and valid data collection techniques.

The data collected and its analysis will be placed in an appendix in the main feasibility report. You will be expected to refer to the data you have collected and analyzed to help you evaluate the feasibility of your business model.

FEASIBILITY REPORT

The actual feasibility report document is the culmination of your planning, research, and business model development. It serves as a document that critically analyses whether or not you should proceed with the opportunity identified. Your feasibility study should use the following format:
a. Title Page: Business name; full contact information
b. Executive Summary: 1-2 pages in length; generally one paragraph for each of sections
c. Table of Contents:
d. Proposed Company Description: Name of company & entrepreneur(s); ownership & legal structure; summary of proposed
e. Value Proposition: what is the VP – customer segment – market fit elements that solve a pain or gain. What is your product service, who is your customer and an explanation of the “stickiness” of the opportunity and its potential scalability (provide VP canvas and narrative of the document).
f. Internal feasibility: based upon the information provided above, do you have all the pieces in place to realistically deliver? Use the BMC to devise your competitive advantage(s), challenges and the tests that the BMC dashboard reveals and how you may run these tests using lean canvas methods.
g. External feasibility: Porter’s five forces evaluation of the market, competition, barriers, and supplier and buyer power. Place the BMC within an external market matrix and derive any further tests that you believe should be run, and how you might do it. Furthermore, identify potential strengths your BMC may offer in this environment, and any constraints that the environment may have on your opportunity.
h. Financial Feasibility: Provide the following: 1) revenue projections based on best, worst and average case scenarios 2) A pro forma income statement of the first year of operation, 3) a balance sheet of the first year of operation (focusing on investment needs, assets and long term financing if necessary) 4) a break even analysis (if possible).
i. Overall Assessment: (CRITICAL ANALYSIS) of e, f, g, and h. This section will reflect a narrative of the gaps that are outstanding, potential uncertainty, and defined risks based on your VP and BMC research.
j. Conclusion: GO, NO GO, or PARTIAL GO! Based on the data you have and the tests you have done, what is your conclusion? What are the potential changes to the BMC that you have identified as requiring change, strengthening and/or elimination?

There are essentially two distinct parts of the report. First, you have to develop your business idea sufficiently so that it can be evaluated. Second, you need to expertly and critically evaluate what you have developed. You will not be marked on how “good” or “successful” your opportunity may be, but on how you have developed it and more importantly, how you have evaluated it (coming up with an evaluation that states the opportunity is not feasible and why, or what changes might be needed in order to make the opportunity feasible). You will be assessed on realistic business opportunities so please don’t attempt to develop a poor opportunity, somehow believing that will help your feasibility study easier. It won’t! Thus, pick a business you might realistically consider launching and then, follow a realistic process to see if you should pursue the opportunity.

Remember to start early and allow sufficient time to collect your information and synthesize your ideas. The additional readings on UR Courses will be especially useful in
completing the feasibility study. You will be assessed on the realistic business opportunity so don’t develop a poor opportunity, somehow believing that will help your feasibility study easier. It won’t! Therefore pick a business you might realistic consider launching and then, follow a realistic process to see if you should pursue the opportunity.

ALTHOUGH THIS ASSIGNMENT IS A HIGHLY APPLIED TASK, IT IS FIRST AND FOREMOST, AN ACADEMIC ONE. YOU WILL BE EXPECTED TO SOURCE EVERY DECISION YOU MAKE BY REFERENCING (AND OR EXPLAINING) IT. YOU MUST ARTICULATE TO THE INSTRUCTOR WHY YOU USED WHATSOEVER DATA YOU SOURCE TO ANALYZE YOUR PROJECT.

Final Exam

The final exam will be case based and you will be evaluated on the skills and competencies learned throughout the course with respect to evaluating an entrepreneurial opportunity through the development and analysis of a small business model.

BEING SUCCESSFUL IN THIS COURSE

As this course has no textbook, relies heavily on readings and case studies, is experiential in nature and uses learning tools that emphasize class discussion and group analysis, showing up to class is critical to being successful in this course. Additional readings and course notes will be available on UR Courses in advance of each week, but students will be also directed to source out and bring specific materials to class as instructed. Students are expected to draw upon other resources from outside of the classroom that involves doing quantitative and qualitative research. Effective numeracy, strong communication skills (both oral and written), and critical thinking capacity are needed. This is a highly integrative class and students will use extensive course content from prerequisite classes. Sufficient time is needed to prepare for class and for participation in class, and also for project work, and exercises. Please plan accordingly.

We use exercises, case studies and practical examples/projects to provide a close to real-life experience. Small group and full class discussion will further enhance your learning and approach.

Be prepared for these discussions.

**Participation is a course expectation – Not just something to be rewarded using a marking system!**

Learning in this class is not just one-way from the instructor. You and your colleagues are critical to the collective learning and experiences. Your colleagues’ experiences and understandings will assist your learning, and you are expected to reciprocate by also being prepared and participating. A contribution consists of making critical observations, asking key questions, citing relevant examples, offering an alternate viewpoint (even if you don’t share that view), and contributing to your class.

You are expected to attend each class and to arrive to class prior to the start time. In class projects are part of the classroom experience. If you cannot attend or expect to be late, please advise me in advance. You cannot participate if you are not in attendance.
ACADEMIC MISCONDUCT AND PLAGIARISM:

You are encouraged to interact with and learn from other students in this class. However, you are expected to behave with integrity. This includes adhering to the Academic Integrity Policy of the Faculty of Business Administration and the 2016 UR Academic Calendar. Plagiarism is a serious issue and students found to have plagiarized others’ work could receive a mark of zero and could face other consequences. Do not copy from other students work, assignments, projects, or exams. Students found to have plagiarized others’ work could receive a mark of zero and could face other consequences consistent with Faculty and University Policy. Please ask the instructor in advance if you have any questions about plagiarism or other forms of misconduct. Being required to withdraw from University for academic misconduct may result in difficulty obtaining professional certifications such as CHRP, CMC, CA, CMA, and CFA.

STUDENT ACCESSIBILITY

If you require accommodation please ensure the proper documents are provided by the Student Accessibility Office and discuss your needs with the professor as early as possible. Separate exam space or use of adapted equipment requires special arrangements.

RESPECTFUL LEARNING, WORKING AND LIVING POLICY

The University of Regina promotes a learning, working and living environment which is respectful and free of harassment and discrimination. If you have concerns about any conduct occurring in Bus 302, please discuss this with the instructor. According to the UR’s website Understanding and Recognizing Harassment and Discrimination at http://www.uregina.ca/hr/hdpo/understanding-and-recognizing, the following are not considered to be harassment and discrimination:

- The correction, grading, assessment or appropriate criticism of any student's academic efforts, even if they are adverse or if the student does not agree.
- Insistence on academic excellence or a reasonable quality of job performance.
- The free academic study, discussion and debate of controversial topics in an academic environment, including topics that may be offensive to groups or individuals.
- Practices required or permitted by law or contract; practices and procedures that are reasonable and bona fide in the circumstances.
- The statement of any opinion by a person who has been legitimately asked to state their opinion.
- Lively discussion of issues in the course of legitimate academic inquiry and scholarly research
- Light-hearted banter, joking, flirting that is welcomed by the recipient(s)

Please refer to the UR website for more information. For other assistance please contact Ian MacAusland-Berg at the Harassment and Discrimination Prevention Office 585-5400; Riddel Center 251.14.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPICS AND READING ASSIGNMENTS*</th>
<th>ASSIGNED TASK(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td><strong>Introduction and Course Overview</strong></td>
<td>Review course outline to ensure understanding</td>
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<td>Course Expectations</td>
<td>Reading: Singh, Hills and Lumpkin</td>
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<td></td>
<td><strong>What is Entrepreneurship and what is the entrepreneurial process?</strong></td>
<td>Read IVEY Case 1: The Entrepreneurs at Twitter:</td>
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<td></td>
<td>Discussion of concepts, theory and local environment for entrepreneurship.</td>
<td>Building a Brand, A Social Tool, or A Tech Powerhouse?</td>
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<td><strong>Overview of Small Business in Canada &amp; Saskatchewan</strong></td>
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<td>Legal Forms, Contracts, and Risk Management</td>
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<td>Exercise(s) – Which structure to use?</td>
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<td><strong>Business Ideas, Alertness, Opportunities and the Value Proposition</strong></td>
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<td>(the substance of opportunities and defining the value proposition as</td>
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<td>first plank of the business model canvas)</td>
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<td><em>Exercise</em>: understanding the difference between business idea’s and</td>
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<td>entrepreneurial opportunities.</td>
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<td>May 9</td>
<td><strong>Class Exercise: Opportunity Identification Exercise</strong></td>
<td>Read: Blue Ocean Strategy (Maughborne)</td>
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<td>(discussion of student findings)</td>
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<td>Class 2</td>
<td><strong>The Value Proposition</strong></td>
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<td>Class exercise: Evaluation of Value Propositions</td>
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<td><strong>Class Case Analysis &amp; Discussion – The Entrepreneurs at Twitter:</strong></td>
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<td>Building a Brand, A Social Tool, or A Tech Powerhouse?</td>
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<td>May 14</td>
<td><strong>Creating/discovering and selecting appropriate opportunities (VP Canvas)</strong></td>
<td>Read IVEY Case 2: Shut out Solutions</td>
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<td>Class 3</td>
<td><strong>Cognitive foundations of entrepreneurship</strong></td>
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<td>(idea generation and opportunity recognition, skills, networks and</td>
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<td>addressing the psychological issues of entrepreneurship)</td>
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<td>Concepts: Causation: Davidsson; Effectuation: Sarasvathy</td>
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<td>May 16</td>
<td><strong>Experiential Exercise – Creativity, Markets and new ideas that “Stick”</strong></td>
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<td>A word game that demonstrates the power of innovation and introduces the concepts of “market stickiness”: does your creativity feel and sound right? Will it stick?</td>
<td>Email team lists for feasibility project.</td>
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<td><strong>VP Canvas continued</strong></td>
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<td></td>
<td><strong>Class Case Analysis &amp; Discussion – Shutout Solutions</strong></td>
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<td>(students learn to fuse the VP Canvas with the BMC)</td>
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<td>May 21</td>
<td><strong>Who stuck it? Presentations</strong></td>
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<td><strong>What is Feasibility Analysis?</strong></td>
<td>Read Case 4: Netflix</td>
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<td><strong>The Business model canvas (an overview)</strong></td>
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<td><strong>Class Case Analysis &amp; Discussion – Zero Brammo</strong></td>
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<td>Can the market support your business idea? Is it ready? Who can beat you to the punch?</td>
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<td>May 23</td>
<td><strong>Business model typologies and change</strong></td>
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<td>(Discussion of different types of BM’s, the types of BM’s that exist, and examples of companies that are making changes to their BM in order to stay competitive)</td>
<td>Read: Forgiving Business Models (Fiet, and Patel 2008)</td>
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<td></td>
<td><strong>Class Case Analysis &amp; Discussion: Netflix</strong></td>
<td>Read case 5: Samantha Chang</td>
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<td></td>
<td><strong>Using the BMC to evaluate a business model</strong></td>
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<td>May 28</td>
<td><strong>Competitive Advantage</strong> (how to insert the BMC into a specified market to analyze competitive advantage)</td>
<td>Get together with your team to build a successful business model!</td>
</tr>
</tbody>
</table>
| Class 7    | **Intellectual Property & Innovation**  
**Analysis & Discussion Case – Samantha Chung (handout case)**  
**Class Case– TBA! (handout case)** (Discussion on the games industry and then class team exercise for group creativity and idea creation to introduce impact and feasibility) | Read Competition Case: TBA!                                                       |
|            | **Coffee Shop Exercise**  
Go get a java! Observe and report! Figuring out the financials.  
Team selection for the TBA! Case. |                                                                                  |
|            | **Hand in/ Online Assignment 1 – Understanding The Business Model Canvas**                             |                                                                                  |
| May 30     | **Class Case Competition!**  
Building a Business Model!                                                               |                                                                                  |
<p>| Class 8    |                                                                                                       |                                                                                  |
| June 4     | <strong>Evaluating your Business Model</strong> (Discussion on the interconnectivity of the BMC and how to merge it into a framework for analysis of feasibility and testing) | Handout sample questions for Break Even Analysis                                  |
| Class 9    | <strong>Dashboards, Iteration and the Business Model</strong>                                                      | Read: Forest City Tennis Club – Pro Shop and Bar Lounge                          |
|            | <strong>Financial Modeling</strong>                                                                               |                                                                                  |
|            | <strong>Opportunity Evaluation and Break Even Analysis</strong>                                                     |                                                                                  |
|            | The how and why.                                                                                      |                                                                                  |
| June 6     | <strong>Financing New Ventures (Introduction to Small Business Financials)</strong>                                | Read Case 8: Neechie Gear                                                        |
| Class 10   | <strong>Figuring out the Financials: Forest City (IVEY CASE)</strong>                                              |                                                                                  |
|            | <strong>Part 2: coffee shop analysis: build a business model!</strong>                                             |                                                                                  |</p>
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPICS AND READING ASSIGNMENTS*</th>
<th>ASSIGNED TASK(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 11</td>
<td><strong>Coffee shop task #2: Build a business model</strong>&lt;br&gt;Can you take your data, the tools learned in class and design a highly innovative business model for a Regina area coffee shop?&lt;br&gt;&lt;br&gt;<strong>Neechie Gear (handout) - pivoting</strong>&lt;br&gt;(combining the BMC with financial analysis to evaluate how a business is being run, its efficiencies, and potential new opportunities within a small business)</td>
<td>Build a business model! Coffee shop exercise #2. Read Case: The Health Nut</td>
</tr>
<tr>
<td>June 13</td>
<td><strong>Financing, franchising, purchase and growth strategies</strong>&lt;br&gt;<strong>Due Diligence, buying a business and what you need to know:</strong>&lt;br&gt;Income statements, balance sheets, cash flow and break even.&lt;br&gt;&lt;br&gt;<strong>Class Case Analysis &amp; Discussion - Health Nut</strong></td>
<td>Make sure your informal presentations for your feasibility report are ready to go for next class!</td>
</tr>
<tr>
<td>June 18</td>
<td><strong>Informal Feasibility Presentations and Feedback</strong>&lt;br&gt;<strong>Wordfuze presentations</strong>&lt;br&gt;<strong>Wrap up</strong></td>
<td>LAST CLASS Feasibility reports due June 21st</td>
</tr>
</tbody>
</table>